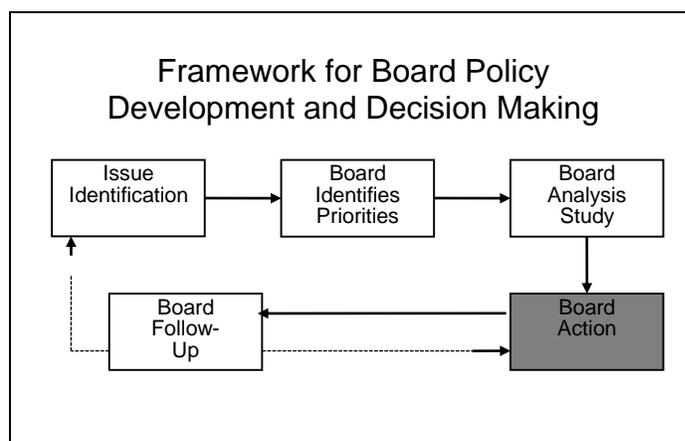


# Iowa State Board of Education

## Executive Summary

October 30, 2014



**Agenda Item:** Report on Phase I Fiscal Visit for Farragut Community School District (CSD) and Phase II Accreditation Visit for Farragut Community School District (CSD) and Hamburg Community School District (CSD)

Farragut CSD and Hamburg CSD District Responses

**Iowa Goal:** All PK-12 students will achieve at a high level.

**State Board Role/ Authority:** Iowa Code §256.11(1) and 281 Iowa Administrative Code section 12.8(4)

**Presenters:** Jeff Berger, Deputy Director  
Division of School Finance and Support Services

Amy Williamson, Chief  
Bureau of School Improvement

**Attachments:** 14

**Recommendation:** The Department recommends that the State Board take action to allow Farragut CSD to implement the corrective actions required of them using the action plan submitted by the district and amended as recommended in the Department's analysis. Department staff will conduct a follow-up visit to the district immediately following the completion date of the corrective action plan to determine if the requirements of the plan have been met. If the conditions outlined in the Phase II report have not been met at that time the Department may return to the board with a recommendation for dissolution of the district.

The Department recommends that the State Board take action to allow Hamburg CSD to implement the corrective actions required of them using the action plan submitted by the district and amended as recommended in the Department's analysis. Department staff will conduct a follow-up visit to the district immediately following the completion date of the corrective action plan to determine if the requirements of the plan have been met. If the conditions outlined in the Phase II report have not been met at that time the Department may return to the board with a recommendation for dissolution of the district.

**Background:**

On December 17, 2013, the School Budget Review Committee (SBRC) recommended the Department conduct a Fiscal Phase I review of Farragut CSD (that included Hamburg CSD because they were a sharing partner). In conjunction with the fiscal review and in response to longstanding noncompliance issues in both Hamburg CSD and Farragut CSD, it was determined that the Department would conduct a Phase II Accreditation Visit immediately following the fiscal review. As a result of these visits, the Department issued Phase II reports for both districts and required the districts to provide the Department with a written plan of action. The SBRC issued a Fiscal Phase I visit report for the combined districts as well. Written plans for correction must be submitted to the Department by October 15, 2014. The SBRC will require the districts to submit corrective action plans related to negative unspent balances by November 14, 2014.

It is the purview of the State Board of Education to place the districts, individually, on a plan of corrective action and to vote to dissolve the districts if the plans of correction are not fulfilled.

**Farragut Community School District  
Response and Corrective Action Plan**

**October 16, 2014**

Iowa Department of Education  
Phase I Finance and Phase II Accreditation Report  
Farragut Community School District

*October 16, 2014*

Overview:

**General Accreditation:** The general accreditation issues have been addressed (pages 2-13). The *Equity Report Statement #21: accessibility issues* referenced in the general accreditation section of the report are addressed in the Facilities Accessibility Review section of the report. The district has contracted with *Facilities Cost Management Group* to devise a comprehensive facilities plan to address all of the deficiencies listed in the accreditation report.

**Finance:** The finance issues cited in the report will be addressed before the SBRC in December. At that time, the Farragut and Hamburg districts will present finance plans, which address the negative unspent balance issues currently faced by both districts. Pending the outcome of a reorganization vote on December 2, 2014, the districts will either merge into a single district or continue as Whole-Grade-Sharing partners at least through 2016. Regardless of the configuration of the district, the following steps will be taken to operate within the budget authority of the district(s):

- Close the elementary attendance center and vocational center in Farragut
- Close the middle school building in Hamburg
- Utilize the High School building in Farragut and Marnie Simons elementary school in Hamburg to deliver programming to students under a staffing and facilities model that will allow us to meet Rule 12 guidelines and operate within our spending authority either as a reorganized district or as Whole Grade Sharing partners
- Petition the SBRC to approve adjusted allowable budget growth in the amount equal to the district's negative unspent balance for the 2013-14 school year allowing the reorganized ( or re-configured) district(s) to continue to operate
- Continue discussions with neighboring school districts to explore sharing opportunities and create partnerships that offer increased opportunities for our students.

**Facilities Accessibility:** Whether in a reorganized district or reconfigured Whole-Grade-Sharing arrangement, the district(s) have contracted with *Facilities Cost Management Group* to devise a comprehensive plan to utilize the High School wing at Farragut (7-12)

and *Marnie Simons Elementary* in Hamburg (PK-6) to deliver services. This accessibility and equity plan would address all of the citations listed in the *Iowa Department of Education Phase II Accreditation Report*. The elementary wing at Farragut, Junior High School at Hamburg and the vocational center in Farragut will not be used.

**FACILITIES ACCESSIBILITY REVIEW:** *Facilities Cost Management Group*

**Short term items as designated for 30 day resolution for implementation** will be accomplished by the District as indicated, with the referenced directional signage to be ordered within that time period for prompt installation following delivery.

**Median term items as designated for 90 day planning and establishment of viable alternatives for compliances and implementation** will be accomplished by the District through a facilities project development approach as outlined below.

Farragut CSD is partnering with us by approving concurrent Study objectives and work by the same firm, Facilities Cost Management Group, LLC. Both Districts will conduct these Studies within the current context of shared services as well as with full and open consideration of alternative partnering for educational delivery, quality, and responsible cost management both in the immediate future and for transitions that may follow in the future.

At the onset, the goals of this Study will include the following assumptions and inclusions:

- Short, median and long term locations of the various grade levels will be addressed, and not limited to the current interfacing with Farragut as partnering alternatives.
- Comparative professional and supportive staff requirements and costs will be addressed for each alternative facilities option.
- Operational cost options for support services such as food service and transportation will be included in each option for facilities use and development.
- Options for cost efficiencies through the various project development methods shall be explored. This process will lead to potential construction implementation savings of about 15% or more for whatever renovations or additions that become components in facilities improvements.
- The Districts will initiate development of a tax management planning approach for the short, median and long term financial structuring necessary for each of the major facilities options. This levy management will be viewed from both individual District and potential combined Districts perspectives.

Prior to the Accreditation Committee's visit to Farragut Community School District, several citations for noncompliance with state and/or federal code or regulations had remained uncorrected since 2011. A list of those citations and their current status is provided below.

Table 1: Summary of Noncompliance Citations from 2011 and Subsequent Action

Noncompliance Item	Citation	Date of Citation	Evidence Needed or Provided	Completed Date	2014 Action
<p><b>Equity Report Statement #7: nondiscrimination</b> Policy #102 for educational programs is missing sexual orientation, creed, and socioeconomic status.</p> <p><b>4. EQ5</b> No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.</p>	<p>Iowa Administrative Code 281—12.5(8).</p> <p>Iowa Administrative Code 281—12.1(1).</p> <p>Title IX of the Education Amendments of 1972 - 34 CFR 106.9</p>	2/20/12	Corrected policy #102	8/29/13	Completed <a href="#">Updated Policy 102</a>
<p><b>Equity Report Statement #8: nondiscrimination policy in employment</b> Policy #401.1 is missing sexual orientation.</p> <p><b>11. EQD1</b> The district does not have a policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, religion, creed, marital status, sexual orientation, and gender identity (EQD1).</p>	<p>Code of Iowa Section 216.9; Iowa Administrative Code 281—12.5(8)</p> <p>Title IX of the Education Amendments of 1972 - 34 CFR 106.9</p>	2/20/12	Corrected policy #401.1	8/29/13	Completed <a href="#">Updated Policy 401.1</a>
<p><b>Equity Report Statement #9: grievance procedure</b></p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.7</p> <p>Title IX of the Education Amendments of 1972 -- 34 CFR Part 106.8</p>	2/20/12	Need updated grievance procedure	Done 6/24/14	Completed Equal Opportunity and Affirmative Action Plan on File in Supt.'s Office
<p><b>Note:</b> Items in the previous section were cited for non-compliance in 2011 and had been corrected prior to the district receiving the 2014 accreditation report</p>					

<p><b>Equity Report Statement #10: nondiscrimination notifications in publications</b></p> <p><b>12. EQD2</b> The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks</p> <p><b>13. EQD3</b> The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters</p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.8</p> <p>Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>2/20/12</p>	<p>Revised publications to contain the following statement: It is the policy of the _____</p> <p>_____</p> <p>Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.</p>	<p>Done</p>	<p>Updated Publications, <a href="#">handbooks</a>, <a href="#">website</a> and <a href="#">newsletter</a></p>
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			If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Name, Title, Address, Phone Number, E-mail Address		
<b>Equity Report Statement 13: Media Materials</b>  <b>6. LP9</b> No evidence exists that the school library program is regularly reviewed, revised, and designed to provide current and diverse collection of fiction and nonfiction materials. 281—IAC 12.3(11)	Iowa Administrative Code 281—12.5(8)	2/20/12	Policy #605.1	8/29/13	Done <a href="#">Updated Policy 605.1</a>
<b>Equity Report Statement #14: counselor annual review of course enrollment</b>  <b>5. SCP1</b> The district does not have a school counseling program. 281—IAC 12.3(11)	Iowa Administrative Code 281—12.3(11)  34 CFR Part 106.36	2/20/12	Summary of how data has been reviewed and actions taken.	Done 6/24/14	Done
<b>Equity Report Statement #21: accessibility.</b>	Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22  34 CFR Part 104.23;  Americans with Disabilities Act 1990 – 28 CFR Section	2/20/12	On-Site Observation  Will be addressed with facilities upgrades	Not done	Contracted with <i>Facilities Cost Management Group</i> to develop comprehensive plan to address all equity and accessibility issues 10-1-14

	35.150(d) 28 CFR Section 35.151.				
<b>Equity Report Statement #29: TAG</b>	Iowa Administrative Code 281—12.5(12)	2/20/12	New TAG Plan provided	8/29/13	New TAG Plan provided
<b>Equity Report Statement #35 – disaggregated discipline data review</b>	Iowa Administrative Code 281—12.3(6)	2/20/12	Summary of discussion and action taken	Done 6/25/14	Summary of discussion and action taken
<b>Equity Report Statement #36: bullying and harassment</b>	Code of Iowa 280.28(3)	2/20/12	Minutes or report on SIAC discussion	Done 6/25/14	Minutes or report on SIAC discussion
<b>Equity Report Statement #42: employment applications</b>	Section 504 34 CFR Part 104.8  Title IX 34 CFR part 106.9	2/20/12	Revised Employment Application	8/29/13	<a href="#">Revised Employment Application</a>
<b>Equity Report Statement #43: diversity on advisory committees</b>	Code of Iowa 258.9	2/20/12	Description of representation	8/29/13	Done
<b>Equity Report Statement #44: EEO/AA plan</b>  <b>14. EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281—IAC Chapter 95	Iowa Code 19B.11  Iowa Administrative Code 281—95.3	2/20/12	Updated EEO/AA Plan is done - needs Policy #401.1 to be revised	Board of Directors' minutes First Reading 10/8/14 Final Reading 10/13/14	Equal Opportunity and Affirmative Action Plan on File in Supt.'s Office  Revised Board Policy <a href="#">401.1</a>
<b>GT5</b> The district has no qualitatively differentiated program for identified gifted and talented students-	Iowa Administrative Code 281—12.5(12)			Completed prior to 2014 report	Completed prior to 2014 report

<b>SCP3</b> The district does not employ a licensed school counselor.	Iowa Administrative Code 281—12.3(11)(a)		BEDS	Completed prior to 2014 report	BEDS Report
<b>SN1</b> The district does not employ a licensed school nurse.	Iowa Administrative Code 281—12.4(12)		BEDS	Completed prior to 2014 report	BEDS Report
<b>PE8</b> The school district does not implement its evaluation procedures for all administrators.	Iowa Administrative Code 281—12.3(3)  Iowa Code 279. 23A		Completed	Further evidence required	Scheduled per <a href="#">Board Policy 302.5</a>
<b>IPDP.1</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher.	Iowa Administrative Code 281—12.7(1)		Completed	Further evidence required	Done Submitted Sept. 2014

Table 3 presents the new citations for noncompliance for Farragut CSD resulting from the reviews conducted during the Phase II visit.

**Note:** all citations in table three have been corrected

*Table 3: Noncompliance Citations as of June 26, 2014*

Requirement	Citation	Additional Information	Corrective Action w/ Deadline	Evidence	2014 Action
<b>MCGF1</b> No Multicultural, gender fair board policy exists.	281—IAC 12.5(8).	Policy 603.4 Multi-culture missing American Indians and European Americans. The policy indicates that it was updated 7-14-14 a date which has not occurred.	11/1/14	Updated Policy First Reading 10/8/14 Final Reading 10/13/14 Board of Directors' Minutes	<a href="#">Updated Policy 603.4</a>

<p><b>EQD1</b> The district does not have a policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation, and gender identity.</p>	<p>Title IX 34CFR 106.9 Section 504</p> <p>34 CFR 104.8,</p> <p>Iowa Code 216.6</p>	<p>Policy 302.1 revised 3/11/13 missing creed, sexual orientation, and gender identity</p> <p>policy 303.2 revised 3/12/13 (administrators) missing age</p> <p>policy 401.1 revised 9/10/12 (EEO) missing sexual orientation</p> <p>Policy 405.2 revised 9/9/13 (licensed staff) missing sexual orientation and gender identity.</p>	<p>11/1/14</p>	<p>Updated Policy</p> <p>First Reading 10/8/14</p> <p>Final Reading 10/13/14</p> <p>Board of Directors' Minutes</p>	<p><a href="#">Revised 302.1</a></p> <p><a href="#">Revised 303.2</a></p> <p><a href="#">Revised 401.1</a></p> <p><a href="#">Revised 405.2</a></p>
<p><b>PE6</b> Board policy does not address evaluation criteria for administrators.</p>	<p>281—IAC 12.3(3)</p> <p>Iowa Code 279.23A</p>	<p>No criteria or forms found for administrators. Administrators are not evaluated annually.</p>	<p>Criteria must be adopted by 11/1/14.</p> <p>All administrators must have received an evaluation by 12/15/14.</p>	<p>Updated Policy</p> <p>First Reading 10/8/14</p> <p>Final Reading 10/13/14</p> <p>Board of Directors' Minutes</p> <p>Evaluation forms</p>	<p><a href="#">Board Policy 302.5</a></p> <p><a href="#">Principal Evaluation Form</a></p> <p><a href="#">Supt Evaluation Form</a></p>
<p><b>VED7</b> An advisory committee that assists in vocational (CTE) education planning and evaluation exists; however, there is no evidence that the committee fulfills its responsibilities.</p>	<p>281-IAC 12.5(5)(i)</p>	<p>No evidence was provided.</p>	<p>Evidence submitted by 11/15/14.</p>	<p>Schedule CTE Advisory Council Meeting.</p>	<p><a href="#">Meeting Notes</a></p>
<p><b>GT3</b> The district's identification procedures are not designed to potentially identify gifted</p>	<p>281—IAC 12.5(12)</p>	<p>No list of elementary students was provided.</p>	<p>Evidence submitted by 11/15/14.</p>	<p>Submit list of students</p>	<p><a href="#">List of TAG Students</a></p>

and talented students throughout the school age population.				Completed	
<b>SIAC6</b> No evidence exists that the district, to the extent possible, has made an effort to seek balanced representation of race, gender, national origin, and disability for the school improvement advisory committee.	281-IAC 12.2	Membership list provided includes 8 males and 15 females. Students are listed as members. There did not appear to be diversity in race, national origin, or disability. No evidence was provided of efforts to balance gender.  Notices were sent out to all certified and classified staff members as well as students, parents, and community members seeking volunteers for the committee.	Evidence provided that efforts have been made to seek balanced representation by 11/15/14.	Completed	Ongoing
<b>SIAC5</b> No evidence exists that the School Improvement Advisory Committee makes recommendations to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives.	281—IAC 12.8(1)(a)(2)	Minutes of June 2, 2014 joint meeting reflect discussion of topics, but no formulation of recommendations for the school board that meet this requirement.	Plan for engaging SIAC in making such recommendations submitted by 11/15/14.	Plan for SIAC participation v/ recommendations  The Nishnabotna advisory committee was formed on Sept. 24, 2014. Agendas and minutes are on the website.	Ongoing
<b>HSPELA2</b> The English-language arts program	281—IAC 12.5(5)(a)	Does not meet for 13-14.	Evidence submitted that the	Class Schedule	<a href="#">2014-15 Class Schedule</a>

for grades 9-12 does not contain six units.			ELA program meets offer and teach requirements at the high school level by 12/1/14.	Completed	
<b>HSPM2</b> The mathematics program for grades 9-12 does not contain four sequential units that are preparatory to post-secondary education programs.	281—IAC 12.5(5)c	Does not meet 13 14 information found on master schedule excel document provided by Principal. Will not meet for 14 15.	Evidence submitted that the mathematics program meets offer and teach requirements at the high school level by 12/1/14.	Class Schedule Completed	<a href="#">2014-15 Class Schedule</a>
<b>HSPS4</b> The science program for grades 9-12 does not contain a full unit of physics	281—IAC 12.5(5)(d)	2014 2015 The district needs to offer Physics.	Evidence submitted that the science program meets offer and teach requirements at the high school level by 12/1/14.	Class Schedule Completed	<a href="#">2014-15 Class Schedule</a>
<b>HSPPE3</b> The physical education program for grades 9-12 does not contain at least one-eighth unit each semester.	281—IAC 12.5(5)(f)	Meets for 2014-15 according to information found on master schedule excel document provided by the Principal. The front page of 2014-15 Curriculum Planner states, "Students must take PE at least 1 semester per year. This can be waived if a student is out for a sport each semester of every year." Students must enroll in PE every semester. Later in the planner it states students must take PE every semester of every year.	Evidence submitted that the physical education program meets offer and teach requirements at the high school level by 12/1/14.	Revise Student Handbook  Revised working in the 2015 Curriculum Planner  Completed	<a href="#">2014-15 Student Handbook</a>

<p><b>EQ5</b> No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.</p>	<p>281—IAC 12.1(1)</p>	<p>Policy # 102.E1 states the Superintendent as the equity coordinator while other publications list Nikki Schubauer. Policy # 102.R1 list the K-12 Counselor. Grievance procedure policies must align with the non discrimination notices on the identity of the EC. Policy #500 is missing sexual orientation, gender identity, SES and creed. (MJC) Activities of equity coordinator were submitted. An August 2013 newsletter submitted with equity notices is missing protected classes.</p>	<p>11/1/14</p>	<p>Revise wording in Board Policies and district documents First reading schedules 10/6/13) Final Reading 10/13/14</p> <p>Update newsletter notices (protected classes)</p>	<p><a href="#">Updated Board Policy 102E1</a></p>
<p><b>PA4</b> The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements.</p>	<p>281-IAC 12.5(19)(d)</p>	<p>ES has more than 30 min per day. HS does not meet. No contracts. District is allowing opt out for more than one semester for sports. Even though sports meets HK act must be documented by a contract.</p>	<p>11/15/14</p>	<p>Updated Curriculum Guide document</p> <p>Contracts signed by opt out students</p>	<p><a href="#">Updated Curriculum Planner document</a></p>
<p><b>PE8</b> The school district does not implement its evaluation procedures for all administrators.</p>	<p>281—IAC 12.3(3) and Iowa Code 279.23A</p>	<p>Principals are NOT evaluated annually. NO evidence in personnel files or Principal interviews. Superintendent stated he has been evaluated but documentation not in file but provided via email.</p>	<p>Criteria must be adopted by 11/1/14.</p> <p>All administrators must have received an evaluation by 12/15/14.</p>	<p>Evaluate district administrators per. Board Policy</p> <p>Completed</p>	<p><a href="#">Principal Evaluation Form</a></p>
<p><b>HCY4</b> Evidence that the district-adopted definition of homeless is</p>	<p>281—IAC 33.3</p>	<p>Nishna Handbook does not contain appropriate definition. LEA should use the definition on the Iowa DE</p>	<p>11/1/14</p> <p>Handbook</p>	<p>Update definition of homeless in the Parent-</p>	<p><a href="#">Updated Handbook</a></p>

<p>communicated in staff, parent, and student does not exist.</p>		<p>website to be sure all portions of the definitions are included. Current handbook definition does not contain all required language such as ages 3-21, lack of fixed, regular, adequate nighttime residence, loss of housing due to economic hardship or similar reason, awaiting foster care, emergency shelters, abandoned in hospitals, public or private place not designated for regular sleeping accommodations, parks, migratory child/youth who qualifies as homeless , etc. Posters and Handbook may contain more informal language to communicate to the concept of what is meant by homeless, however the full definition should be posted somewhere in the district such as K-12 handbook, or board policy and/or website.</p>	<p>updated ( pg. 7)</p>	<p>student handbook</p>	
<p><b>EDGAR2</b> An inventory list that identifies the equipment purchased with Perkins funds and the equipment's location does not exist.</p>	<p>74.21(a)(b)(1-7)</p>	<p>None provided. After asking a partial list was provided - current up to 2003 only.</p>	<p>11/1/14</p>	<p>Inventory Completed</p>	<p><a href="#">Perkins Inventory List</a></p>
<p><b>ELL1</b> Documentation of identification procedures for limited English proficient students does not exist. <b>ELL2</b> Documentation of program placement options for limited</p>	<p>281—IAC 60.3</p>	<p>The ELL plan that was uploaded to CPLAN dated 08 09. It does not use the TELPA or IELDA. This plan may be considered out of compliance due to lack of current, updated information. Unknown if they have ELL staff.</p>	<p>11/15/14</p>	<p>C-Plan</p>	<p>C Plan</p>

English proficient students does not exist. <b>ELL3</b> Documentation of exit criteria for limited English proficient students does not exist.		ELL plan updated Sept. 15, 2014 as part of the C-Plan			
<b>EQD3</b> The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters	Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.	Nondiscrimination statement on the home page of the nishbd.org website covers programs but not employment. Student/Parent Handbook nondiscrimination statement covers programs and not employment and is missing SES. Evidence included non-discrimination notices for educational activities, no direct reference to employment non-discrimination Coaches Handbook OK Teacher Handbook OK August 2013 Newsletter missing color	11/1/14 Handbooks updated Oct. 1, 2014	Update district handbooks	Updated Publications, <a href="#">handbooks</a> , <a href="#">website</a> and <a href="#">newsletter</a>
<b>EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment.	Iowa Code 19B.11, 281— IAC Chapter 95	Policy # 401.1 is missing sexual orientation and will need to be revised. When policy is revised the EEO/AA plan will need to be signed and dated by Superintendent.	11/1/14	Revise Board Policy 401.1 and update the EEO/AA plan  First Reading 0/6/14 Final Reading 10/13/14	<a href="#">Updated Board Policy 401.1</a>
<b>T12</b> No evidence exists the district provides a statement of assurance	P.L. 107-110 ESEA Sec. 1111(h)(6)	Not present in the <i>Nishnabotna Parent/Student Handbook</i> available on the website. This was on a Title I	11/1/14 Handbook	Update district handbooks	<a href="#">Updated District Handbook</a>

to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified.		meeting agenda, but needs to be a statement or notification to the K-12 parents in a newsletter, website, or handbook.	Updated 10-1-14		
<b>PRS1</b> No evidence exists a teacher peer review system is in place.	Iowa Code 284.8	No evidence provided.	11/15/14	Peer review process instituted 10-6-14	<a href="#">Peer Review Plan</a> <a href="#">Peer Review logs</a>
<b>Equity Report Statement #21: accessibility.</b>	Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22  34 CFR Part 104.23;  Americans with Disabilities Act 1990 – 28 CFR Section 35.150(d)  28 CFR Section 35.151.	Remains incomplete since 2011.	11/1/2014  Will be addressed with facilities upgrades	Revise accessibility statement	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan

## Finance

Finance issues related to spending authority issues will be addressed in a plan, which is required to be sent to the SBRC by November 14 2014

Citation	Resolution
As of May 28, 2014, the district had not billed Hamburg Community School District for shared positions	Hamburg has been billed for shared position (District audit and CAR)
The district does not have written agreements for all the sharing arrangements.	Sharing agreements updated (District audit and CAR)
The district's insurance coverage included lower than recommended per occurrence limits for employee theft (\$101,000), computer fraud (\$50,000), and funds transfer fraud (\$50,000).	Segregation of duties issue has been addressed ( District audit)
It was noted that Chrome Book fees were being charged, and districts are not allowed to charge a fee for technology.	This practice has been discontinued
Students were also charged a \$25 fee for e-college on-line courses through Iowa Community College Online Consortium. Normally, students cannot be charged a fee for any course that is part of the public school district's offering. If the fee is allowable by Iowa Code, it would be normally be paid by the district and not the students	This practice has been discontinued
The district was last paid in fiscal year 2008. The district is not currently an enrolled Medicaid provider, which means it chose to not re-enroll during calendar year 2012	This issue is under advisement with district auditors

<p>The staff member responsible for delivering Individualized Education Program (IEP) services to a student must be properly endorsed. In addition, some special education expenditures were not properly coded in accordance with the guidance.</p>	<p>All endorsements in accordance with Department of Education regulations. (Fall BEDS Report)</p>
<p>Farragut had several coding errors in its accounting records that could cause reports used during the fiscal year to be misleading.</p>	<p>Those errors have been corrected (District Audit)</p>
<p>The district needs to code categorical transactions properly throughout the year, rather than making numerous adjustments at year end, as noted by the auditor in the fiscal year 2013 audit.</p>	<p>Procedure Revised (District Audit)</p>
<p>The preschool should be self-sufficient and handled in an enterprise fund (63). Transactions are currently being recorded in the General Fund.</p>	<p>Procedure Revised (District Audit)</p>
<p>Although recorded as a payable, the district did not pay its fiscal year 2013 second semester whole grade sharing bill to Hamburg, and did not receive the second semester payment from Hamburg (which was recorded as a receivable) until September of the following fiscal year. The district had not paid or billed Hamburg for any whole grade sharing for fiscal year 2014 as of the date of the site visit.</p>	<p>Procedure Revised (District Audit)</p>
<p>Job descriptions should be reviewed to be up to date and applicable to the district's personnel.</p>	<p>Job Descriptions updated</p>
<p>The board is not made aware of the bullying and harassment data</p>	<p>Schedule report of bullying and harassment data as part of</p>

reported annually to the IDE.	yearly Board schedule
Farragut CSD reported via the BEDS data system that the high school principal did not receive an evaluation during the 2013-14 school year.	Administrative evaluations scheduled by December of 2014.
The high school and Vo-Ag building are both out of compliance with ADA requirements and in need of changes to make them accessible and safe.	We are not planning to use the vocational building in the future.
As enrollment continues to decline, which is predicted given the enrollment trends for both districts, even a merged district will need to engage in WGS with a third district or re-merge with one or more schools to continue to be able to meet all of the requirements of accreditation.	We have begun talking with the other county schools (Hamburg, Sidney & Fremont-Mills) about future sharing opportunities.

## Appendix B: Facilities Accessibility Review

**Facilities Accessibility:** Whether in a reorganized district or reconfigured Whole-Grade-Sharing arrangement, the district(s) have contracted with Facilities Cost Management to devise a comprehensive plan to utilize the High School wing at Farragut (7-12) and *Marnie Simons Elementary* in Hamburg (PK-6) to deliver services. This accessibility and equity plan would address all of the citations listed in the accreditation. The elementary wing at Farragut, Junior High School at Hamburg and the vocational center at Farragut will not be used.

<b>Nishnabotna High School Accessibility</b>					
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<b>Compliance Plan 2011</b>					
<b>Accessibility Corrections</b>	<b>Voluntary CAP Completion Time Frame</b>	<b>Completed</b>	<b>Deadline Recommended to State Board</b>	<b>Evidence</b>	<b>2014 Action</b>
Develop a written plan describing how inaccessible programs and services will be made available to individuals with disabilities.	December 2012	No	30 days after SBE meeting	Contracted with Facilities Cost Management to develop a compliant facilities plan	Contracted with Facilities Cost Management to develop a compliant facilities plan
Create accessible passenger loading zone with appropriate signage that has an access aisle 60" x 20' that is parallel to the vehicle pull up space.	August 2012	No	30 days after SBE meeting	Completed	Pictures submitted
Add one accessible parking sign and one van accessible parking sign in the front of the high school-	May 2012	Yes	Completed		Pictures submitted
Remove the curb in front of the shower rooms. Architect will develop a plan for	Architect hired by August 2012 & project completed by 8/2014	No	90 days after SBE meeting	Contracted with <i>Facilities Cost Management Group</i> to develop a compliant	Contracted with <i>Facilities Cost Management Group</i> to develop a compliant

shower accessibility.				facilities plan.	facilities plan.
Add accessible toilet room signs on latch side and 60" above the floor. Cover restroom pipes in the restrooms near the cafeteria.	August 2012	Yes	--	Completed	Pictures submitted
Architect will be hired to make gym accessible.	Architect hired by August 2012 & project completed by August 2014	No	90 days after SBE meeting	A lift was installed to provide accessibility to the gym floor.	A lift was installed to provide accessibility to the gym floor
The food service line will be maintained at 36" clear width.	August 2013	Yes	--	Completed	Completed

**Compliance Issues:** Farragut Community School District still has facilities accessibility and program accessibility issues stated in the 2011 equity site visit report for the Nishnabotna High School. Accessible parking spaces have been added to the front of the high school, signage was installed for accessible restrooms near the cafeteria, and a lift was installed in the 1964 gymnasium to provide accessibility to the gymnasium floor. The cafeteria has maintained at least 36 inches clear width for the food service lines. The locker rooms on the lower level in the gym are still inaccessible. In addition, the shower rooms are still inaccessible because of the curb.

**Farragut Elementary School, 907 Hartford Ave., Farragut, IA 51639 (Grades: PK-3)**

**Building Information:**

Building / Additions	Year built and	Applicable standards
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	<b>number of levels</b>	
Original construction	1928 – three levels (no elevator)	Programs within facility must be readily accessible
Street parking shared with high school		2010 ADA standards – 502 Parking Spaces

<b>Farragut Elementary School Accessibility Compliance Plan 2011</b>					
<b>Accessibility Corrections</b>	<b>Completion Time Frame</b>	<b>Completed</b>	<b>Deadline Recommended to State Board</b>	<b>Evidence</b>	<b>2014 Action</b>
Develop a written plan describing how inaccessible programs and services will be made available to individuals with disabilities.	December 2012	No	30 days after SBE meeting	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.
Develop a written plan to make restrooms accessible. Install one unisex accessible restroom.	Architect hired by August 2012 & project completed by August 2014	No	90 days after SBE meeting	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.

Area of non-compliance	Compliance issue	Standard	Evidence	2014 Action
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the Farragut Elementary that are inaccessible are made available to students, staff, parents, and community members with disabilities.	Programs within facility must be readily accessible	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.
Toilet Rooms	A written plan is required for addressing the inaccessibility of restrooms. There must be at least one unisex restroom that is accessible in a readily accessible building.	Programs within facility must be readily accessible.	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.

**FCS/Art Building, 907 Hartford Ave., Farragut, IA 51639** (Grades: PK-3 and 9-12)

**Building Information:**

Building / Additions	Year built and number of levels	Applicable standards

Original construction	1976 – one level	Programs within facility must be readily accessible
Street parking		2010 ADA standards – 502 Parking Spaces

<b>Nishnabotna FCS/Art Building Accessibility Compliance Plan 2011</b>					
<b>Accessibility Corrections</b>	<b>Completion Time Frame</b>	<b>Completed</b>	<b>Deadline Recommended to State Board</b>	<b>Evidence</b>	<b>2014 Action</b>
Develop a written plan describing how inaccessible programs and services will be made available to individuals with disabilities.	December 2012	No	30 days after SBE meeting	Contracted with Facilities Cost Management to develop a compliant facilities plan.	Contracted with <i>Facilities Cost Management</i> to develop a compliant facilities plan.
Toilet room will be made accessible by adding signage, cover sink pipes, lowering mirror, & replacing faucet to allow for one hand operation.	August 2012	No	90 days after SBE meeting	New Faucet, cover pipes & signage completed	Pictures submitted

**Compliance Issues:** Farragut Community School District still has accessibility issues for the accessible unisex restroom in the FCS/Art building. Signage needs to be placed on latch side 60” above the floor, pipes need to be covered and the faucet needs replaced. This requirement was met in the fall of 2014.

**VoAg Building, 907 Hartford Ave., Farragut, IA 51639** (Grades: 9-12)

**Building Information:**

<b>Building / Additions</b>	<b>Year built and number of levels</b>	<b>Applicable standards</b>
Original construction	1912 – one level	Programs within facility must be readily accessible
Street parking		2010 ADA standards – 502 Parking Spaces

<b>Note:</b> The Vocational Building will not be used past the 2014-15 School Year					
<b>Nishnabotna VoAg Building Accessibility</b>					

<b>Compliance Plan 2011</b>					
<b>Accessibility Corrections</b>	<b>Completion Time Frame</b>	<b>Completed</b>	<b>Deadline Recommended to State Board</b>	<b>Evidence</b>	<b>2014 Action</b>
Develop a written plan describing how inaccessible programs and services will be made available to individuals with disabilities.	December 2012	No	30 days after SBE meeting	The vocational building will not be used past the end of the 2014-15 school year.	The vocational building will not be used past the end of the 2014-15 school year.
Threshold levels will be installed to be less than ¼" high or beveled to a slope no greater than 1:2 up to ½" high.	August 2013	No	90 days after SBE meeting		The vocational building will not be used past the end of the 2014-15 school year.
Install 36" wide door at the main entrance.	August 2013	No	90 days after SBE meeting		The vocational building will not be used past the end of the 2014-15 school year.
Hire an architect to develop a plan to install an accessible unisex restroom and complete installation.	Hire architect by August 2013 & complete project by August 2014	No	90 days after SBE meeting		The vocational building will not be used past the end of the 2014-15 school year.

**Compliance Issues:** There have been no facility improvements in the VoAg building since the 2011 equity site visit so there are numerous accessibility issues.

Area of non-compliance	Compliance issue	Standard	Evidence	Person Responsible
Entrances	The threshold level must be less than ¼ inch high or beveled with a slope no greater than 1:2 up to ½ inch high.	2010 ADA Standards – 404.2.5 Thresholds	The vocational building will not be used past the end of the 2014-15 school year.	The vocational building will not be used past the end of the 2014-15 school year.
Toilet Rooms	A written plan is required for addressing the inaccessibility of restrooms. There must be at least one unisex restroom that is accessible.	Programs within facility must be readily accessible.		The vocational building will not be used past the end of the 2014-15 school year.

### **Farragut Facility Accessibility Summary**

Farragut Community School District has addressed some program accessibility issues for the high school gymnasium by installing a lift. The district will still need to provide accessible shower rooms which could be installed on the level above the gym floor and directly above the inaccessible shower rooms. The FCS/Art building still has restroom accessibility issues. Lastly, the VocAg program is not accessible and its condition makes the facility extremely dangerous.

The PK-3 Farragut Elementary has facility and program accessibility issues. Elementary classrooms, gymnasium, and programs are not accessible. For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs are required to be readily accessible. A written plan is required that describes how inaccessible programs and services in pre-1977 portions of facilities will be made available to students, staff, parents, and community members with disabilities. The entrance and restroom area in the VoAg building must be updated for accessibility.

The written transition plan must be developed to address the accessibility concerns and compliance issues. For the accessibility transition plan, the district must:

- Describe in detail the methods that will be used to make the facilities and/or programs accessible; and
- Specify the schedule for taking steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify the steps that will be taken during each year of the transition period; and indicate the person responsible for implementation of the plan.

There are two main recommendations that could help resolve a large majority of the inaccessibility issues of the Farragut school district. First, the Farragut School District should consider educating all students at the Farragut Elementary on a single floor of the facility and provide accessibility to that floor of the facility. Lastly, the Farragut School District should discontinue using the VoAg building and find a more suitable location to offer these services.

### **Response**

The reorganized *Nishnabotna* district or the reconfigured Farragut and Hamburg Whole Grade Sharing districts-pending the outcome of a reorganization vote in December- will utilize the *Nishnabotna High School* building in Farragut and the *Marnie Simons Elementary* building in Hamburg to educate students, The Farragut Elementary building, Junior High building in Hamburg and the vocational building in Farragut will not serve students. Accessibility issues at *Marnie Simons Elementary School* and the *Nishnabotna Junior-Senior High School* will be addressed in a comprehensive plan, developed by the Facilities Cost Management Group. All deficiencies cited in the buildings that the district will use to serve students will be addressed and corrected in the *Facilities Cost Management Group* plan in accordance with the deadlines specified in the *Iowa Department of Education Phase II Accreditation Report*.

Iowa Department of Education  
Recommended Changes to  
Farragut Community School District  
Correction Plan

October 27, 2014

Iowa Department of Education Response to Farragut CSD Correction Plan  
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**General recommendation:**

It is the recommendation of the Iowa Department of Education that Farragut CSD be allowed to implement the corrective actions below, in addition to the corrective actions regarding facilities accessibility stated in Appendix B of the site visit report, as amended in the last column, if applicable. The recommended deadline for all corrective action is February 16, 2015.

*Table 1: Summary of Noncompliance Citations from 2011 and Subsequent Action*

Noncompliance Item	Citation	Date of Citation	Evidence Required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
<p><b>Equity Report Statement #7: nondiscrimination</b> Policy #102 for educational programs is missing sexual orientation, creed, and socioeconomic status.</p> <p><b>4. EQ5</b> No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.</p>	<p>Iowa Administrative Code 281—12.5(8).</p> <p>Iowa Administrative Code 281—12.1(1).</p> <p>Title IX of the Education Amendments of 1972 - 34 CFR 106.9</p>	2/20/12	Corrected policy #102	8/29/13	None
<p><b>Equity Report Statement #8:</b></p>	Code of Iowa Section	2/20/12	Corrected policy #401.1	8/29/13	None

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Noncompliance Item	Citation	Date of Citation	Evidence Required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
<p><b>nondiscrimination policy in employment</b> Policy #401.1 is missing sexual orientation.</p> <p><b>11. EQD1</b> The district does not have a policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, religion, creed, marital status, sexual orientation, and gender identity (EQD1).</p>	<p>216.9; Iowa Administrative Code 281—12.5(8)</p> <p>Title IX of the Education Amendments of 1972 - 34 CFR 106.9</p>				
<p><b>Equity Report Statement #9: grievance procedure</b></p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.7</p> <p>Title IX of the Education Amendments of 1972 -- 34 CFR Part 106.8</p>	2/20/12	Need updated grievance procedure	6/24/14	None

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Noncompliance Item	Citation	Date of Citation	Evidence Required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
<p><b>Equity Report Statement #10: nondiscrimination notifications in publications</b></p> <p><b>12. EQD2</b> The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks</p> <p><b>13. EQD3</b> The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters</p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.8</p> <p>Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>2/20/12</p>	<p>Revised publications</p>	<p>Policies revised as of 10/16/14.</p>	<p>None</p>
<p><b>Equity Report Statement #13: media materials</b></p> <p><b>6. LP9</b> No evidence exists that the school</p>	<p>Iowa Administrative Code 281—12.5(8)</p>	<p>2/20/12</p>	<p>Policy #605.1</p>	<p>8/29/13</p>	<p>None</p>

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Noncompliance Item	Citation	Date of Citation	Evidence Required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
library program is regularly reviewed, revised, and designed to provide current and diverse collection of fiction and nonfiction materials. 281—IAC 12.3(11)					
<p><b>Equity Report Statement #14: counselor annual review of course enrollment</b></p> <p><b>5. SCP1</b> The district does not have a school counseling program. 281—IAC 12.3(11)</p>	<p>Iowa Administrative Code 281—12.3(11)</p> <p>34 CFR Part 106.36</p>	2/20/12	Summary of how data has been reviewed and actions taken.	6/24/14	None
<p><b>Equity Report Statement #21: accessibility.</b></p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22</p> <p>34 CFR Part 104.23;</p> <p>Americans with Disabilities Act 1990 – 28</p>	2/20/12	On-Site Observation	District states that they have contracted with Facilities Cost Management to develop a plan to address all facilities issues.	District must address all issues as stated in site visit report.

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Noncompliance Item	Citation	Date of Citation	Evidence Required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
	CFR Section 35.150(d)  28 CFR Section 35.151.				
<b>Equity Report Statement #29: TAG</b>	Iowa Administrative Code 281—12.5(12)	2/20/12	New TAG Plan provided	8/29/13	None
<b>Equity Report Statement #35 – disaggregated discipline data review</b>	Iowa Administrative Code 281—12.3(6)	2/20/12	Summary of discussion and action taken	6/25/14	None
<b>Equity Report Statement #36: bullying and harassment</b>	Code of Iowa 280.28(3)	2/20/12	Minutes or report on SIAC discussion	6/25/14	None
<b>Equity Report Statement #42: employment applications</b>	Section 504 34 CFR Part 104.8  Title IX 34 CFR part 106.9	2/20/12	Revised Employment Application	8/29/13	None
<b>Equity Report Statement #43: diversity on advisory committees</b>	Code of Iowa 258.9	2/20/12	Description of representation	8/29/13	None

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Noncompliance Item	Citation	Date of Citation	Evidence Required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
<p><b>Equity Report Statement #44: EEO/AA plan</b></p> <p><b>14. EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281— IAC Chapter 95</p>	<p>Iowa Code 19B.11</p> <p>Iowa Administrative Code 281— 95.3</p>	<p>2/20/12</p>	<p>Updated EEO/AA Plan is done - needs Policy #401.1 to be revised</p>	<p>Updated policy submitted.</p>	<p>None</p>
<p><b>GT5</b> The district has no qualitatively differentiated program for identified gifted and talented students.</p>	<p>Iowa Administrative Code 281— 12.5(12)</p>			<p>Completed.</p>	<p>None</p>
<p><b>SCP3</b> The district does not employ a licensed school counselor.</p>	<p>Iowa Administrative Code 281— 12.3(11)(a)</p>		<p>BEDS</p>	<p>Completed.</p>	<p>None</p>
<p><b>SN1</b> The district does not employ a licensed school nurse.</p>	<p>Iowa Administrative Code 281— 12.4(12)</p>		<p>BEDS</p>	<p>Completed.</p>	<p>None</p>
<p><b>PE8</b> The school district does not implement its evaluation procedures for all administrators.</p>	<p>Iowa Administrative Code 281— 12.3(3)</p>			<p>The district submits in their corrective action plan that these are scheduled.</p>	<p>The DE requires evidence of the schedule and that the reviews were conducted by 2/16/2015.</p>

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Noncompliance Item	Citation	Date of Citation	Evidence Required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
	Iowa Code 279. 23A				
<b>IPDP.1</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher.	Iowa Administrative Code 281—12.7(1)			Completed 9/2014	None

*Table 3: Noncompliance Citations as of June 26, 2014*

Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<b>MCGF1</b> No Multicultural, gender fair board policy exists.	281—IAC 12.5(8).	Multi-culture missing American Indians and European Americans. The policy indicates that it was updated 7-14-14 a date which has not occurred.	11/1/14	Updated policy submitted.	None
<b>EQD1</b> The district does not have a policy on non-discrimination in employment on the basis of race, color, national	Title IX 34CFR 106.9 Section 504  34 CFR 104.8,	Policy 302.1 revised 3/11/13 missing creed, sexual orientation, and gender identity policy 303.2 revised 3/12/13 (administrators) missing age	11/1/14	Updated policy submitted.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
origin, gender, disability, age, religion, creed, sexual orientation, and gender identity.	Iowa Code 216.6	policy 401.1 revised 9/10/12 (EEO) missing sexual orientation policy 405.2 revised 9/9/13 (licensed staff) missing sexual orientation and gender identity.			
<b>PE6</b> Board policy does not address evaluation criteria for administrators.	281—IAC 12.3(3)  Iowa Code 279. 23A	No criteria or forms found for administrators. Administrators are not evaluated annually.	Criteria must be adopted by 11/1/14.  All administrators must have received an evaluation by 12/15/14.	Updated policy and evaluation forms submitted.	None. District is reminded to submit evidence that all administrators have received an evaluation by 12/15/14.
<b>VED7</b> An advisory committee that assists in vocational (CTE) education planning and evaluation exists; however, there is no evidence that the committee fulfills its responsibilities.	281-IAC 12.5(5)(i)	No evidence was provided.	Evidence submitted by 11/15/14.	Schedule submitted.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<p><b>GT3</b> The district's identification procedures are not designed to potentially identify gifted and talented students throughout the school age population.</p>	<p>281—IAC 12.5(12)</p>	<p>No list of elementary students was provided.</p>	<p>Evidence submitted by 11/15/14.</p>	<p>List of students submitted.</p>	<p>None</p>
<p><b>SIAC6</b> No evidence exists that the district, to the extent possible, has made an effort to seek balanced representation of race, gender, national origin, and disability for the school improvement advisory committee.</p>	<p>281-IAC 12.2</p>	<p>Membership list provided includes 8 males and 15 females. Students are listed as members. There did not appear to be diversity in race, national origin, or disability. No evidence was provided of efforts to balance gender.</p>	<p>Evidence provided that efforts have been made to seek balanced representation by 11/15/14.</p>	<p>Action listed as ongoing.</p>	<p>Evidence must be submitted by 11/15/14.</p>
<p><b>SIAC5</b> No evidence exists that the School Improvement Advisory Committee makes recommendations</p>	<p>281—IAC 12.8(1)(a)(2)</p>	<p>Minutes of June 2, 2014 joint meeting reflect discussion of topics, but no formulation of recommendations for the school board that meet this requirement.</p>	<p>Plan for engaging SIAC in making such recommendations submitted by 11/15/14.</p>	<p>Action listed as ongoing.</p>	<p>Evidence must be submitted by 11/15/14.</p>

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives.					
<b>HSPELA2</b> The English-language arts program for grades 9-12 does not contain six units.	281—IAC 12.5(5)(a)	Does not meet for 13-14.	Evidence submitted that the ELA program meets offer and teach requirements at the high school level by 12/1/14.	Evidence submitted.	None
<b>HSPM2</b> The mathematics program for grades 9-12 does not contain four	281—IAC 12.5(5)c	Does not meet 13 14 information found on master schedule excel document provided by Principal. Will not meet for 14 15.	Evidence submitted that the mathematics program meets offer and teach	Evidence submitted, however this remains unresolved. The district does not show evidence of a 4	District must submit additional evidence by 12/1/14.

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
sequential units that are preparatory to post-secondary education programs.			requirements at the high school level by 12/1/14.	course sequence for college prep.	
<b>HSPS4</b> The science program for grades 9-12 does not contain a full unit of physics	281—IAC 12.5(5)(d)	2014 2015 The district needs to offer Physics.	Evidence submitted that the science program meets offer and teach requirements at the high school level by 12/1/14.	Evidence submitted.	None
<b>HSPPE3</b> The physical education program for grades 9-12 does not contain at least one-eighth unit each semester.	281—IAC 12.5(5)(f)	Meets for 2014-15 according to information found on master schedule excel document provided by the Principal. The front page of 2014-15 Curriculum Planner states, "Students must take PE at least 1 semester per year. This can be waived if a student is out for a sport each semester of every year." Students must enroll in PE every semester. Later in the planner it states students must take PE every semester of every year.	Evidence submitted that the physical education program meets offer and teach requirements at the high school level by 12/1/14.	Evidence submitted.	None
<b>EQ5</b> No evidence exists to indicate	281—IAC 12.1(1)	Policy # 102.E1 states the Superintendent as the equity	11/1/14	Revised board policy 102E1 submitted.	Other board policies must also be revised.

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.		coordinator while other publications list Nikki Schubauer. Policy # 102.R1 list the K-12 Counselor. Grievance procedure policies must align with the non discrimination notices on the identity of the EC. Policy #500 is missing sexual orientation, gender identity, SES and creed. (MJC) Activities of equity coordinator were submitted. An August 2013 newsletter submitted with equity notices is missing protected classes.			
<b>PA4</b> The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements.	281-IAC 12.5(19)(d)	ES has more than 30 min per day. HS does not meet. No contracts. District is allowing opt out for more than one semester for sports. Even though sports meets HK act must be documented by a contract.	11/15/14	Evidence submitted.	None.
<b>PE8</b> The school district does not implement its evaluation procedures for all administrators.	281—IAC 12.3(3) and Iowa Code 279. 23A	Principals are NOT evaluated annually. NO evidence in personnel files or Principal interviews. Superintendent stated he has been evaluated but	Criteria must be adopted by 11/1/14.  All administrators must have	Evaluation form submitted.	Administrators must receive evaluations and evidence must be submitted by 12/15/14.

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
		documentation not in file but provided via email.	received an evaluation by 12/15/14.		
<p><b>HCY4</b> Evidence that the district-adopted definition of homeless is communicated in staff, parent, and student does not exist.</p>	281—IAC 33.3	<p>Nishna Handbook does not contain appropriate definition. LEA should use the definition on the Iowa DE website to be sure all portions of the definitions are included. Current handbook definition does not contain all required language such as ages 3-21, lack of fixed, regular, adequate nighttime residence, loss of housing due to economic hardship or similar reason, awaiting foster care, emergency shelters, abandoned in hospitals, public or private place not designated for regular sleeping accommodations, parks, migratory child/youth who qualifies as homeless, etc. Posters and Handbook may contain more informal language to communicate to the concept of what is meant by homeless, however the full definition should be posted somewhere in the district such as K-12</p>	11/1/14	Handbook updated and submitted.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
		handbook, or board policy and/or website.			
<b>EDGAR2</b> An inventory list that identifies the equipment purchased with Perkins funds and the equipment's location does not exist.	74.21(a)(b)(1-7)	None provided. After asking a partial list was provided - current up to 2003 only.	11/1/14	Inventory completed and submitted.	None
<b>ELL1</b> Documentation of identification procedures for limited English proficient students does not exist. <b>ELL2</b> Documentation of program placement options for limited English proficient students does not exist. <b>ELL3</b> Documentation of exit criteria for limited English	281—IAC 60.3	The ELL plan that was uploaded to CPLAN dated 08 09. It does not use the TELPA or IELDA. This plan may be considered out of compliance due to lack of current, updated information. Unknown if they have ELL staff.	11/15/14	C-Plan revised	None

Iowa Department of Education Response to Farragut CSD Correction Plan  
October 27, 2014

Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
proficient students does not exist.					
<b>EQD3</b> The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters	Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.	Nondiscrimination statement on the home page of the nishbd.org website covers programs but not employment. Student/Parent Handbook nondiscrimination statement covers programs and not employment and is missing SES. Evidence included non-discrimination notices for educational activities, no direct reference to employment non-discrimination Coaches Handbook OK Teacher Handbook OK August 2013 Newsletter missing color	11/1/14	Updated handbooks submitted.	The statement is not yet compliant. The district must correct this by an extended deadline of 11/30/14.
<b>EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment.	Iowa Code 19B.11, 281—IAC Chapter 95	Policy # 401.1 is missing sexual orientation and will need to be revised. When policy is revised the EEO/AA plan will need to be signed and dated by Superintendent.	11/1/14	Updated board policy submitted.	None

Iowa Department of Education Response to Farragut CSD Correction Plan  
October 27, 2014

Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<p><b>T12</b> No evidence exists the district provides a statement of assurance to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified.</p>	<p>P.L. 107-110 ESEA Sec. 1111(h)(6)</p>	<p>Not present in the Nishna Parent/Student Handbook available on the website. This was on a Title I meeting agenda, but needs to be a statement or notification to the K-12 parents in a newsletter, website, or handbook.</p>	<p>11/1/14</p>	<p>Handbooks updated</p>	<p>None</p>
<p><b>PRS1</b> No evidence exists a teacher peer review system is in place.</p>	<p>Iowa Code 284.8</p>	<p>No evidence provided.</p>	<p>11/15/14</p>	<p>Peer review plan and logs submitted.</p>	<p>None</p>
<p><b>Equity Report Statement #21: accessibility.</b></p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22  34 CFR Part 104.23;  Americans with</p>	<p>Remains incomplete since 2011.</p>	<p>11/1/2014</p>	<p>Contracted with Facilities Cost Management.</p>	<p>None – district must correct all noncompliance as stated in final report.</p>

Iowa Department of Education Response to Farragut CSD Correction Plan  
October 27, 2014

Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
	Disabilities Act 1990 – 28 CFR Section 35.150(d)  28 CFR Section 35.151.				

**Farragut Community School District  
Phase I Finance and Phase II  
Accreditation Report**

**September 17, 2014**

Iowa Department of Education  
Phase I Finance and Phase II Accreditation  
Report  
Farragut Community School District

September 17, 2014

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## Process

Members of the Iowa Department of Education's (IDE) Bureau of Finance, Facilities, Operation and Transportation Services conducted a desk audit and site visit of Farragut CSD beginning May 27, 2014 as part of a full review of the district's finances. Members of an Accreditation Committee appointed by the director of the IDE pursuant to Iowa Code § 256.11 (10) visited the Farragut Community School District on June 24-25, 2014 as part of a Phase II monitoring process. The Phase II monitoring process focused on the district's failure to correct several instances of noncompliance for which citations were originally delivered in 2011. Iowa Code provides for use of a Phase II process under certain circumstances, of which failure to correct noncompliance is one. The following steps complete the Phase II process:

1. The Accreditation Committee will make a report to the director of the IDE together with a recommendation whether Farragut CSD shall remain accredited.
2. The Accreditation Committee will provide a written report to the district that includes a list of all deficiencies, the actions that must be taken to correct the deficiencies, and the deadline by which corrections must be made. The Accreditation Committee will also advise the district of available resources and technical assistance.
3. Farragut CSD will have the opportunity to respond to the Accreditation Committee's report.
4. The director of the IDE will provide the State Board with a summary report, the Accreditation Committee's report, and the district's response. The district may address the State Board at this time.
5. The State Board may accept or modify the plan for corrective action as written by the Accreditation Committee and responded to by the district.
6. The district will implement the corrective action plan, remaining accredited while doing so.
7. The Accreditation Committee will re-visit the district and determine if all corrections have been made.
8. The Accreditation Committee will report to the director of the IDE and the State Board on the status of corrections and recommend that the district remain accredited or have its accreditation revoked. The Committee may also recommend that the district have special conditions placed on its accreditation.
9. If the deficiencies are not corrected and the Accreditation Committee recommends un-accrediting the district, the State Board shall merge the territory of the district with one or more contiguous districts at the end of the school year. The State Board may place the district in the receivership of the AEA in which the district is located for the remainder of the year.

This report represents the Accreditation Committee's initial report to the Director of the IDE. All deficiencies in the district's compliance with state or federal law discovered in the course of the Phase II visit are outlined in this report, along with actions required to correct each deficiency

and a deadline for each. The district is invited to respond to this report within 30 days of receipt. The response may be sent to Amy Williamson, Bureau Chief for School Improvement, at [amy.williamson@iowa.gov](mailto:amy.williamson@iowa.gov).

After receipt of the district's response, the Director of the IDE will provide the Accreditation Committee's report and the district's response to the State Board of Education. The director will make his own report to the State Board, as well. At this time the district may appear before or address the State Board, and the State Board may modify the district's plan for correction.

If approved by the State Board, the district will begin the corrective actions. The district will remain accredited while implementing the corrective actions.

On the date the corrective action plan is to be completed, the Accreditation Committee will revisit the district and determine whether corrections have been made. The Committee will make a subsequent report and recommendation to the Director and the state board. The Committee will recommend whether and under what conditions the district may remain accredited.

Members of the Accreditation Committee for Farragut Community School District include:

- Janet Boyd, Consultant, Bureau of School Improvement
- Cindy Butler, Consultant, Bureau of School Improvement
- Margaret Jensen-Connet, Consultant, Bureau of School Improvement
- Steve Crew, Administrative Consultant, Bureau of School Improvement
- Sandy Johnson, Consultant, Bureau of School Improvement
- Thomas Mayes, Attorney, Division of Learning and Results
- Amy Williamson, Chief, Bureau of School Improvement

Members of the team conducting the Phase I Finance Review for Farragut Community School District include:

- Su McCurdy, Administrative Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Janice Evans, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Denise Ragias, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Joyce Thomsen, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Bill Roederer, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Gary Schwartz, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services

## General Accreditation

Prior to the Accreditation Committee’s visit to Farragut Community School District, several citations for noncompliance with state and/or federal code or regulations had remained uncorrected since 2011. A list of those citations and their current status is provided below.

*Table 1: Summary of Noncompliance Citations from 2011 and Subsequent Action*

Noncompliance Item	Citation	Date of Citation	Evidence Needed or Provided	Completed Date
<p><b>Equity Report Statement #7: nondiscrimination</b> Policy #102 for educational programs is missing sexual orientation, creed, and socioeconomic status.</p> <p><b>4. EQ5</b> No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.</p>	<p>Iowa Administrative Code 281—12.5(8).</p> <p>Iowa Administrative Code 281—12.1(1).</p> <p>Title IX of the Education Amendments of 1972 - 34 CFR 106.9</p>	2/20/12	Corrected policy #102	8/29/13
<p><b>Equity Report Statement #8: nondiscrimination policy in employment</b> Policy #401.1 is missing sexual orientation.</p> <p><b>11. EQD1</b> The district does not have a policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, religion, creed, marital status, sexual orientation, and gender identity (EQD1).</p>	<p>Code of Iowa Section 216.9; Iowa Administrative Code 281—12.5(8)</p> <p>Title IX of the Education Amendments of 1972 - 34 CFR 106.9</p>	2/20/12	Corrected policy #401.1	8/29/13
<p><b>Equity Report Statement #9: grievance procedure</b></p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.7</p> <p>Title IX of the Education Amendments of 1972 -- 34 CFR Part 106.8</p>	2/20/12	Need updated grievance procedure	Done 6/24/14

<p><b>Equity Report Statement #10: nondiscrimination notifications in publications</b></p> <p><b>12. EQD2</b> The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks</p> <p><b>13. EQD3</b> The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters</p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.8</p> <p>Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>2/20/12</p>	<p>Revised publications</p>	<p>Not done</p>
<p><b>Equity Report Statement #13: media materials</b></p> <p><b>6. LP9</b> No evidence exists that the school library program is regularly reviewed, revised, and designed to provide current and diverse collection of fiction and nonfiction materials. 281—IAC 12.3(11)</p>	<p>Iowa Administrative Code 281—12.5(8)</p>	<p>2/20/12</p>	<p>Policy #605.1</p>	<p>8/29/13</p>
<p><b>Equity Report Statement #14: counselor annual review of course enrollment</b></p> <p><b>5. SCP1</b> The district does not have a school counseling program. 281—IAC 12.3(11)</p>	<p>Iowa Administrative Code 281—12.3(11)</p> <p>34 CFR Part 106.36</p>	<p>2/20/12</p>	<p>Summary of how data has been reviewed and actions taken.</p>	<p>Done 6/24/14</p>
<p><b>Equity Report Statement #21: accessibility.</b></p>	<p>Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22</p> <p>34 CFR Part 104.23;</p> <p>Americans with Disabilities Act 1990 – 28 CFR Section 35.150(d)</p> <p>28 CFR Section 35.151.</p>	<p>2/20/12</p>	<p>On-Site Observation</p>	<p>Not done</p>

<b>Equity Report Statement #29: TAG</b>	Iowa Administrative Code 281—12.5(12)	2/20/12	New TAG Plan provided	8/29/13
<b>Equity Report Statement #35 – disaggregated discipline data review</b>	Iowa Administrative Code 281—12.3(6)	2/20/12	Summary of discussion and action taken	Done 6/25/14
<b>Equity Report Statement #36: bullying and harassment</b>	Code of Iowa 280.28(3)	2/20/12	Minutes or report on SIAC discussion	Done 6/25/14
<b>Equity Report Statement #42: employment applications</b>	Section 504 34 CFR Part 104.8  Title IX 34 CFR part 106.9	2/20/12	Revised Employment Application	8/29/13
<b>Equity Report Statement #43: diversity on advisory committees</b>	Code of Iowa 258.9	2/20/12	Description of representation	8/29/13
<b>Equity Report Statement #44: EEO/AA plan</b>  <b>14. EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281—IAC Chapter 95	Iowa Code 19B.11  Iowa Administrative Code 281—95.3	2/20/12	Updated EEO/AA Plan is done - needs Policy #401.1 to be revised	Not done
<b>GT5</b> The district has no qualitatively differentiated program for identified gifted and talented students.	Iowa Administrative Code 281—12.5(12)			completed
<b>SCP3</b> The district does not employ a licensed school counselor.	Iowa Administrative Code 281—12.3(11)(a)		BEDS	completed
<b>SN1</b> The district does not employ a licensed school nurse.	Iowa Administrative Code 281—12.4(12)		BEDS	completed
<b>PE8</b> The school district does not implement its evaluation procedures for all administrators.	Iowa Administrative Code 281—12.3(3)  Iowa Code 279.23A			Further evidence required

<b>IPDP.1</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher.	Iowa Administrative Code 281—12.7(1)			Further evidence required
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IDE staff notified Farragut CSD staff of outstanding compliance issues on multiple occasions and made repeated attempts to aid Farragut CSD staff in correcting the noncompliance issues cited in Table 1. What follows is a timeline of events from November 8-10, 2011 – the dates of the previous accreditation visit – until August, 2014.

*Table 2: Timeline of Events Regarding Noncompliance: Farragut Community School District (FCSD)*

November 8 <sup>th</sup> – 10 <sup>th</sup> , 2011: FCSD received an accreditation site visit and focused equity visit
February 20 <sup>th</sup> , 2012 FCSD received an Equity Letter of Finding (LOF).
April 20 <sup>th</sup> , 2012: Equity voluntary compliance plan (VCP) due.
June 25 <sup>th</sup> , 2012: DE receives letter from Office for Civil Rights (OCR) requiring submission of Farragut Compliance Plan by August 1 <sup>st</sup> as part of the Biennial Report.
June 27 <sup>th</sup> 2012: Reminder sent to Superintendent Lutt that VCP had not yet been received.
June 27, 2012: VCP was received but needed revisions. Email and phone call to Jay Lutt to ask for revisions.
July 15 <sup>th</sup> , 2012: VCP received and approved by DE.
August 31 <sup>st</sup> , 2013: All items in the plan were to be completed.
August 29 <sup>th</sup> , 2013: Follow up visit conducted to assess completion of all noncompliance items. Some items were completed, some were not. A review of facilities was conducted to discuss options for remedies for unfinished accessibility items.
<p>September 4<sup>th</sup> 2013: DE receives a letter from OCR requiring follow up on several items, including revisions to the Farragut VCP because the VCP was found to be insufficient by OCR for the following reasons:</p> <ul style="list-style-type: none"> <li>· “Item 21 of your agency’s LOF for this subrecipient listed a number of accessibility violations at four different facilities within the district. The subrecipients’s VCP, however, lists most of the accessibility violations from the LOF, but fails to specify which violations corresponds with which building. This is insufficient to permit the reader to discern what violations will be remedied under the plan.</li> <li>· Under item 21, the LOF required the subrecipient to write an accessibility plan for Nishnabotna High School. The response given indicated that the subrecipient plans to write this accessibility plan six months in the future. This is a “plan to plan” and is insufficient to address the accessibility violations identified in the LOF.</li> </ul>

<p>· It appears that the subrecipient may have skipped a page of the LOF when composing their VCP. None of the accessibility violations that appear on page 11 of your agency's LOF are addressed in the VCP. Please provide an updated VCP or statement of commitment from the subrecipient to demonstrate that the accessibility violations noted on page 11 of the LOF have been addressed."</p>
<p>September 16<sup>th</sup>, 2013: DE staff consult OCR staff regarding accessibility issues at FCSD.</p>
<p>October 8<sup>th</sup>, 2013: Phone call and email to Superintendent Lutt to discuss revisions needed to the VCP and emphasizing the importance of a sufficient response to OCR's request.</p>
<p>October 21<sup>st</sup>, 2013: Reminder email that revised VCP is due.</p>
<p>October 25<sup>th</sup>, 2013: Revised VCP received at DE. FCSD indicated in the VCP that an architect had been hired to develop remedies for the accessibility noncompliances. The revised VCP sent to OCR.</p>
<p>November 26<sup>th</sup>, 2013: DE receives letter from OCR stating the FCSD VCP was approved.</p>
<p>August 12<sup>th</sup>, 2014: Date for completion of accessibility items. DE will follow up to ensure accessibility plan is being implemented and on track for completion by August 12, 2014.</p>

As part of the Phase II visit, the Accreditation Team took the following steps:

- Reviewed documents relating to past and present district compliance with state and federal requirements, including
  - Data reported to the IDE on enrollment and staffing
  - School schedules
  - Board policies
  - Board meeting minutes
  - Staff evaluations
  - Course enrollment data
  - Course offerings and requirements
  - Student records
  - Student handbooks
- Interviewed district staff, including:
  - Superintendent
  - Building Principal(s)
  - Board members
  - School Improvement Advisory Committee (SIAC) Members
  - Teachers
  - Equity Coordinator
  - Director of Special Education
- Toured the school facilities

Table 3 presents the new citations for noncompliance for Farragut CSD resulting from the reviews conducted during the Phase II visit.

Table 3: Noncompliance Citations as of June 26, 2014

Requirement	Citation	Additional Information	Corrective Action w/ Deadline
<b>MCGF1</b> No Multicultural, gender fair board policy exists.	281—IAC 12.5(8).	Multi-culture missing American Indians and European Americans. The policy indicates that it was updated 7-14-14 a date which has not occurred.	11/1/14
<b>EQD1</b> The district does not have a policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation, and gender identity.	Title IX 34CFR 106.9 Section 504 34 CFR 104.8, Iowa Code 216.6	Policy 302.1 revised 3/11/13 missing creed, sexual orientation, and gender identity policy 303.2 revised 3/12/13 (administrators) missing age policy 401.1 revised 9/10/12 (EEO) missing sexual orientation policy 405.2 revised 9/9/13 (licensed staff) missing sexual orientation and gender identity.	11/1/14
<b>PE6</b> Board policy does not address evaluation criteria for administrators.	281—IAC 12.3(3) Iowa Code 279.23A	No criteria or forms found for administrators. Administrators are not evaluated annually.	Criteria must be adopted by 11/1/14.  All administrators must have received an evaluation by 12/15/14.
<b>VED7</b> An advisory committee that assists in vocational (CTE) education planning and evaluation exists; however, there is no evidence that the committee fulfills its responsibilities.	281-IAC 12.5(5)(i)	No evidence was provided.	Evidence submitted by 11/15/14.
<b>GT3</b> The district's identification procedures are not designed to potentially identify gifted and talented students	281—IAC 12.5(12)	No list of elementary students was provided.	Evidence submitted by 11/15/14.

throughout the school age population.			
<b>SIAC6</b> No evidence exists that the district, to the extent possible, has made an effort to seek balanced representation of race, gender, national origin, and disability for the school improvement advisory committee.	281-IAC 12.2	Membership list provided includes 8 males and 15 females. Students are listed as members. There did not appear to be diversity in race, national origin, or disability. No evidence was provided of efforts to balance gender.	Evidence provided that efforts have been made to seek balanced representation by 11/15/14.
<b>SIAC5</b> No evidence exists that the School Improvement Advisory Committee makes recommendations to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives.	281—IAC 12.8(1)(a)(2)	Minutes of June 2, 2014 joint meeting reflect discussion of topics, but no formulation of recommendations for the school board that meet this requirement.	Plan for engaging SIAC in making such recommendations submitted by 11/15/14.
<b>HSELA2</b> The English-language arts program for grades 9-12 does not contain six units.	281—IAC 12.5(5)(a)	Does not meet for 13-14.	Evidence submitted that the ELA program meets offer and teach requirements at the high school level by 12/1/14.
<b>HSPM2</b> The mathematics program for grades 9-12 does not contain four sequential units that are preparatory to post-secondary education programs.	281—IAC 12.5(5)c	Does not meet 13 14 information found on master schedule excel document provided by Principal. Will not meet for 14 15.	Evidence submitted that the mathematics program meets offer and teach requirements at the high school level by 12/1/14.
<b>HSPS4</b> The science program for grades 9-12 does not contain a full unit of physics	281—IAC 12.5(5)(d)	2014 2015 The district needs to offer Physics.	Evidence submitted that the science program meets offer and

			teach requirements at the high school level by 12/1/14.
<b>HSPPE3</b> The physical education program for grades 9-12 does not contain at least one-eighth unit each semester.	281—IAC 12.5(5)(f)	Meets for 2014-15 according to information found on master schedule excel document provided by the Principal. The front page of 2014-15 Curriculum Planner states, "Students must take PE at least 1 semester per year. This can be waived if a student is out for a sport each semester of every year." Students must enroll in PE every semester. Later in the planner it states students must take PE every semester of every year.	Evidence submitted that the physical education program meets offer and teach requirements at the high school level by 12/1/14.
<b>EQ5</b> No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.	281—IAC 12.1(1)	Policy # 102.E1 states the Superintendent as the equity coordinator while other publications list Nikki Schubauer. Policy # 102.R1 list the K-12 Counselor. Grievance procedure policies must align with the non discrimination notices on the identity of the EC. Policy #500 is missing sexual orientation, gender identity, SES and creed. (MJC) Activities of equity coordinator were submitted. An August 2013 newsletter submitted with equity notices is missing protected classes.	11/1/14
<b>PA4</b> The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements.	281-IAC 12.5(19)(d)	ES has more than 30 min per day. HS does not meet. No contracts. District is allowing opt out for more than one semester for sports. Even though sports meets HK act must be documented by a contract.	11/15/14
<b>PE8</b> The school district does not implement its evaluation procedures for all administrators.	281—IAC 12.3(3) and Iowa Code 279. 23A	Principals are NOT evaluated annually. NO evidence in personnel files or Principal interviews. Superintendent stated he has been evaluated but documentation not in file but provided via email.	Criteria must be adopted by 11/1/14.  All administrators must have received an evaluation by 12/15/14.

<p><b>HCY4</b> Evidence that the district-adopted definition of homeless is communicated in staff, parent, and student does not exist.</p>	<p>281—IAC 33.3</p>	<p>Nishna Handbook does not contain appropriate definition. LEA should use the definition on the Iowa DE website to be sure all portions of the definitions are included. Current handbook definition does not contain all required language such as ages 3-21, lack of fixed, regular, adequate nighttime residence, loss of housing due to economic hardship or similar reason, awaiting foster care, emergency shelters, abandoned in hospitals, public or private place not designated for regular sleeping accommodations, parks, migratory child/youth who qualifies as homeless, etc. Posters and Handbook may contain more informal language to communicate to the concept of what is meant by homeless, however the full definition should be posted somewhere in the district such as K-12 handbook, or board policy and/or website.</p>	<p>11/1/14</p>
<p><b>EDGAR2</b> An inventory list that identifies the equipment purchased with Perkins funds and the equipment's location does not exist.</p>	<p>74.21(a)(b)(1-7)</p>	<p>None provided. After asking a partial list was provided - current up to 2003 only.</p>	<p>11/1/14</p>
<p><b>ELL1</b> Documentation of identification procedures for limited English proficient students does not exist.  <b>ELL2</b> Documentation of program placement options for limited English proficient students does not exist.  <b>ELL3</b> Documentation of exit criteria for limited English proficient students does not exist.</p>	<p>281—IAC 60.3</p>	<p>The ELL plan that was uploaded to CPLAN dated 08 09. It does not use the TELPA or IELDA. This plan may be considered out of compliance due to lack of current, updated information. Unknown if they have ELL staff.</p>	<p>11/15/14</p>
<p><b>EQD3</b> The district does not have a nondiscrimination notification in major written publications: Parent, student,</p>	<p>Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>Nondiscrimination statement on the home page of the nishbd.org website covers programs but not employment. Student/Parent Handbook nondiscrimination statement covers programs and not</p>	<p>11/1/14</p>

employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters		employment and is missing SES. Evidence included non-discrimination notices for educational activities, no direct reference to employment non-discrimination Coaches Handbook OK Teacher Handbook OK August 2013 Newsletter missing color	
<b>EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment.	Iowa Code 19B.11, 281—IAC Chapter 95	Policy # 401.1 is missing sexual orientation and will need to be revised. When policy is revised the EEO/AA plan will need to be signed and dated by Superintendent.	11/1/14
<b>T12</b> No evidence exists the district provides a statement of assurance to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified.	P.L. 107-110 ESEA Sec. 1111(h)(6)	Not present in the Nishna Parent/Student Handbook available on the website. This was on a Title I meeting agenda, but needs to be a statement or notification to the K-12 parents in a newsletter, website, or handbook.	11/1/14
<b>PRS1</b> No evidence exists a teacher peer review system is in place.	Iowa Code 284.8	No evidence provided.	11/15/14
<b>Equity Report Statement #21: accessibility.</b>	Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22  34 CFR Part 104.23;  Americans with Disabilities Act 1990 – 28 CFR Section 35.150(d)  28 CFR Section 35.151.	Remains incomplete since 2011.	11/1/2014

## Finance

The Farragut Community School District's unspent balance declined each fiscal year 2007 through 2011 prior to becoming negative each year, beginning in fiscal year 2012. The SBRC has granted \$385,302 in modified allowable growth to this district to assist in reaching a positive unspent balance, but this assistance has not resulted in a positive unspent balance. Had the SBRC not granted this previous modified allowable growth, the Farragut district would have a negative unspent balance at the end of fiscal year 2013 in the amount of \$896,784 with a \$3M budget. The negative unspent balance in fiscal year 2013 was greater than the negative unspent balance in fiscal year 2012, even with the modified allowable growth granted, indicating the district did not make progress on its corrective action plan.

The expectation is that a district reduce expenditures in the subsequent fiscal year by at least the amount it was negative in the prior year in order to receive a first year of modified allowable growth. The expectation for a second and final year of modified allowable growth is that the district has reduced expenditures sufficiently to incur a positive unspent balance at the end of the fiscal year without regard to any modified allowable growth that could be granted. The district was negative by \$385,302 at the end of fiscal year 2012, and reduced its expenditures in fiscal year 2013 by \$512,802; however, the district did not take into account that its budget adjustment declined by \$170,993, and its supplementary weighting decreased by \$88,475. The district needed to adjust its expenditures downward further by this \$259,468 reduction in budget authority.

The estimated unspent balance for fiscal year 2014 is again negative by approximately \$800,000; again indicating that the district did not make progress on its corrective action plan.

In December 2013, the SBRC, under its own Code authority, requested an on-site fiscal study of the Farragut Community School District by the Department of Education. The Phase I desk review and on-site visit took place beginning on May 27, 2014.

### **Enrollment Projections**

The district's certified student enrollment has declined in the past two years and is projected to continue to decline slowly in each of the next five years, according to the Department's enrollment projections. The certified student enrollment of the district's sharing partner is also declining slowly and is only slightly larger enrollment than Farragut. Their combined enrollment is approximately 420, down from 614 in fiscal year 2006. The number of students actually served is just over 300 students combined.

### **District Cost per Pupil**

The district's fiscal year 2015 district cost per pupil (DCPP) is \$6,452, slightly higher than the state cost per pupil of \$6,366.

### **Taxable Valuation per Pupil**

The district has the highest taxable valuation per pupil in the area, at \$367,598, which is higher than the state average of \$211,356.

### **General Fund Tax Rate**

The district has the highest General Fund tax rate in the area at \$16.98 per \$1000, an increase from the rate in fiscal year 2009 which was \$14.17.

The district levies cash reserve in the \$200,000-\$500,000 tax rate annually. However, in fiscal year 2014, the cash reserve levy in Farragut was \$980,416. The district also has the instructional support program at the full ten percent, funded through an income surtax of around 10% in addition to some property tax.

The copy of the Aid & Levy section 17, Summary of General Fund Budget Authority provided by the district was not completed with the estimated miscellaneous income and unspent authority balance from the previous year. The district appeared to have the line item budget at less than the published budget for the General Fund.

### **District Income Taxes Paid Per Budget Enrollment**

The district has the highest district income taxes paid per budget enrollment in the area at \$6,247 in fiscal year 2014, and is higher than the state average of \$5,773.

### **Special Education Excess Balances**

The district had excess special education balances in three of the past six years, and had small deficits in the other three years.

### **Property Tax Levies**

The district does not have a debt service levy; the regular physical plant and equipment levy (PPEL) was its only levy in fiscal year 2014, other than the General Fund.

### **Unspent Balance**

The district's unspent balance as a percent of expenditures declined from 43.59% in fiscal year 2006 to -14.59% in fiscal year 2013, while statewide unspent balances increased during the same time period from 18.24% to 20.48%.

On the unspent authorized budget board report, the district showed that as of May 28, 2014 the district has spending authority of -\$513,644.

Spending authority for the district for fiscal year 2012 was \$3,632,393, and expenditures were \$4,017,695, exceeding the limit by \$385,302, or 10.61%. Spending authority for fiscal year 2013 was \$2,993,411, and expenditures were \$3,504,893, exceeding the limit by \$511,482, or 17.09%. From fiscal year 2007 to fiscal year 2013 Farragut's authority decreased 19.75%, while the expenditures increased 29.11% over the same period of time.

### **Buses**

The district has three buses on record, one of which is at least ten years old. Statewide, 40.76% of buses are in the age range of 1995 to 2004.

### **Assets to Liabilities and Fund Balances**

The district had sufficient assets to cover liabilities until fiscal year 2012 when the ratio fell to 95.64%. The ratio fell further in fiscal year 2013 to 92.88%. Fund balances were positive from fiscal year 2008 through fiscal year 2011. The balance became negative at -\$106,118 in fiscal year 2012 and -\$197,925 in fiscal year 2013.

### **Contracts**

As of May 28, 2014, the district had not billed Hamburg Community School District for shared positions. According to a document provided by the incoming business manager, Hamburg CSD owes the district \$283,462.43 for the year. A member of the site visit team found that the first semester payment for the majority of the shared employee positions had been made. There was no evidence of payment for the first semester of whole grade sharing.

The sharing contracts reviewed had multiple inaccuracies. For example, the document of payments due from Hamburg noted the shared district owed for .4 full time equivalent (FTE) and the contract stated .2 FTE was being shared; the document noted the shared district owed .2 FTE, and the contract had both .1 FTE and .2 FTE; the document noted .25 FTE and the contract stated .5 FTE; and a contract for a shared nurse was not listed on the document. Other items noticed included an agreement stating Hamburg employs a position, but further in the contract it states Hamburg pays for the position; another agreement stated that sharing is at 50/50, but further in the contract it states that Hamburg pays at .2 FTE. The district does not have written agreements for all the sharing arrangements.

The contracts for district superintendent and PK-4 and 9-12 Principal/HR (human resources (HR) is shared) note "Other: School Fees for the Administrator's children shall be waived (i.e., registration, book fees, preschool, and preschool transportation)." Exempting administrators' children from fees is a violation of Iowa Code section 282.20.

## **Insurance**

The district's insurance coverage included lower than recommended per occurrence limits for employee theft (\$101,000), computer fraud (\$50,000), and funds transfer fraud (\$50,000). It was mentioned that EMC is not allowing higher limits on certain coverages unless the audit comment on segregation of duties is addressed by the district.

## **Fees**

It was noted that Chrome Book fees were being charged, and districts are not allowed to charge a fee for technology.

Students were also charged a \$25 fee for e-college on-line courses through Iowa Community College Online Consortium. Normally, students cannot be charged a fee for any course that is part of the public school district's offering. If the fee is allowable by Iowa Code, it would be normally be paid by the district and not the students.

## **Medicaid Reimbursement Plan**

The district has participated in the Special Education Medicaid Reimbursement Program in the past. The district was last paid in fiscal year 2008. The district is not currently an enrolled Medicaid provider, which means it chose to not re-enroll during calendar year 2012. The district has not received a Medicaid audit by Department of Human Services (DHS) staff.

## **Special Education**

While reviewing Farragut's General Ledger and Payroll Report to find account coding for staff in the special education program, and reviewing Iowa Board of Educational Examiners (BOEE) licensure files for those staff, the fiscal site visit team found one individual who was not properly certified in special education. The staff member responsible for delivering Individualized Education Program (IEP) services to a student must be properly endorsed. In addition, some special education expenditures were not properly coded in accordance with the guidance.

The district employs a .5 FTE preschool teacher who is not special education certified. The district, properly, did not code this teacher as a special education cost. However, during the interview, the district indicated the preschool enrollment included one special education student. The Superintendent was to verify this information, but the fiscal site visit team did not receive the information before or after the conclusion of the visit.

## **Certified Annual Report**

Farragut had several coding errors in its accounting records that could cause reports used during the fiscal year to be misleading. The district's Chart of Accounts needs to be updated for valid account codes and proper descriptions. The lease purchase of a bus was not properly coded. Payments made for the maintenance and repairs of technology, bus repairs and parts,

maintenance of the gym floor, and bleachers located in the Hamburg district, have incorrectly been paid from the capital projects funds. Generally, the supplies object code was used for items such as assessment analysis, transportation parts, dues, repairs, travel, and software. In addition, co-curricular items other than general supplies (including sports equipment and uniforms) were purchased from the General Fund. Categorical funding such as Individuals with Disabilities Education Act (IDEA), Teacher Salary Supplement (TSS), and Early Intervention were not coded through the payroll process at the time the expenditures occurred, but rather through a single journal entry. The district needs to code categorical transactions properly throughout the year, rather than making numerous adjustments at year end, as noted by the auditor in the fiscal year 2013 audit.

Although there was revenue for the four-year-old preschool program in fiscal years 2012 and 2013, the district received no revenue in fiscal year 2014. Expenditures, however, were still coded to the preschool program. The preschool is for three- and four-year-old children and is not the Statewide Voluntary Preschool Program (SWVPP). The preschool should be self-sufficient and handled in an enterprise fund (63). Transactions are currently being recorded in the General Fund.

The receipts of state payments appeared to be coded properly.

Although recorded as a payable, the district did not pay its fiscal year 2013 second semester whole grade sharing bill to Hamburg, and did not receive the second semester payment from Hamburg (which was recorded as a receivable) until September of the following fiscal year. The district had not paid or billed Hamburg for any whole grade sharing for fiscal year 2014 as of the date of the site visit.

Accurate coding is necessary to enable the district to have correct information when making financial decisions for the district. Other issues related to coding and accounting observed during the on-site visit will be provided in a report to the business manager to use when working with the auditor and software provider.

**Student Population**

According to its certified enrollment, the district has:

Open enrolled in	5
Open enrolled out	47
Tuitioned in	7
Tuitioned out	5
Whole grade sharing out	45
Whole grade sharing in	42
Home schooled	1 (dual enrollment, October 2013)
Non-public shared time	0
Limited English proficient	1 first year (open enrolled out)
Statewide Voluntary Preschool Program	9 count

The district has 23.83% of its certified enrollment open enrolling out of the district, while only 2.54% of its enrollment is open enrolling in. The same calculation for the smallest enrollment size category (less than 300) statewide had 20.22% open enrolling out and 9.66% open enrolling in. The calculation at the state total level shows 5.98% for both in and out categories.

### **Change in Enrollment to Change in Teacher FTE**

From 1999 to 2013, the district's student enrollment declined from 378 to 211.2, a 44.13% decline. Teacher FTE in that same time period, declined from 32.17 to 20.00, a 37.83% decline.

### **Payroll Reporting**

In the past, the district had issues with filing timely the tax liabilities from payroll. Evidence was found that taxes are now being filed timely. Evidence of IPERS being timely filed was found.

### **Job Descriptions**

It was noted that a physical every three years was required of some food service personnel but not all, according to the job descriptions. The job description for the bus driver had that they report to two Transportation Co-Directors, one of which used to be the business manager. A district this size does not have need for two co-directors, and the description is out of date. Job descriptions should be reviewed to be up to date and applicable to the district's personnel.

### **Perspective on Required Reductions**

The district's average teacher salary is \$41,644. The ratio of benefits to salaries, as reported on the fiscal year 2013 Certified Annual Report (CAR) was 32%, making a reasonable estimate of total teacher cost of \$54,970. If the district were to make reductions in teachers to bring it back to a positive position, it would need to reduce 9.3 FTE ( $\$511,482/\$54,970$ ). As reported in fiscal year 2014 Basic Education Data Survey (BEDS), the district has 19 full-time teachers, and the reductions would leave the district with only 9.7 FTE.

### **Findings and conclusions**

The following findings, conclusions, and recommendations were given to the district:

- It is recommended the district board and administration continue to solidify their knowledge of district finances, including continuing education on financial position in relation to published budget control lines and spending authority.
- It is recommended the district review contracts, job descriptions, and agreements to be certain that each exists, as appropriate, and is applicable to the correct district.
- The district needs to create a plan for the SBRC that will result in a positive fund balance on the timeline determined. Consideration should be given to how reductions in spending will impact the district's accreditation. If the district determines that it is no longer viable or that a positive fund balance is not possible without significant effect on student programming, the district should work quickly to consider other more permanent options like increasing its whole grade sharing, moving into a reorganization

or dissolution. Please see the recommendations at the end of the report for more detail.

- It is recommended the district be vigilant in monitoring the combined enrollment of Farragut and Hamburg. The anticipated continued decline in enrollment may necessitate a change in whole grade sharing partners, or necessitate reorganization or dissolution to maintain sufficient opportunities for students and a stable fiscal environment.
- The district has facility accessibility issues and will need to consult an architect and follow through with the required corrections. If any costs are allowed from the General Fund and will be paid from that fund, each district will need to determine the cost of correcting those issues and include those costs from the appropriate fund and funding stream on the next corrective action plan to the SBRC in December 2014. Painting and signage, and possibly other costs, are paid from the General Fund.
- The district has accreditation issues and will need to determine the cost of correcting those issues and include those costs from the appropriate fund and funding stream on the next corrective action plan to the SBRC in December 2014. Most costs will be paid from the General Fund.
- The district is commended for the staff reductions and sharing implemented to date; however, the site visit did not support that the district has its spending under control and did not support the SBRC granting any further modified allowable growth.

## Conclusion

Upon review of outstanding noncompliance items, new noncompliance items, interview information, and all other data and information available to us, the Accreditation Team submits the following general concerns for the students, staff, and community members of Farragut CSD:

1. Improvements have not been made to bring facilities into compliance with the requirements of the Americans with Disabilities Act (ADA), despite repeated attempts by the Iowa Department of Education (IDE) to bring the district into compliance. Interviews with board members and school administrative staff confirmed that they were aware of the deficiencies in the facilities, but that improvements were delayed either unintentionally (because other issues such as reorganization and other management tasks took up administrator time) or intentionally (because the board members were not sure they would continue to use the buildings in coming years should the district reorganize, and they felt they could “get by” with the buildings they had). The Accreditation Committee is not persuaded that either is a reasonable cause to delay correction of ADA compliance for more than four years.
2. Community concerns regarding the WGS agreement and the possibility of reorganization between Farragut and Hamburg have taken precedent over concerns for children and students’ best interest. Multiple interviewees expressed interest in determining whether or how the schools would be reorganized so that the focus of their work could be put back on student success. Interviewees also expressed concern that the climate created by divisiveness in the community has caused considerable stress for the students.
3. Board members and school staff interviewed rarely discussed the achievement gaps that exist in the district, or goals and instructional strategies used to reduce those gaps. Several interviewees commented that there is little diversity in the district. The Accreditation Committee members are concerned that this perspective uses a very narrow definition of diversity. Approximately 46% of the student population in Farragut is eligible for free- or reduced-price lunch, for example, representing considerable diversity in socioeconomic status. The achievement gap between free- or reduced-price lunch eligible students and those who are not eligible is approximately 8% in reading and 20% in math, according to the 2012-13 Iowa Assessment results for the district.
4. The board is not made aware of the bullying and harassment data reported annually to the IDE.
5. In addition to facilities inaccessibility, the district has several more outstanding items of noncompliance remaining from the November 2011 accreditation visit related to equity (non-discrimination, equal opportunity employment and affirmative action), administrator evaluation, and professional development plans for career teachers.
6. Several of the items of noncompliance for which the district was cited in November 2011 were not corrected until June 2014 when IDE staff returned for a Phase II visit to the district. These corrections were delayed despite persistent attempts on the part of IDE staff to help the district comply.

7. Farragut CSD reported via the BEDS data system that the high school principal did not receive an evaluation during the 2013-14 school year.
8. Spending authority for Farragut CSD fiscal year 2012 was \$3,632,393, and expenditures were \$4,017,695, exceeding the limit by \$385,302, or 10.61%. Spending authority for fiscal year 2013 was \$2,993,411, and expenditures were \$3,504,893, exceeding the limit by \$511,482, or 17.09%. No percentage of authority that needs to remain unspent at the end of a fiscal year has been set by Iowa Code or Iowa Administrative Code, but Iowa Code is clear that expenditures exceeding authority is illegal (IC 257.7(1)). School finance professionals studying the level of authority that should remain have determined that five to ten percent of authority remaining unspent is a reasonable level. From fiscal year 2007 to fiscal year 2013, Farragut's authority decreased 19.75%, while the expenditures increased 29.11% over the same period of time. Expenditure increases paired with decreased spending authority are unsustainable and present significant fiscal challenges for the district.
9. Farragut has experienced declining enrollment over the last 15 years. The resident enrollment for the district for 2014 is 100 students, and the actual enrollment is 197. With 47 students open enrolling out of district and only five open enrolling into the district, the total students served for 2014 is 154. These enrollment numbers and the trend of declining enrollment and increasing open enrollments out of district do not present a sustainable future for the district. A disproportionately high percentage of students open-enroll out of the district, even for a small district of less than 300 students.
10. Farragut's average teacher salary is \$41,644. The ratio of benefits to salaries, as reported on the FY13 CAR, is 32%, resulting in a reasonable total teacher cost of \$54,970. If the district were to make staff reductions to bring it back to a positive fiscal position, it would need to reduce 9.3 FTE ( $511,482/54,970$ ). As reported in FY14 BEDS, the district has 19 full-time teachers, and the necessary reductions would leave the district with only 9.7 FTE. It would not be possible for the district to meet minimum requirements for the educational programs after cutting approximately half of the current teaching staff.
11. The district's finances are likely to prevent them from making improvements to their facilities that are required to continue to operate in compliance with the ADA. The high school and Vo-Ag building are both out of compliance with ADA requirements and in need of changes to make them accessible and safe. The specific cost of these improvements is unknown, but of a magnitude that far outweighs the resources available to the district.
12. Farragut CSD is currently in a Whole Grade Sharing (WGS) agreement with Hamburg CSD. The combined number of students served between the two districts for 2014 is 374, after accounting for open enrollments in and out of the districts. While the Accreditation Committee understands that the two districts are currently discussing a possible merger, it is important to note that a combined enrollment of 374 students is not sustainable. As enrollment continues to decline, which is predicted given the enrollment trends for both districts, even a merged district will need to engage in WGS with a third district or re-merge with one or more schools to continue to be able to meet all of the requirements of accreditation.

After reviewing all information available, it is the opinion of the Accreditation Committee that it is in the best interests of the children and students in the community to find a proactive, sustainable solution to the financial and educational problems facing the district. The options available to the district at this time are:

- (a) Correct all of the noncompliance citations in Table 3 and Appendix B on the timeline provided, either
  - a. Independently, as Farragut Community School District
  - b. As part of a Whole Grade Sharing agreement with Hamburg and/or one or more other neighboring districts
  - c. As part of a new, merged district with one or more other, contiguous districts.
- (b) Dissolve the district, either voluntarily or by order of the State Board of Education, merging the territory of the district with one or more contiguous districts at the end of the school year.

Farragut Community School District is invited to submit a response to this report, including a detailed description of how the district will correct each noncompliance citations listed in Table 3 of the main report and Appendix B on Facilities Accessibility, no later than 30 days from receipt. The district's answer may be submitted to:

Amy J. Williamson  
Chief  
Bureau of School Improvement  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319  
[amy.williamson@iowa.gov](mailto:amy.williamson@iowa.gov)

## Appendix A: Feasibility Information

### **FARRAGUT**

Year	Resident Public	Open Enroll Out	Tuition Out	Actual Enrollment	Open Enrolled In	Tuitioned In	DE Approved Preschool	Total Served by District
1999	356.00	22.00	0.00	378.00	13.00	0.00	0.00	369.00
2000	338.00	21.00	2.00	361.00	17.00	0.00	0.00	355.00
2001	326.70	22.00	0.00	350.70	18.00	0.00	0.00	346.70
2002	283.10	32.00	0.00	317.40	18.00	0.00	0.00	303.40
2003	275.30	29.00	0.00	305.10	19.00	0.00	0.00	295.10
2004	267.20	29.00	3.00	299.50	16.00	0.00	0.00	283.50
2005	270.20	32.00	2.00	304.30	14.00	0.00	0.00	284.30
2006	265.20	37.00	4.00	307.30	16.00	0.00	0.00	281.30
2007	245.10	44.00	2.00	291.20	21.00	0.00	0.00	266.20
2008	221.20	39.00	1.00	261.30	24.00	0.00	0.00	245.30
2009	215.20	47.00	1.00	263.40	18.00	1.00	0.00	234.40
2010	195.3	52.0	0.0	248.0	16.0	1.0	0.0	213.0
2011	169.1	47.3	1.0	217.6	10.0	4.0	0.0	183.3
2012	119.3	54.1	50.0	223.4	2.0	57.0	5.0	178.3
2013	117.1	47.1	47.0	211.2	4.0	50.0	0.0	171
2014	100.1	47	50	197.2	5.0	49.0	4.5	154.2

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<b>Budget Enrollment</b>	<b>FY06 Actual</b>		<b>FY09</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>	<b>FY15 Actual</b>
FARRAGUT	304.3		261.3	263.4	248.0	217.6	223.4	211.2	197.2
HAMBURG	310.3		283.5	295.2	254.0	257.0	242.0	259.0	247.3
SIDNEY	376.7		377.5	354.8	371.6	352.5	344.3	327.2	322.6
SHENANDOAH	1,066.3		1,063.2	1,010.3	1,013.3	1,046.7	990.1	986.3	975.6
FREMONT-MILLS	470.1		478.0	469.0	442.0	423.4	423.3	446.6	449.0
STATE TOTAL	482,388.2		480,233.6	477,019.0	474,227.3	473,493.4	473,504.2	476,245.0	478,920.9

- The budget enrollment is used for funding through the Iowa School Foundation Formula Program. The budget enrollment is the same number as the certified enrollment in the previous school year.
- Budget enrollments have declined in all but two districts in the comparison group. Because of the declines, two districts noted have reached enrollment numbers which can adversely affect budgeting and limit the capacity to support the educational programming and maintain accreditation.
- A minimum number of 300 students is required to reorganize as a new district.

<b>District Cost Per Pupil (DCPP)</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>	<b>FY15 Actual</b>
FARRAGUT	\$5,017		\$5,632	\$5,854	\$5,969	\$5,969	\$6,087	\$6,207	\$6,452
HAMBURG	\$5,072		\$5,687	\$5,909	\$6,024	\$6,024	\$6,142	\$6,262	\$6,507
SIDNEY	\$4,943		\$5,558	\$5,780	\$5,895	\$5,895	\$6,013	\$6,133	\$6,378
SHENANDOAH	\$4,931		\$5,546	\$5,768	\$5,883	\$5,883	\$6,001	\$6,121	\$6,366
FREMONT-MILLS	\$4,931		\$5,546	\$5,768	\$5,883	\$5,883	\$6,001	\$6,121	\$6,366

STATE TOTAL	\$4,931	\$5,546	\$5,768	\$5,883	\$5,883	\$6,001	\$6,121	\$6,366
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- The district cost per pupil (DCPP) is the amount of budget authority each student will generate under the school finance formula. The DCPP for every district is between 100 percent and 105 percent of the state cost per pupil.

Regular Program District Cost (Without Budget Adjustment)	FY06 Actual	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual
FARRAGUT	\$1,526,673	\$1,471,642	\$1,541,944	\$1,480,312	\$1,298,854	\$1,359,836	\$1,310,918
HAMBURG	\$1,573,842	\$1,612,265	\$1,744,337	\$1,530,096	\$1,548,168	\$1,486,364	\$1,621,858
SIDNEY	\$1,862,028	\$2,098,145	\$2,050,744	\$2,190,582	\$2,077,988	\$2,070,276	\$2,006,718
SHENANDOAH	\$5,257,925	\$5,896,507	\$5,827,410	\$5,961,244	\$6,157,736	\$5,941,590	\$6,037,142
FREMONT-MILLS	\$2,318,063	\$2,650,988	\$2,705,192	\$2,600,286	\$2,490,862	\$2,540,223	\$2,733,639
STATE TOTAL	\$2,393,226,421	\$2,676,877,821	\$2,762,688,790	\$2,800,991,984	\$2,796,608,755	\$2,852,500,203	\$2,926,121,952

- The regular program district cost (RPDC) is calculated by the budget enrollment times the DCPP.

Budget Adjustment (Guarantee) Adopted	FY06 Actual	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual
FARRAGUT	\$68,677	\$122,151	\$28,230	\$77,051	\$196,261	\$25,268	\$62,516
HAMBURG	\$78,398	\$111,596	\$0	\$231,684	\$24,734	\$77,286	\$0
SIDNEY	\$66,634	\$0	\$68,382	\$0	\$134,500	\$28,492	\$84,261
SHENANDOAH	\$0	\$11,759	\$128,062	\$0	\$0	\$277,723	\$0
FREMONT-MILLS	\$0	\$0	\$0	\$131,958	\$135,427	\$0	\$0
STATE TOTAL	\$19,463,208	\$12,123,808	\$11,840,355	\$25,075,561	\$47,714,952	\$16,189,424	\$11,174,352

- The effects of the budget adjustment decline and the decline in enrollment create a budgetary position that must be closely monitored by districts.

<b>Combined District Cost</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$1,900,222		\$1,917,280	\$2,119,988	\$2,251,133	\$2,115,020	\$1,888,128	\$1,779,276
HAMBURG	\$2,021,909		\$2,162,143	\$2,384,832	\$2,461,197	\$2,353,735	\$2,173,941	\$2,195,656
SIDNEY	\$2,385,884		\$2,808,027	\$3,130,576	\$3,319,086	\$3,181,331	\$3,093,543	\$3,074,104
SHENANDOAH	\$6,467,988		\$7,164,877	\$7,976,263	\$8,069,711	\$8,516,147	\$8,406,675	\$8,126,619
FREMONT-MILLS	\$2,781,151		\$3,266,897	\$3,697,114	\$3,817,150	\$3,538,688	\$3,515,789	\$3,870,635
STATE TOTAL	\$3,011,098,096		\$3,385,922,280	\$3,808,035,508	\$3,881,797,447	\$3,887,337,944	\$3,910,734,483	\$3,997,236,619

- The Combined District Cost is the sum of a district's regular program cost, budget guarantee adjustment, weighted funding including the following:
  - Regular Program District Cost
  - Regular Program Budget Adjustment Adopted
  - District Cost for Supplementary Weighting
  - Special Education Instruction District Cost
  - Teacher Salary Supplement District Cost
  - Professional Development Supplement District Cost
  - Early Intervention Supplement District Cost
  - AEA Special Ed Support District Cost
  - AEA Special Ed Support Adjustment
  - AEA Media Services District Cost

- AEA Ed Services District Cost
- AEA Sharing District Cost
- AEA Teacher Salary Supplement District Cost
- AEA Professional Development Supplement District Cost
- AEA Statewide State Aid Reduction
- SBRC Allowable Growth - Dropout
- Enrollment Audit Adjustment

<b>Combined District Cost Per Budget Enrollment</b>	<b>FY07 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$6,245	\$7,337	\$8,049	\$9,077	\$9,720	\$8,452	\$8,425
HAMBURG	\$6,516	\$7,627	\$8,079	\$9,690	\$9,159	\$8,983	\$8,477
SIDNEY	\$6,334	\$7,438	\$8,823	\$8,932	\$9,025	\$8,985	\$9,395
SHENANDOAH	\$6,066	\$6,739	\$7,895	\$7,964	\$8,136	\$8,491	\$8,240
FREMONT-MILLS	\$5,916	\$6,835	\$7,883	\$8,636	\$8,358	\$8,306	\$8,667
STATE TOTAL	\$6,242	\$7,051	\$7,983	\$8,186	\$8,210	\$8,259	\$8,393

- This table considers Combined District Costs and Budget Enrollment data to compare the per pupil cost of the whole educational program, including at-risk and drop-out prevention programs, additional special education services, gifted and talented programs, AEA flow-through funding, and open enrollment out tuition. These costs per pupil are generally significantly higher than the previously noted District Costs per Pupil.

<b>Taxable Valuation Per Pupil</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$255,132	\$298,868	\$307,932	\$368,752	\$356,786	\$347,523	\$367,598
HAMBURG	\$264,609	\$299,884	\$295,583	\$372,402	\$319,487	\$339,290	\$317,020
SIDNEY	\$224,731	\$228,907	\$251,804	\$266,095	\$240,159	\$245,879	\$258,729
SHENANDOAH	\$181,344	\$194,847	\$210,906	\$219,029	\$184,740	\$195,301	\$196,053
FREMONT-MILLS	\$208,613	\$218,370	\$232,611	\$272,622	\$231,622	\$231,677	\$219,590
STATE TOTAL	\$208,665	\$238,460	\$251,819	\$264,419	\$212,584	\$212,580	\$211,356

- Taxable Valuation per pupil is a reflection of both the pupil enrollment in the district and its relative property wealth. It is calculated by dividing the Taxable Valuation for the Budget Year by the Budget Enrollment for that Budget Year. On average, districts with smaller enrollments have higher per pupil taxable valuations than larger districts.

<b>General Fund Tax Rate</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$9.11105	\$14.16561	\$13.55950	\$13.72436	\$14.65780	\$13.50087	\$16.98419
HAMBURG	\$12.20627	\$12.10764	\$13.83953	\$16.08810	\$15.09041	\$14.11384	\$9.03733
SIDNEY	\$13.63912	\$11.68763	\$9.72701	\$9.74381	\$10.20019	\$9.13216	\$15.37785
SHENANDOAH	\$12.15800	\$12.34509	\$12.71348	\$13.29656	\$13.09390	\$13.87585	\$14.14318
FREMONT-MILLS	\$12.52177	\$13.94145	\$13.96331	\$13.83536	\$11.58922	\$9.03999	\$8.94768
STATE TOTAL	\$4,281.16935	\$4,369.53363	\$4,425.38881	\$4,570.88126	\$4,447.97520	\$4,134.73367	\$3,881.29735
IOWA (calculated average)	\$11.82643	\$12.07053	\$12.22483	\$12.62674	\$12.28722	\$11.42192	\$10.81141

- The General Fund (GF) tax rate reflects the levy necessary to fund the combined district cost and the optional instructional support and educational improvement levy programs. In addition, the levy can be increased or decreased by the local board by

including a cash reserve levy or by requesting on its certified budget to use fund balance on hand to reduce the levy, and thereby the tax rate.

<b>Cash Reserve Levy</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$0		\$225,794	\$300,000	\$333,900	\$375,000	\$539,901	\$980,416
HAMBURG	\$50,000		\$11,556	\$264,126	\$325,000	\$480,000	\$509,793	\$31,091
SIDNEY	\$250,000		\$21,000	\$0	\$0	\$0	\$0	\$637,849
SHENANDOAH	\$49,000		\$51,280	\$226,059	\$549,493	\$433,817	\$437,659	\$952,825
FREMONT-MILLS	\$243,095		\$293,000	\$324,000	\$295,000	\$134,867	\$0	\$0
STATE TOTAL	\$97,565,951		\$154,418,943	\$194,327,650	\$298,278,645	\$274,120,078	\$31,484,557	\$22,523,230

District cash reserve levy per budget enrollment –								
FARRAGUT	\$0.00		\$864.12	\$1,138.95	\$1,346.37	\$1,723.35	\$2,416.75	\$4,642.12
HAMBURG	\$50,000		\$11,556	\$264,126	\$325,000	\$480,000	\$509,793	\$31,091
SIDNEY	\$250,000		\$21,000	\$0	\$0	\$0	\$0	\$637,849
SHENANDOAH	\$49,000		\$51,280	\$226,059	\$549,493	\$433,817	\$437,659	\$952,825
FREMONT-MILLS	\$517.11		\$612.97	\$690.83	\$667.42	\$318.53	\$0.00	\$0.00
Iowa average per budget enrollment of those levying cash reserve	\$202		\$324	\$410	\$630	\$579	\$66	\$47

- The cash reserve levy generates local property tax revenue to be used to put cash behind budget authority. Budget authority could exceed actual budget revenues generated due to delinquent property taxes, programs funded by law off the top of state aid such as Juvenile Homes, and requests for modified allowable growth from the School Budget Review Committee (SBRC) for unique or unusual circumstances. The cash reserve levy does not increase budget authority.
- Although cash reserve levy is within the limits set by the SBRC, it must be emphasized the cash reserve levy does not increase budget authority. When a district has more cash on hand in the General Fund than it has budget authority, it must exercise great care not to spend cash in excess of budget authority
- In FY14, 219 districts, or 63.3% percent, levied for cash reserve.

<b>Instructional Support Authority</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
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FARRAGUT	\$136,614	\$135,171	\$131,448	\$130,932	\$126,113	\$118,163	\$118,390
HAMBURG	\$137,116	\$146,294	\$144,833	\$148,399	\$128,883	\$131,534	\$133,755
SIDNEY	\$161,400	\$168,208	\$169,705	\$170,721	\$168,990	\$165,404	\$165,877
SHENANDOAH	\$419,488	\$453,176	\$453,916	\$436,308	\$421,805	\$439,830	\$429,120
FREMONT-MILLS	\$191,069	\$209,983	\$212,199	\$214,367	\$202,014	\$199,661	\$211,064
STATE TOTAL	\$151,201,350	\$181,318,070	\$189,873,711	\$190,067,995	\$185,557,383	\$189,896,936	\$199,998,422

- The Instructional Support Program provides additional funding to a district's General Fund. Additionally, the Instructional Support Program increases budget authority in the General Fund.
- The Instructional Support Program must be approved through board action or a referendum. If the Instructional Support Program is approved through a referendum, it may be imposed for up to ten years. Board enactment will allow the program to be in place for up to five years.
- The Instructional Support Program can be no more than 10 percent of the regular program district cost (shown in an earlier table). The program is funded by either property tax or a combination of property tax and income surtax.
- By 2013-2014 nearly 96 percent of all Iowa school districts had implemented the Instructional Support Program.

<b>Income Surtax Rate</b>	<b>FY07</b>	<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
<b>FARRAGUT</b>	<b>Actual</b>						
Instructional Support Income Surtax Rate	13%	13%	11%	11%	10%	8%	8%
Educational Improvement Income Surtax Rate	0%	0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	0%	0%	0%	0%	0%	0%	0%
Total Income Surtax Rate (cannot exceed 20 percent)	13%	13%	11%	11%	10%	8%	8%

<b>Income Surtax Rate HAMBURG</b>	<b>FY07 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
Instructional Support Income Surtax Rate	4%		4%	4%	4%	4%	4%	4%
Educational Improvement Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	0%		0%	0%	0%	0%	0%	3%
Total Income Surtax Rate (cannot exceed 20 percent)	4%		4%	4%	4%	4%	4%	7%

<b>Income Surtax Rate SIDNEY</b>	<b>FY07 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
Instructional Support Income Surtax Rate	10%		10%	10%	10%	11%	11%	11%
Educational Improvement Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%
Total Income Surtax Rate (cannot exceed 20 percent)	10%		10%	10%	10%	11%	11%	11%

<b>Income Surtax Rate SHENANDOAH</b>	<b>FY07 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
Instructional Support Income Surtax Rate	3%	5%	7%	7%	7%	8%
Educational Improvement Income Surtax Rate	0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	6%	7%	6%	6%	6%	7%
Total Income Surtax Rate (cannot exceed 20 percent)	9%	12%	13%	13%	13%	15%

<b>Income Surtax Rate FREMONT-MILLS</b>	<b>FY07 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
Instructional Support Income Surtax Rate	10%	10%	10%	10%	10%	10%	10%
Educational Improvement Income Surtax Rate	0%	0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	4%	4%	5%	6%	5%	6%	6%
Total Income Surtax Rate (cannot exceed 20 percent)	14%	14%	15%	16%	15%	16%	16%

- Income surtax is a funding source used by a majority of school districts. A surtax is a tax on a tax. The income surtax rate is a percentage of tax applied on the income tax liability reported on the Iowa Individual Income Tax form.
- A referendum or board resolution will indicate if the Instructional Support Program, Educational Improvement Program, or Voter-Approved Physical Plant and Equipment Levy (PPEL) will be funded with an income surtax component. However, the board annually sets the income surtax rate.
- Some districts in the state utilize the Educational Improvement Program surtax. The Educational Improvement Program is a program authorized by the voters and only available in a school district where the regular program district cost per pupil for a budget year is 110% of the regular program state cost per pupil for the budget year, or the district had adopted an enrichment levy of 15% prior to July 1, 1992, and the district participates in the Instructional Support Program. If a district is eligible to implement the Educational Improvement Program, it may be expended for any purpose allowed from the General Fund.

<b>District Income Taxes Paid Per Budget Enrollment</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$2,413	\$3,503	\$4,229	\$4,578	\$5,575	\$6,129	\$6,247
HAMBURG	\$2,893	\$4,030	\$4,018	\$5,281	\$5,203	\$6,276	\$5,848
SIDNEY	\$2,615	\$3,220	\$3,619	\$3,642	\$4,279	\$4,331	\$4,360

SHENANDOAH	\$3,108		\$3,835	\$4,268	\$4,316	\$3,825	\$3,963	\$4,428
FREMONT-MILLS	\$2,387		\$2,947	\$3,271	\$3,884	\$4,204	\$3,968	\$4,193
STATE TOTAL	\$3,931		\$4,954	\$5,472	\$5,420	\$5,343	\$5,599	\$5,773

<b>Special Ed Deficit Modified Allowable Growth (Positive Balance Reduction)</b>	<b>FY06</b>		<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
	<b>Actual</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
FARRAGUT	\$28,664		(\$36,189)	(\$88,385)	(\$150,190)	\$22,274	\$55,754
HAMBURG	(\$2,475)		\$0	(\$12,253)	(\$19,874)	(\$5,449)	\$0
SIDNEY	\$7,521		\$0	(\$37,333)	\$133,038	\$178,883	\$268,263
SHENANDOAH	\$49,450		\$132,845	\$59,735	\$0	\$77,769	\$17,218
FREMONT-MILLS	\$38,071		\$39,722	(\$55,906)	(\$98,802)	\$30,429	\$162,894
STATE TOTAL	\$21,593,178		\$41,312,448	\$32,225,329	\$23,834,439	\$48,322,730	\$64,605,462

- A district which has a negative special education balance (deficit) may request supplemental aid and modified allowable growth to the extent of the deficit. Most districts request the full amount of the deficit in modified allowable growth so regular education authority is not used for special education costs. Districts can request less than the full deficit or not request any modified allowable growth for the deficit.
- A district that has a positive special education balance may carryover 10 percent of its special education receipts from weighting into the next budget year. Any positive balance in excess of the 10 percent allowable carryover is reduced from budget authority in the next year, and state aid and property taxes are adjusted accordingly.
- A special education deficit balance will not harm a district as long as the district makes a request to the SBRC for modified allowable growth.
- Districts with a positive balance in excess of the 10 percent allowable need to be very watchful of their financial position, because of the reduction in spending authority that follows as a result of the excess.

<b>Other SBRC Modified Allowable Growth</b>	<b>FY06</b>		<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
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(FY06 includes one-time GAAP hold-harmless)	Actual		Actual	Actual	Actual	Actual	Actual
FARRAGUT	\$253,923		\$11,827	\$0	\$0	\$65,212	\$408,834
HAMBURG	\$0		\$69,950	\$0	\$296,047	\$24,857	\$107,116
SIDNEY	\$0		\$0	\$97,104	\$0	\$21,540	\$20,295
SHENANDOAH	\$214,162		\$100,836	\$105,648	\$224,082	\$94,128	\$88,245
FREMONT-MILLS	\$67,910		\$0	\$0	\$0	\$52,947	\$139,823
STATE TOTAL	\$240,240,563		\$61,596,372	\$53,582,834	\$54,690,743	\$69,034,882	\$72,296,410

- In FY06 there was a one-time hold-harmless amount of modified allowable growth granted to districts in the exact amount of the difference between budgeting on the cash basis and budgeting on the Generally Accepted Accounting Principles (GAAP) basis. This was provided to implement Administrative Rules that require all districts to budget on the GAAP basis here forward. Although this modified allowable growth increased budget authority, the increase is only temporary because the FY06 unspent balance calculation will show increased expenditures to be taken from budget authority in the same amount to complete the budget basis conversion.
- Districts could also request an additional amount of modified allowable growth, if necessary, to complete the budget basis conversion. These requests are included in the FY06 column with other requests that the districts made to the SBRC. Other requests to the SBRC would include the application form for modified allowable growth for increased enrollment, open enrollment out not on the prior year's count, and costs of providing a Limited English Proficient program. Requests would also include unusual or unique circumstances in the district for which it needs modified allowable growth. Although Returning Dropout and Dropout Prevention Programs and special education deficits are also covered by Modified Allowable Growth, those two items are not included in the above table.
- Modified allowable growth, other than for Returning Dropout and Dropout Prevention Programs, is not granted until the budget year begins for which the growth is requested.
- The request for increasing enrollment and open enrollment out students not on the previous count are actually "on-time" budget authority for which the subsequent year's budget is no longer adjusted. In effect, this results in the district receiving budget authority for these students in the first year of enrollment, as well as in subsequent years' budgets. This is one more year of budget authority for a resident student than is normally provided.

### Federal Maintenance of Effort

When a district has to reduce expenditures due to exceeding budget authority, economic conditions, declining enrollment, or local decisions, this can result in a failure to maintain local effort related to federal funding. Maintenance of Effort regulations require a

district to maintain state and local effort (expenditures) from year to year in order to receive the full allocation of federal funding. The federal regulations require Maintenance of Effort at the 90 percent level either in total expenditures or on a per pupil basis.

As a district has to cut costs, this also will impact their maintenance of effort calculation, resulting in a reduction in federal funding, e.g., Title I. As it continues to reduce costs to remain within its budget and to move toward a positive unspent balance, the district should expect to continue to see its federal funding reduced.

### Property Tax Levies

Other than the General Fund Levies, a district may also have a Management Levy and a Regular PPEL levy (maximum 33 cent per \$1000 valuation) implemented by the board as well as a Voter-Approved PPEL (VPPEL) levy (maximum \$1.34 per \$1000 valuation), PERL (Playground) levy (maximum 13.5 cents per \$1000 valuation), and Debt Service levy approved by the district patrons.

Property Tax Levies FY14	General Fund Actual	Management Actual	VPPEL Actual	PPEL Actual	PERL Actual	Debt Service Actual	Total Actual
FARRAGUT	\$16.98419	\$0.00000	\$0.00000	\$0.33000	\$0.00000	\$0.00000	\$17.31419
HAMBURG	\$9.03733	\$4.57594	\$0.96015	\$0.33000	\$0.00000	\$0.00000	\$14.90342
SIDNEY	\$15.37785	\$1.06790	\$0.00000	\$0.12654	\$0.00000	\$2.21639	\$18.78868
SHENANDOAH	\$14.14318	\$0.79295	\$0.16468	\$0.33000	\$0.00000	\$1.08627	\$16.51708
FREMONT-MILLS	\$8.94768	\$0.51758	\$0.56467	\$0.33000	\$0.00000	\$1.03670	\$11.39663
STATE TOTAL	\$3,881.29735	\$387.17673	\$195.49209	\$112.40635	\$2.43000	\$362.68053	\$4,941.48305

- In the event of a reorganization, the Voted PPEL (VPPEL), PERL, and Instructional Support Programs are continued in the newly reorganized district at the least number of years remaining, the lowest percent for the instructional support program or the lowest property tax rate for VPPEL or PERL, and the lowest percent of income surtax of the former districts that are a party to the reorganization. If there is a debt obligation against the VPPEL, then it will continue in the newly reorganized district without regard to the previous information until the debt is paid.

- In the event of reorganization, debt service is a negotiable issue. Generally, it remains as a levy on the property that was in the former school district with the debt service levy. However, it can be spread across all property in the newly reorganized district if that is what the reorganization referendum indicates. The debt service levy continues until the debt is paid.
- In the event of a dissolution, the debt service levy (or the VPPEL if there is a debt obligation against it) continues against the property in the former district until the debt is paid; in addition areas of a dissolved school district which are attached to a school district that is levying a debt service tax will also be liable for that tax. All other levies cease to exist in the dissolved district. Patrons residing in the dissolved school district will pay the levies implemented (current and future) in the school district to which their properties are attached.

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
FARRAGUT	\$1,193,002		\$648,636	\$326,646	\$28,124	-\$385,302	-\$511,482
District unspent balance as a percent of expenditures	43.59%		24.14%	10.62%	0.94%	-9.59%	-14.59%
Iowa unspent balance as a percent of expenditures	18.24%		14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
HAMBURG	\$339,277		\$5,347	-\$254,903	\$320,575	\$434,758	-\$46,350
District unspent balance as a percent of expenditures	11.15%		0.18%	-8.00%	11.22%	14.36%	-1.31%
Iowa unspent balance as a percent of expenditures	18.24%		14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
SIDNEY	\$403,216		\$602,202	\$869,970	\$1,109,533	\$1,104,968	\$1,119,948

District unspent balance as a percent of expenditures	11.22%		15.79%	21.86%	25.80%	24.04%	23.87%
Iowa unspent balance as a percent of expenditures	18.24%		14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
SHENANDOAH	\$1,161,793	\$1,471,890	\$1,588,647	\$2,162,301	\$2,439,360	\$2,443,543
District unspent balance as a percent of expenditures	14.43%	15.25%	16.38%	22.65%	24.34%	24.37%
Iowa unspent balance as a percent of expenditures	18.24%	14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
FREMONT-MILLS	\$221,950	\$286,397	\$646,238	\$1,307,124	\$1,511,533	\$1,469,493
District unspent balance as a percent of expenditures	5.37%	6.88%	16.15%	32.49%	35.93%	30.56%
Iowa unspent balance as a percent of expenditures	18.24%	14.92%	17.36%	20.67%	22.25%	20.48%

- Iowa school districts are funded under a school foundation finance formula. Iowa is unique compared to other states in that maximum spending authority is controlled in each district through the foundation plan. The funding sources include state aid, property taxes, unspent balances from the prior year, plus actual miscellaneous income. Once spending authority has been granted, it generally is not removed even if authorized state aid or property taxes revenues are not actually received. A district may levy for a cash reserve (property taxes) to replace any revenues not received, but this does not increase budget authority. It only provides cash to fund the budget authority. The district may request modified allowable growth from the SBRC, which if granted, will increase budget authority, but does not increase cash to the district. At the end of the fiscal year, the amount the district actually expended in its General Fund is subtracted from its total authorized budget authority in the General Fund to determine the amount that is unspent.

- It is illegal for any district to spend more than its authorized budget authority. Negative unspent balance is a serious financial situation for a school district and is a violation of Iowa Code subsection 257.7(1).
- If a district spends less than its authorized budget authority in the General Fund, it may carryover that amount to be added to its authorized budget authority in the following budget year. The table above shows the amount of carryover authority, called unspent balance, in the district.
- When evaluating the district's financial position, it can be a valuable exercise to determine the overall drop in enrollment and compare that with the corresponding drop in staff that should have occurred in response to the declining enrollment.
- The School Budget Review Committee may consider additional modified allowable growth if necessary to make reorganization possible. Need bigger font size
- When evaluating the district's financial position, it can be a valuable exercise to determine the overall drop in enrollment and compare that with the corresponding drop in staff that should have occurred in response to the declining enrollment. This point may have been the cause of District A's unspent balance decline to a negative position in FY09 to FY11.
- The School Budget Review Committee may consider additional modified allowable growth if necessary to make reorganization possible.

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
FARRAGUT						
Fiscal Year 2004	\$1,026,466	-\$3,273	-\$7,318	\$0	\$181,075	\$0
Fiscal Year 2005	\$689,922	\$41,717	\$16,373	\$0	\$197,013	\$0
Fiscal Year 2006	\$344,737	\$133,097	\$65,963	\$0	\$247,049	\$0
Fiscal Year 2007	\$161,485	\$152,036	\$32,588	\$0	\$245,571	\$0
Fiscal Year 2008	\$72,255	\$111,403	\$46,447	\$0	\$144,030	\$0
Fiscal Year 2009	\$172,434	\$82,988	\$70,386	\$0	\$245,964	\$0
Fiscal Year 2010	\$96,316	\$93,861	\$45,202	\$0	\$390,486	\$0
Fiscal Year 2011	\$88,690	\$89,201	\$59,915	\$0	\$442,015	\$0
Fiscal Year 2012	-\$106,118	\$68,893	\$91,918	\$0	\$573,852	\$77,017
Fiscal Year 2013	-\$197,925	\$153,470	\$96,502	\$0	\$575,845	\$75,456

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
HAMBURG						

Fiscal Year 2004	\$249,707	\$80,712	\$74,536	\$0	\$145,401	\$0
Fiscal Year 2005	\$482,942	\$83,413	\$79,748	\$0	\$127,066	\$0
Fiscal Year 2006	\$288,280	\$82,169	\$196,023	\$0	\$217,901	\$0
Fiscal Year 2007	\$111,483	\$94,711	\$246,538	\$0	\$419,020	\$0
Fiscal Year 2008	-\$52,341	\$109,991	\$363,700	\$0	\$602,865	\$0
Fiscal Year 2009	-\$166,414	\$128,447	\$465,642	\$0	\$772,454	\$0
Fiscal Year 2010	-\$288,229	\$116,554	\$308,196	\$0	\$926,199	\$0
Fiscal Year 2011	\$215,385	\$87,986	\$232,060	\$0	\$1,003,476	\$0
Fiscal Year 2012	\$778,684	\$41,938	\$404,285	\$0	\$842,209	\$0
Fiscal Year 2013	\$694,529	\$14,697	-\$7,204	\$0	\$640,248	\$0

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
SIDNEY						
Fiscal Year 2004	\$67,436	\$32,591	\$34,297	\$0	\$374,430	\$2,234,469
Fiscal Year 2005	\$219,401	\$22,729	\$7,418	\$0	\$115,485	\$2,372,327
Fiscal Year 2006	\$456,657	\$34,224	\$14,444	\$0	\$91,972	\$2,425,595
Fiscal Year 2007	\$590,229	\$77,607	\$7,005	\$0	\$152,247	\$389,714
Fiscal Year 2008	\$800,698	\$102,179	\$20,102	\$0	\$201,493	\$475,324
Fiscal Year 2009	\$856,288	\$128,425	-\$882	\$0	\$261,161	\$550,339
Fiscal Year 2010	\$684,621	\$74,269	\$7,836	\$0	\$191,835	\$637,169
Fiscal Year 2011	\$554,946	\$76,896	\$21,309	\$0	\$122,895	-\$2,188
Fiscal Year 2012	\$319,255	\$54,935	-\$2,979	\$0	\$126,452	-\$7,265
Fiscal Year 2013	\$42,929	\$72,975	-\$2,979	\$0	\$279,479	-\$7,309

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
SHENANDOAH						
Fiscal Year 2004	\$1,330,782	\$167,738	\$911,803	\$0	\$109,815	\$909,216
Fiscal Year 2005	\$1,442,094	\$205,759	\$870,245	\$0	\$851,910	\$837,943
Fiscal Year 2006	\$1,473,894	\$136,611	\$813,801	\$0	\$626,666	\$786,676
Fiscal Year 2007	\$1,496,341	\$136,226	\$599,928	\$0	\$525,090	\$923,925
Fiscal Year 2008	\$1,377,863	\$115,993	\$343,140	\$0	\$614,031	\$1,057,337
Fiscal Year 2009	\$998,124	\$130,944	\$358,730	\$0	\$741,863	\$1,128,624
Fiscal Year 2010	\$445,163	\$169,606	\$427,433	\$0	\$700,906	\$939,284
Fiscal Year 2011	\$959,635	\$305,892	\$348,210	\$0	\$3,815,307	\$742,070
Fiscal Year 2012	\$1,459,984	\$298,692	\$400,442	\$0	\$2,241,221	\$1,073,133
Fiscal Year 2013	\$1,763,278	\$274,151	\$549,709	\$0	\$1,549,651	\$1,070,699

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
FREMONT-MILLS						
Fiscal Year 2004	\$251,066	\$36,772	\$197,469	\$0	-\$48,652	\$0
Fiscal Year 2005	\$105,988	\$14,611	\$56,425	\$0	\$108,185	\$0
Fiscal Year 2006	\$20,194	-\$5,243	\$96,177	\$0	\$81,325	\$0
Fiscal Year 2007	-\$58,195	-\$16,572	\$45,486	\$0	\$138,505	\$0
Fiscal Year 2008	\$288,105	-\$4,014	\$112,240	\$0	\$229,481	\$0
Fiscal Year 2009	\$598,394	\$46,843	\$181,348	\$0	\$1,647,984	\$874
Fiscal Year 2010	\$1,112,444	\$79,832	\$69,136	\$0	\$765,654	\$3,586
Fiscal Year 2011	\$1,962,569	\$92,812	\$112,907	\$0	\$301,989	\$1,254,851
Fiscal Year 2012	\$2,092,756	\$111,309	\$52,720	\$0	\$378,504	\$2,507

Fiscal Year 2013	\$1,767,999	\$101,965	\$25,851	\$0	\$397,250	\$3,435
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- The amount of fund balance, as recorded by the districts, is controllable and a local decision. A negative fund balance is indicative of having more liabilities than assets and may result in a district having to pay higher interest costs, when borrowing.
- Districts' management and board of directors need to address the appropriate levels of fund balance and take the steps necessary to achieve those levels.

Number of Buses by Year	1977-1984 Oldest	1985-1994 Older	1995-2004 Old	2005-2013 Current	Total Number of Buses	% of Oldest Buses	% of Older Buses	% of Old Buses	% of Current Buses
FARRAGUT	0	0	1	2	3	0.00%	0.00%	33.33%	66.67%
HAMBURG	0	0	3	2	5	0.00%	0.00%	60.00%	40.00%
SIDNEY	0	0	4	2	6	0.00%	0.00%	66.67%	33.33%
SHENANDOAH	0	0	6	6	12	0.00%	0.00%	50.00%	50.00%
FREMONT-MILLS	0	0	2	5	7	0.00%	0.00%	28.57%	71.43%
STATE TOTAL	2	184	1,940	2,633	4,759	0.04%	3.87%	40.76%	55.33%

Last Bond or PPEL Issues Elections	Bond Issues FY96-10	PPEL Issues FY02-10
FARRAGUT	1/0/00	1/0/00
HAMBURG	3/25/08	4/9/13
SIDNEY	4/22/97	1/0/00
SHENANDOAH	12/9/99	1/0/00
FREMONT-MILLS	3/25/08	9/13/11
STATE TOTAL	1/0/00	1/0/00

## Appendix B: Facilities Accessibility Review

The Farragut Community School District has one PK-3 and 9-12 attendance center, one Family and Consumer Science (FCS) / Art building, and one Vocational Agriculture (VoAg) building that were reviewed for accessibility. The PK-3 building is a three story building built in 1928 and is attached to the high school built in 1964. The FCS/Art is a one-story building built in 1976 and the VoAg building is a one-story building built in 1912 and both buildings are located adjacent or close to the elementary/high school attendance centers.

Farragut Community School District had an equity site visit during November 2011. This facility accessibility review compared progress made toward improving facilities accessibility and program accessibility to the November 2011 equity site visit report.

Accessibility was reviewed in the following areas: parking, passenger loading zones, exterior route of travel, ramps, stairs, lifts, entrances, lobbies and corridors, elevators, rooms and spaces, restrooms, shower rooms, assembly areas, cafeterias, and libraries.

**Nishnabotna High School, 907 Hartford Ave., Farragut, IA 51639 (Grades: 9-12)**

### Building Information:

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1964 – one level	Programs within facility must be readily accessible
Street parking		2010 ADA standards – 502 Parking Spaces

<b>Nishnabotna High School Accessibility Compliance Plan 2011</b>			
Accessibility Corrections	Voluntary CAP Completion Time Frame	Completed	Deadline Recommended to State Board
Develop a written plan describing how inaccessible programs and services will be made available to	December 2012	No	30 days after SBE meeting

individuals with disabilities.			
Create accessible passenger loading zone with appropriate signage that has an access aisle 60" x 20' that is parallel to the vehicle pull up space.	August 2012	No	30 days after SBE meeting
Add one accessible parking sign and one van accessible parking sign in the front of the high school.	May 2012	Yes	--
Remove the curb in front of the shower rooms. Architect will develop a plan for shower accessibility.	Architect hired by August 2012 & project completed by 8/2014	No	90 days after SBE meeting
Add accessible toilet room signs on latch side and 60" above the floor. Cover restroom pipes in the restrooms near the cafeteria.	August 2012	Yes	--
Architect will be hired to make gym accessible.	Architect hired by August 2012 & project completed by August 2014	No	90 days after SBE meeting
The food service line will be maintained at 36" clear width.	August 2013	Yes	--

**Compliance Issues:** Farragut Community School District still has facilities accessibility and program accessibility issues stated in the 2011 equity site visit report for the Nishnabotna High School. Accessible parking spaces have been added to the front of the high school, signage was installed for accessible restrooms near the cafeteria, and a lift was installed in the 1964 gymnasium to provide accessibility to the gymnasium floor. The cafeteria has maintained at least 36 inches clear width for the food service lines. The locker rooms on the lower level in the gym are still inaccessible. In addition, the shower rooms are still inaccessible because of the curb.

**Farragut Elementary School, 907 Hartford Ave., Farragut, IA 51639 (Grades: PK-3)**

**Building Information:**

<b>Building / Additions</b>	<b>Year built and number of levels</b>	<b>Applicable standards</b>
Original construction	1928 – three levels (no elevator)	Programs within facility must be readily accessible
Street parking shared with high school		2010 ADA standards – 502 Parking Spaces

<b>Farragut Elementary School Accessibility Compliance Plan 2011</b>			
<b>Accessibility Corrections</b>	<b>Completion Time Frame</b>	<b>Completed</b>	<b>Deadline Recommended to State Board</b>
Develop a written plan describing how inaccessible programs and services will be made available to individuals with disabilities.	December 2012	No	30 days after SBE meeting
Develop a written plan to make restrooms accessible. Install one unisex accessible restroom.	Architect hired by August 2012 & project completed by August 2014	No	90 days after SBE meeting

**Compliance Issues:** There have been no facility improvements in the 1928 Farragut Elementary School to improve facility and program accessibility. The PK-3 Farragut Elementary School has three levels that are inaccessible that creates a program accessibility issue for various grade levels and restrooms. Kindergarten and preschool are on the first level. On the second level are the principal's office, grades 1 and 2, and the talented and gifted program. Grade 3 and special education classrooms are on the third level.

<b>Area of non-compliance</b>	<b>Compliance issue</b>	<b>Standard</b>
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the Farragut Elementary that are inaccessible are made available to students, staff, parents, and community members with disabilities.	Programs within facility must be readily accessible

Toilet Rooms	A written plan is required for addressing the inaccessibility of restrooms. There must be at least one unisex restroom that is accessible in a readily accessible building.	Programs within facility must be readily accessible.
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**FCS/Art Building, 907 Hartford Ave., Farragut, IA 51639** (Grades: PK-3 and 9-12)

**Building Information:**

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1976 – one level	Programs within facility must be readily accessible
Street parking		2010 ADA standards – 502 Parking Spaces

<b>Nishnabotna FCS/Art Building Accessibility Compliance Plan 2011</b>			
Accessibility Corrections	Completion Time Frame	Completed	Deadline Recommended to State Board
Develop a written plan describing how inaccessible programs and services will be made available to individuals with disabilities.	December 2012	No	30 days after SBE meeting
Toilet room will be made accessible by adding signage, cover sink pipes, lowering mirror, & replacing faucet to allow for one hand operation.	August 2012	No	90 days after SBE meeting

**Compliance Issues:** Farragut Community School District still has accessibility issues for the accessible unisex restroom in the FCS/Art building. Signage needs to be placed on latch side 60” above the floor, pipes need to be covered and the faucet needs replaced.

**VoAg Building, 907 Hartford Ave., Farragut, IA 51639** (Grades: 9-12)

**Building Information:**

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1912 – one level	Programs within facility must be readily accessible
Street parking		2010 ADA standards – 502 Parking Spaces

Nishnabotna VoAg Building Accessibility Compliance Plan 2011			
Accessibility Corrections	Completion Time Frame	Completed	Deadline Recommended to State Board
Develop a written plan describing how inaccessible programs and services will be made available to individuals with disabilities.	December 2012	No	30 days after SBE meeting
Threshold levels will be installed to be less than ¼” high or beveled to a slope no greater than 1:2 up to ½” high.	August 2013	No	90 days after SBE meeting
Install 36” wide door at the main entrance.	August 2013	No	90 days after SBE meeting
Hire an architect to develop a plan to install an accessible unisex restroom and complete installation.	Hire architect by August 2013 & complete project by August 2014	No	90 days after SBE meeting

**Compliance Issues:** There have been no facility improvements in the VoAg building since the 2011 equity site visit so there are numerous accessibility issues.

Area of non-compliance	Compliance issue	Standard
Entrances	The threshold level must be less than ¼ inch high or beveled with a slope no greater than 1:2 up to ½ inch high.	2010 ADA Standards – 404.2.5 Thresholds

Toilet Rooms	A written plan is required for addressing the inaccessibility of restrooms. There must be at least one unisex restroom that is accessible.	Programs within facility must be readily accessible.
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### **Farragut Facility Accessibility Summary**

Farragut Community School District has addressed some program accessibility issues for the high school gymnasium by installing a lift. The district will still need to provide accessible shower rooms which could be installed on the level above the gym floor and directly above the inaccessible shower rooms. The FCS/Art building still has restroom accessibility issues. Lastly, the VocAg program is not accessible and its condition makes the facility extremely dangerous.

The PK-3 Farragut Elementary has facility and program accessibility issues. Elementary classrooms, gymnasium, and programs are not accessible. For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs are required to be readily accessible. A written plan is required that describes how inaccessible programs and services in pre-1977 portions of facilities will be made available to students, staff, parents, and community members with disabilities. The entrance and restroom area in the VoAg building must be updated for accessibility.

The written transition plan must be developed to address the accessibility concerns and compliance issues. For the accessibility transition plan, the district must:

- Describe in detail the methods that will be used to make the facilities and/or programs accessible; and
- Specify the schedule for taking steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify the steps that will be taken during each year of the transition period; and indicate the person responsible for implementation of the plan.

There are two main recommendations that could help resolve a large majority of the inaccessibility issues of the Farragut school district. First, the Farragut School District should consider educating all students at the Farragut Elementary on a single floor of the facility and provide accessibility to that floor of the facility. Lastly, the Farragut School District should discontinue using the VoAg building and find a more suitable location to offer these services.



**Farragut Community School District  
Hamburg Community School District  
Final Fiscal Review**

**May 27, 2014**

**School Budget Review Committee Approval**

**October 7, 2014**

**On-site Fiscal Reviews of Farragut and Hamburg Community School Districts  
Report Summary  
Conducted Beginning May 27, 2014**

**Background**

The Hamburg and Farragut Community School Districts are located in southwest Iowa in Green Hills AEA. Superintendent Jay Lutt formerly served both districts as well as Gloria McComb, business manager. The districts have a whole grade sharing agreement, and Nishnabotna High School is located in Farragut. The following report describes the history of contact with Hamburg and Farragut related to the school improvement accreditation and educational equity site visits in both districts, the list of non-compliances completed and not completed, and a summary of the current situation.

The superintendent and business manager have since left the districts.

The Farragut Community School District's unspent balance declined each fiscal year 2007 through 2011 prior to becoming negative each year, beginning in fiscal year 2012. In fiscal year 2012, the district was the second most negative district in the state with an unspent balance of -\$385,302, surpassed only by East Greene CSD at -\$385,437. In fiscal year 2013, the district was the most negative with an unspent balance of -\$511,482 compared to all school districts in the state. The SBRC has granted \$385,302 in modified allowable growth to this district to assist in reaching a positive unspent balance, but this assistance has not resulted in a positive unspent balance. Had the SBRC not granted this previous modified allowable growth, the Farragut district would have a negative unspent balance at the end of fiscal year 2013 in the amount of -\$896,784 with a \$3M budget. The negative unspent balance in fiscal year 2013 was greater than the negative unspent balance in fiscal year 2012, even with the modified allowable growth granted, indicating the district did not make progress on its corrective action plan. While the district reduced its expenditures in fiscal year 2013 by \$512,802, the district did not take into account that its budget adjustment declined by \$170,993 and its supplementary weighting decreased by \$88,475. The district needed to adjust its expenditures downward further by this \$259,468 reduction in budget authority. The estimated unspent balance for fiscal year 2014 is negative by approximately \$500,000; again indicating the district did not make progress on its corrective action plan.

The Hamburg Community School District has incurred a negative unspent balance three times in the past twenty-five years: fiscal years 1995 and 2010, and again beginning in fiscal year 2013. The district had unspent balances of less than \$10,000 in fiscal years 2008 and 2009 before becoming negative in fiscal year 2010 with an unspent balance of -\$254,903. The SBRC has granted \$254,903 in modified allowable growth to this district to assist in reaching a positive unspent balance, but this did not seem to have a lasting effect as the district again incurred a negative unspent balance just two years later at -\$46,350. Had the SBRC not granted this previous modified allowable growth, the Hamburg district would have a negative unspent balance at the end of fiscal year 2013 in

the amount -\$301,253 with a \$3.5M budget. This indicates that the district did not maintain progress on its previous corrective action plan.

The expectation of the SBRC is that a district reduce expenditures in the subsequent fiscal year by at least the amount it was negative in the prior year, that its unspent balance situation be corrected no later than the second year, and that it will continue to maintain a positive unspent balance into future years.

The SBRC history on requests for modified allowable growth for a negative unspent balance is to approve modified allowable growth in the first year a district is negative if the corrective action plan is accurate, reasonable, and shows a net decrease in expenditures from the previous year of at least the amount by which the district is negative. The SBRC history on subsequent years of modified allowable growth is to grant a second year only if the district's plan is accurate, reasonable, and supports that the district will end the fiscal year with a positive unspent balance and maintain a positive unspent balance into future years.

In December 2013, the SBRC, under its Code authority, requested an on-site fiscal study (Phase I) of the Farragut Community School District by the Department of Education. The district had not had a feasibility study, so the Department conducted a fiscal desk review prior to the on-site review. After the Phase II accreditation review, the Department finalized its fiscal study to take into account costs necessary to implement the identified citations. A copy of the conclusions of the study will be released to the district for comments prior to release to the SBRC. The desk review did not support that the district had its spending under control and did not support any further modified allowable growth being granted to the district at this time.

Even though the Department set a Phase II accreditation review, the SBRC had not recommended to the State Board of Education that the Department of Education send a school finance team to the Farragut Community School District for an on-site Phase II fiscal review in conjunction with the Phase II accreditation visit.

Iowa Code section 256.11, subsection 10, paragraph "b", subparagraph (1), subparagraph division (e) addresses a Phase II accreditation on-site visit to a school district when recommended by the SBRC pursuant to section 257.31, subsection 18. Section 257.31, subsection 18, states that if a school district exceeds its authorized budget or carries a negative unspent balance for two or more consecutive years, the Committee may recommend that the Department implement a Phase II onsite visit to conduct a fiscal review pursuant to section 256.11, subsection 10, paragraph "b". subparagraph (1), subparagraph division (e).

The Phase I on-site visits took place beginning on May 27, 2014.

## **Corrective Action Plans by Fiscal Year of Negative Unspent Balance**

### *Farragut*

#### *2011-2012*

In December 2012, Farragut appeared before the committee to present its corrective action plan to eliminate its first year of a negative unspent balance at the end of fiscal year 2011-2012 of \$385,302. The district requested modified allowable growth for the 2012-2013 school year in the amount of \$407,576 as part of its corrective action plan. The district was represented by Superintendent Jay Lutt.

#### Information provided by the District:

The district reported that the district entered into a whole grade sharing arrangement that it anticipated would save the district \$200,000 per year, but did not. The district ended some sharing arrangements for high school offerings and reduced an administrative position.

The district also stated that it was providing its board with reports that track the district's unspent balance on a monthly basis.

#### Information provided by the Department:

- The district received a financial condition warning letter from the Department regarding its unspent balance trend. The letters were sent during fiscal year 2011-2012 and 2012-2013.
- The superintendent had been in this district since 2002.
- The Department had concerns about the statement that the auditor approved the district returning to a cash basis of accounting. Such a change would have violated law, and no auditor would have had the authority to waive Code.
- The district was required to provide as its exhibits the corrective action plan on or before November 10, 2012; however, the district did not provide the exhibits until after the end of the workday on November 28, 2012.
- The district was requesting modified allowable growth in a greater amount than it was negative.
- The district showed increasing miscellaneous revenues even though enrollment was not increasing.
- The district did not submit the required board reports.
- The expenditures on row 6a and row 9 of the corrective action plan did not match the expenditures on the projection submitted by the district.
- The district did not include enough reductions in expenditures to equal the amount by which it was negative.
- The budget enrollment of the district combined with its whole grade sharing partner was 465.4.
- Modified allowable growth in the amount of \$407,576 was \$1,824.42 per budget enrollment of 223.4. This would increase the district cost per pupil to 131.84% from its current 101.43% of the state cost per pupil.

- Board minutes were provided but only addressed the request for modified allowable growth and did not address the corrective action plan.

The decision of the Committee in this matter was to deny modified allowable growth for the 2012-2013 school year in the amount of \$407,576 as part of its corrective action plan and to direct the district to resubmit its corrective action plan to show sufficient reductions in expenditures to equal the amount by which it was negative. The district was directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

#### *Resubmitted Plan*

In March 2013, Farragut appeared before the committee to re-submit its corrective action plan to eliminate its first year of a negative unspent balance at the end of fiscal year 2011-2012 of \$385,302. The district requested modified allowable growth for the 2012-2013 school year in the amount of \$385,302 as part of its corrective action plan. This request had been denied in December 2012. The district was represented by Superintendent Jay Lutt.

#### Information provided by the District:

The district reported that the district entered into a whole grade sharing arrangement that it anticipated would save the district \$200,000 per year, but did not. The district ended some sharing arrangements for high school offerings and reduced an administrative position.

The district also stated that it was providing its board with reports that track the district's unspent balance on a monthly basis.

#### Information provided by the Department:

- The district received a financial condition warning letter from the Department regarding its unspent balance trend. The letters were sent during fiscal year 2011-2012 and 2012-2013.
- The superintendent had been in this district since 2002.
- The district showed increasing miscellaneous revenues even though enrollment was not increasing.
- The district did not submit the required board reports.
- The expenditures on row 6a and row 9 of the corrective action plan did not match the expenditures on the projection submitted by the district.
- The district reported reductions in expenditures to equal the amount by which it was negative, but the reductions required two years to complete.
- The budget enrollment of the district combined with its whole grade sharing partner was 465.4.

- Modified allowable growth in the amount of \$385,302 was \$1,724.72 per budget enrollment of 223.4. This increased the district cost per pupil to 130.17% from its current 101.43% of the state cost per pupil.
- Board minutes were provided.

The decision of the Committee in this matter was to approve modified allowable growth for the 2012-2013 school year in the amount of \$385,302 as part of its corrective action plan and to accept the corrective action plan submitted by the district. The district was directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

### *Farragut*

#### *2012-2013*

Fiscal year 2013 was the second year of a negative unspent balance for the district in the amount of -\$511,482, with the first year's balance (fiscal year 2012) being a negative \$385,302. The district received modified allowable growth as part of its corrective action plan of \$385,302 in fiscal year 2013.

In December 2013, Farragut appeared before the SBRC to present its corrective action plan to eliminate its second year of a negative unspent balance at the end of fiscal year 2013 of \$511,482. The district requested modified allowable growth for the 2013-2014 school year in the amount of \$511,482 as part of its corrective action plan. The district was represented by Superintendent Jay Lutt and Business Manager Gloria McComb.

#### Information provided by the District:

- District stated it had been watching Unspent Authorized Budget shrink for the past seven years due to declining enrollment, higher expenditures, and low allowable growth.
- District stated it had reduced programs and staff, dropping expenditures \$512,803, from fiscal year 2012 to fiscal year 2013.
- With the reduction of the fiscal year 2013 negative unspent balance, the district estimated its unspent balance in fiscal year 2014 would be \$53,509.
- Early retirement cost savings in fiscal year 2014 were estimated to be \$50,750.
- Reductions and adjustments to teaching positions were estimated to save \$238,509.60 in fiscal year 2014.
- Reductions and terminations of services were estimated to save \$50,069 in fiscal year 2014.
- District stated it had been sharing employees and students for over a decade.
  - Administrative sharing – superintendent, business manager, physical plant, athletic director, transportation, human resources and librarian.
  - Instructional sharing – Sidney holds the contract for a Spanish teacher, Ag instructor and Family Consumer Science instructor to provide Hamburg's

7<sup>th</sup> and 8<sup>th</sup> grade instruction, and three districts send students to the district's Automotive Tech program.

- The district stated that the Farragut and Hamburg Boards of Education were working together with the intent that a vote for consolidation will pass next fall (fall of 2014). The district stated that the best case scenario would have Nishnabotna consolidated for the 2015-16 school year.

Information provided by the Department:

- The superintendent had been in the district since 2002. In addition, the superintendent had been in the sharing district, Hamburg, since 2009.
- The budget enrollment of the district combined with its whole grade sharing partner was 470.2.
- The district's second year request for modified allowable growth is 33% greater than the amount requested in the first year.
- At the March 2013 SBRC meeting, the district's own estimate of its fiscal year 2013 ending unspent authorized budget was \$117,137 which did not include the requested modified allowable growth of \$385,302. Figures by the State for ending fiscal year 2013 unspent authorized budget was -\$511,482. A large part of this dramatic difference was due to the district's overestimation of its miscellaneous income by \$372,171 and underestimation of its expenditures by \$487,393.
- The district's expenditures jumped from \$2,996,619 in fiscal year 2011 to \$4,017,695 in fiscal year 2012, an increase of 34%. The district did reduce expenditures in fiscal year 2013 to \$3,504,893, still 17% greater than fiscal year 2011. \$213,762.56 of the \$1,021,076 increase in fiscal year 2012 was due to an auditor's downward adjustment to beginning fund balance.
- If the SBRC had approved the request for modified allowable growth of \$511,482, the district would have received nearly \$900,000 of modified allowable growth in one year's span.
- The district included in its fiscal year 2014 unspent authorized budget modified allowable growth that had not been granted. Deleting this modified allowable growth resulted in the district ending fiscal year 2014 and all future years with a negative unspent balance.
- Department staff did not find that the district has had a feasibility study conducted by the Department.
- The district indicated a reduction of expenditures for fiscal year 2014 of \$679,535 on the Unspent Authorized Budget but only showed savings of \$288,578.60 on the corrective action plan, a difference of \$390,956.40.
- Published budget numbers did not include PPEL.
- Miscellaneous income on the Unspent Authorized Budget increased \$7,432 in fiscal year 2014 but no sources for the increase were indicated on the corrective action plan.
- Expenditures for fiscal year 2014 on the Unspent Authorized Budget were greater than the calculation in item 7 of the corrective action plan.
- The district had submitted two years of corrective action plans without actually correcting the fiscal condition issue.

- If the district were to reorganize as soon as possible, and the combined enrollment was sufficiently more than 300 resident students to sustain the new district into the next decade, the Department would recommend the SBRC consider modified allowable growth to implement the reorganization. Modified allowable growth granted due to a negative unspent balance position does not translate into any future cash reserve levy (property tax), because the issue of a negative unspent balance is related to past expenditures incurred by the district for which it had cash but was not legally authorized to expend.
- Board minutes were provided.

The decision of the Committee was to table the modified allowable growth for the 2013-2014 school year in the amount of \$511,482 as part of its corrective action plan and to direct the district to resubmit its corrective action plan with sufficient reductions in expenditures to end fiscal year 2014 with a positive unspent balance. The district was directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

The decision of the Committee also was to recommend to the Department of Education that the Department conduct a phase I fiscal review, which may include an on-site visit.

Subsequent to the SBRC December hearing, the Department determined it may proceed with an accreditation Phase II visit to both Hamburg and Farragut. As a result, the fiscal review has been delayed to coincide with the Phase II visit.

#### *Resubmitted Plan*

In March 2014, Farragut appeared before the committee to resubmit its corrective action plan to eliminate its second year of a negative unspent balance at the end of fiscal year 2013 of \$511,482. The district requested modified allowable growth for the 2013-2014 school year in the amount of \$511,482 as part of its corrective action plan. The request had been tabled by the Committee in December 2013. The district was represented by Superintendent Jay Lutt and Business Manager Gloria McComb.

Information provided by the District:

- The information provided was the same as provided at the December 2013 hearing.

Information provided by the Department:

- The comments were the same as provided at the December 2013 hearing.

The decision of the Committee in this matter was to table the request for modified allowable growth for the 2013-2014 school year in the amount of \$511,482 as part of its corrective action plan until after the Department has conducted an on-site visit. The district was directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum

spending authority. These reports shall be available to the SBRC and to the auditor on request.

The Phase I on-site visit took place beginning on May 27, 2014.

*2012-2013*

*Hamburg*

In December 2013, Hamburg appeared before the committee to present its corrective action plan to eliminate its first year of a negative unspent balance at the end of fiscal year 2012-2013 of \$46,350. The district requested modified allowable growth in the amount of \$46,350 as part of its corrective action plan. The district was represented by Superintendent Jay Lutt, Business Manager Gloria McComb, Board President Dave Mincer, and Board Vice President Susan Harris.

Information provided by the district:

- The district stated that the Hamburg Board of Education had been watching their Unspent Authorized Budget shrink for the past eight years.
- Declining enrollment, higher expenditures, and low allowable growth had caused the board to reduce programs and staff.
- The superintendent was hired during fiscal year 2010 and made all the reductions he could during that year according to the district, but the district still finished with a negative \$245,903 spending authority.
- The superintendent made over \$300,000 worth of changes allowing the district to finish the next year with a spending authority of \$320,575.
- It again increased in fiscal year 2012 to \$434,758.
- The superintendent stated he was shocked to learn that the spending authority at the end of fiscal year 2013 was a negative \$46,350 amount.

Information provided by the Department:

- The superintendent had been the superintendent of Farragut since 2002 and shared with the Hamburg school district since 2009.
- The line item budget total reported on the corrective action plan on line 6a was \$2,790,292, which exceeded \$2,409,354, which the district indicated was on line 17.9 of the Aid & Levy Worksheet for the current fiscal year. The budget should not exceed the amount available.
- The district projected \$2,972,080 expenditures on the Unspent Authorized Budget Projects, which was less than the budgeted amount of \$3,166,703 and the fiscal year 2013 actual expenditure amount of \$3,500,391, but didn't indicate the source of these savings on the corrective action plan.
- The district indicated \$253,000 of savings for fiscal year 2015, but projected \$45,855 increased expenditures on the Unspent Authorized Budget projections.
- Expenditures were \$3,028,536 in fiscal year 2012 and \$3,546,741 in fiscal year 2013, an increase of \$518,205. The largest differences from fiscal year 2012 to

fiscal year 2013 as reported on the Certified Annual Report (CAR) were in the following areas:

- Open enrollment tuition expenditures increased from \$73,673.76 in fiscal year 2012 to \$219,271.68 in fiscal year 2013, an increase of \$145,597.92. Certified enrollment indicated the number of open-enrolled-out students increased from 25 students in fiscal year 2012 to 42 students in fiscal year 2013, an increase of 17 students. Thirty (30) students were opened enrolled out fiscal year 2014.
- Tuition expenditures for shared contracts increased from \$248,790.33 in fiscal year 2012 to \$322,073.82 in fiscal year 2013, an increase of \$73,283.49 with a decrease of seven (49 to 42) students.
- Total tuition expenditures increased from \$515,323.39 in fiscal year 2012 to \$704,669.63 in fiscal year 2013, an increase of \$189,346.24.
- Expenditures for shared contracts with another district increased from \$137,618.03 in fiscal year 2012 to \$256,542.99 in fiscal year 2013, an increase of \$118,924.96.
- Planned expenditures as noted in items 3, 6, and 9 of the corrective action plan, as well as on the unspent balance projection for fiscal year 2014, were all different amounts.
- The district noted it used monthly reports demonstrating financial position in relation to spending authority and published budget control lines but did not submit reports. If the district were using these reports monthly, it should have realized that expenditures were much higher than the previous year.
- The district showed no adjustments to expenditures for fiscal year 2014 but did have sufficient cuts shown for fiscal year 2015 to cover the amount of negative balance in fiscal year 2013.
- The district projected it would finish fiscal year 2014 with a positive balance.
- Modified allowable growth in the amount of \$46,350 was \$178.96 per budget enrollment, and would have increased the district cost per pupil to 105.23%, from 102.30% of the state cost per pupil.
- Board minutes were not provided.

The decision of the Committee in this matter was to table the request for modified allowable growth for the 2013-2014 school year in the amount of \$46,350 as part of its corrective action plan and to direct the district to resubmit at the next regularly scheduled hearing session a corrective action plan that was balanced and showed sufficient changes to ensure that the district would complete the fiscal year (2014) with a positive unspent balance. The district was directed to submit monthly reports to its board and to the SBRC demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the auditor on request.

#### *Resubmitted Plan*

In March 2014, Hamburg appeared before the committee to resubmit its corrective action plan to eliminate its first year of a negative unspent balance at the end of fiscal year

2012-2013 of \$46,350. The district requested modified allowable growth in the amount of \$46,350 as part of its corrective action plan. The district was represented by Superintendent Jay Lutt, Business Manager Gloria McComb, and Board President Dave Mincer.

Information provided by the district for its current plan:

- The information provided was the same as provided at the December 2013 hearing.

Information provided by the Department:

- Some of the information provided by the Department was substantially the same as provided at the December 2013 hearing.
- The superintendent had been the superintendent of Farragut since 2002 and shared with the Hamburg school district since 2009.
- The district projected \$634,965 expenditures on the Unspent Authorized Budget Report for fiscal year 2014, but didn't indicate the source of these savings on the corrective action plan.
- The district indicated \$258,000 of savings for fiscal year 2015, but projected \$45,855 expenditures to decrease by \$208,153 on the Unspent Authorized Budget projection.
- Expenditures were \$3,028,536 in fiscal year 2012 and \$3,546,741 in fiscal year 2013, an increase of \$518,205. The largest differences from fiscal year 2012 to fiscal year 2013 as reported on the Certified Annual Report (CAR) were in the following areas:
  - Open enrollment tuition expenditures increased from \$73,673.76 in fiscal year 2012 to \$219,271.68 in fiscal year 2013, an increase of \$145,597.92. Certified enrollment indicated the number of open-enrolled out students increased from 25 students in fiscal year 2012 to 42 students in fiscal year 2013, an increase of 17 students. Thirty (30) students were opened enrolled out in fiscal year 2014.
  - Tuition expenditures for shared contracts increased from \$248,790.33 in fiscal year 2012 to \$322,073.82 in fiscal year 2013, an increase of \$73,283.49 with a decrease of seven (49 to 42) students.
  - Total tuition expenditures increased from \$515,323.39 in fiscal year 2012 to \$704,669.63 in fiscal year 2013, an increase of \$189,346.24.
  - Expenditures for shared contracts with another district increased from \$137,618.03 in fiscal year 2012 to \$256,542.99 in fiscal year 2013, an increase of \$118,924.96.
- Planned expenditures on the Unspent Authorized Budget Report were greater than item 7 on the corrective action plan.
- The district showed published budget numbers for total requirements instead of using total expenditures and other uses numbers, which inflated the amount available to spend.
- The district showed no adjustments to expenditures for fiscal year 2014 but did have sufficient cuts shown in fiscal year 2015 to cover the amount of negative balance in fiscal year 2013.

- The district included in the Unspent Authorized Budget an amount of modified allowable growth for a negative unspent balance which had not yet been granted and also included the amount in the incorrect year.
- The district projected it would finish fiscal year 2014 with a positive unspent balance.
- The district showed on the Unspent Authorized Budget projection an increase in miscellaneous income, but did not indicate the source/s of the increase on the corrective action plan.
- Board minutes were provided showing approval of the modified allowable growth request but not approval of the corrective action plan.

The decision of the Committee in this matter was to table the request for modified allowable growth for the 2013-2014 school year in the amount of \$46,350 as part of its corrective action plan until the Department has conducted a site visit at the district. The district was directed to submit monthly reports to its board and to the SBRC demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

### **Results of Desk Review and Phase I on-site Fiscal Review Conducted in 2014**

#### **Procedure and Purpose**

The purpose of a fiscal desk review is to:

- Determine to the extent possible if the financial records and report on which the board or corrective action plan relied were accurate.
- Determine if the projected unspent balances were reasonable.
- Determine if the corrective action plan as submitted, or adjusted from other records, would accomplish a return to a positive unspent balance in the very near future and remain positive into future years.
- Establish a basis on which to recommend action for consideration to the SBRC on modified allowable growth or a Phase II visit.

Data from reports generated by the Department of Education and the Unspent Authorized Budget Report from the Department of Management were used to determine the findings in this report. The fiscal desk review did not include accreditation issues or facilities.

The purpose of a Phase I fiscal review in conjunction with a Phase II accreditation visit, in addition to the purposes listed for the desk review, is to:

- Determine whether or not the district is viable both in its educational program requirements and in its financial condition.
- Determine costs of any improvements required on the accreditation/program side to determine if the district will be fiscally viable after correcting all of those issues.

- Determine costs of any facility issues, including Americans with Disabilities Act (ADA) compliance, to determine if the district will be fiscally viable after correcting all of those issues.
- Ensure to the extent possible that the district is not jeopardizing its accreditation status through its corrective action plan activities.
- Establish a basis on which to recommend any changes to accreditation status to the state board for consideration.

The Department has established a continuum of fiscal review which builds on previous studies. This means that a fiscal desk review will build on the information included in the financial section of a recent feasibility study conducted by the Department; a Phase I on-site fiscal review will build on a recent desk review or recent feasibility study; and a Phase II fiscal review will build on the information included in a recent fiscal desk review or Phase I on-site fiscal review conducted by the Department.

The districts have never requested a feasibility study be conducted by the Department.

## **Facilities Review**

### *Farragut*

Farragut has one PK-3 and 9-12 attendance center, one Family and Consumer Science/Art building, and one Vocational Agriculture building. The PK-3 building is a three story building built in 1928 and is attached to the high school, which was built in 1964. The Family and Consumer Science/Art building is a one-story building built in 1976 and the Vocational Agriculture building is a one-story building built in 1912. Both buildings are located adjacent or close to the elementary/high school attendance centers.

The Farragut district has made numerous facilities improvements over the past years. Recently, the district installed high school new entrance doors and new lighting in the high school and elementary gymnasiums. Through major HVAC improvements in 2011, the elementary and high school buildings are air conditioned. In 2013, the high school gymnasium had a new HVAC system installed. New fire doors were installed in the high school. Security cameras were installed during 2008 in the elementary and high school. A sloped metal roof was installed on the elementary and high school in 2004. Siding, insulation, and energy-efficient windows were installed in 2005. During the transition for whole grade sharing, new school signs were installed.

The PK-3 Farragut Elementary School has three levels that are inaccessible, which creates a program accessibility issue for various grade levels and restrooms. Kindergarten and preschool are on the first level. On the second level are the principal's office, grades 1 and 2, and the talented and gifted program. Grade 3 and special education classrooms are on the third level. The building does not have a written program accessibility plan, nor a written plan to address the inaccessibility of restrooms.

In the Vocational Agriculture Building, the threshold level of the entrances are not in compliance and there is no written accessibility plan for the restrooms.

The program accessibility issues for the Farragut Elementary School could be a major expense in the future. Estimated expense to update the elementary building is between \$1-2 million to improve the building technology and facility accessibility for students and staff who are physically disabled.

The district will need to obtain estimates and written plans to correct the accessibility issues. According to the balance sheet reports from the fiscal year 2013 Certified Annual Financial Report (CAR), the district does not have the funds available to make improvements in the millions in fiscal year 2015. The school district does not have voted PPEL, but generates approximately \$37,000 annually in the regular PPEL fund. The school district generates approximately \$184,000 annually in the Local Option/Statewide Sales and Services Tax Fund.

### *Hamburg*

Hamburg has two attendance centers, Nishnabotna Middle School (6-8) and Marnie Simons Elementary School (PK-5). The Nishnabotna Middle School is a three-story building with a lower level basement built in 1924. The middle school had two building additions: west addition of classrooms and food service area built in 1958 and addition of classrooms, library, and administration offices built in 1970. The Marnie Simons Elementary School is a one-story building built in 1950 with two building additions. Additions to the elementary school were the north addition of classrooms and the 1970 addition of classrooms and gymnasium.

The Hamburg district has made limited facilities improvements. Air conditioning was installed in the mathematics and science classrooms in the 1958 portion of the middle school. A new HVAC system was installed throughout the elementary school that allows individual controlled classroom heating/air conditioning. Security cameras were installed at the elementary school. Promethean boards were installed throughout the school district. New entrance doors were installed near the gymnasium at the elementary school. The gymnasium at the elementary school, used for the middle school competition gymnasium, was updated with new lighting, sound system, and scoreboard. The restrooms near the elementary gymnasium were updated in 2004 to comply with handicap accessibility. A new gym floor was installed in the elementary gymnasium in 2004.

Program and facility accessibility issues for the Nishnabotna Middle School in Hamburg could be a major expense in the future. Estimated expense to update the middle school building could be several million dollars to improve the building technology and facility accessibility for students and staff who are physically disabled.

Hamburg Elementary School is accessible, but there is no written accessibility plan. The school district has improved accessible parking and installed accessible bleachers at the football field adjacent to the elementary school.

The district will need to obtain estimates and written plans to correct the accessibility issues. According to the balance sheet reports from the fiscal year 2013 Certified Annual Financial Report (CAR), the district does not have the funds available to make improvements in the millions in fiscal year 2015. The school district approved the voted PPEL in 2013 and generates approximately \$40,000 annually in the regular PPEL fund. The school district generates an average of \$163,000 annually and an estimated \$206,289.45 in FY14 in the Local Option/Statewide Sales and Services Tax Fund.

### **OCR Equity Summary**

The United States Department of Education Office for Civil Rights (OCR) requires the Iowa Department of Education to conduct focused educational equity visits in targeted school districts each year in order to assess compliance with federal civil rights laws. The Hamburg Equity Visit was conducted in December of 2009, and the Farragut Equity visit was conducted in November of 2011. Several items of noncompliance are still not completed, including items in relation to accessibility at the Junior-Senior High School in Hamburg and the Nishnabotna High School in Farragut. Accessibility is required under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. Districts receiving federal financial assistance are required to be in compliance with federal civil rights laws or jeopardize the receipt of federal financial assistance.

Hamburg Community School District has been out of compliance with federal civil rights laws for over four years and has missed several deadlines to submit a written transition plan for accessibility issues, including the latest deadline of October 1, 2013, and to provide evidence of completion of the accessibility items by December 31, 2013.

Farragut Community School District has been out of compliance with federal civil rights laws for over two years. Completion of these remaining items is of the utmost urgency. Iowa Department of Education staff will continue to monitor all the unfinished components until they are satisfactorily implemented.

Both districts continue to struggle with correcting equity-related accreditation issues. For example, a review of the districts' joint website on February 6, 2014, indicated the continued display of an incorrect equity statement. Department consultants have had numerous visits and emails with the districts providing guidance for correcting items and are unsure of the reasons why these items continue to be incomplete.

### **Enrollment Projections**

Farragut's certified student enrollment has declined in the past two years and is projected to continue to decline slowly in each of the next five years, according to the Department's

enrollment projections. Farragut's sharing partner, Hamburg, is also experiencing declining enrollment and has only a slightly larger enrollment than Farragut.

The two districts' combined enrollment is approximately 444, but in fiscal year 2006 was 614. If the districts postpone reorganizations much further into the future, they run the risk of becoming too small to be allowed to reorganize under Iowa Code.

### **District Cost per Pupil**

Farragut's fiscal year 2015 district cost per pupil (DCPP) is \$6,452, slightly higher than the state cost per pupil (SCPP) of \$6,366. Hamburg's fiscal year 2015 DCPP is \$6,507.

The budget adjustment, which is no longer a guarantee, has been a variable for both districts over the past five years. Hamburg received a zero adjustment in two of those five years. This adjustment adds an amount of spending authority to the school district's budget to ensure the school district's regular program district cost is no less than 101% of the prior year's regular program district cost without budget adjustment. It is funded by property tax as approved by the district's board.

### **Taxable Valuation per Pupil**

Farragut has the highest taxable valuation per pupil in the area, at \$367,598, which is higher than the state average of \$211,356. Hamburg has the second highest taxable valuation per pupil at \$317,020.

### **General Fund Tax Rate**

Farragut has the highest General Fund tax rate in the area at \$16.98 per \$1000, an increase from its rate in fiscal year 2009 which was \$14.17. Hamburg has the second lowest General Fund tax rate in the area at \$9.04, down from its rates in past years (i.e., fiscal year 2009 was \$12.11). Both districts have had variable General Fund tax rates from year to year, and are not significantly different from each other when the multiple years are considered.

Both districts levy cash reserve in the range of \$200,000-\$500,000 annually. However, in fiscal year 2014, the cash reserve levy in Farragut was \$980,416, and the cash reserve levy in Hamburg was \$31,091. A cash reserve levy provides cash flow but does not provide any budget authority and does not improve the unspent balance situation.

Both districts have the instructional support program at the full ten percent (10%). Both districts are using an income surtax of approximately 10% to fund the program, in addition to some property tax. Districts are not allowed to fund the instructional support program entirely with income surtaxes.

In the copy received from each district, The Aid & Levy Worksheet, section 17, Summary of General Fund Budget Authority was not completed with the estimated miscellaneous income and unspent authority balance from the previous year.

Farragut appeared to have its line item budget at *less* than the published budget amount for the General Fund, while Hamburg appeared to have its line item budget at *more* than the published budget for the General Fund.

### **District Income Taxes Paid Per Budget Enrollment**

Farragut has the highest district income taxes paid per budget enrollment in the area at \$6,247 in fiscal year 2014, and Hamburg is second highest at \$5,848. Both are higher than the state average of \$5,773.

### **Special Education Excess Balances**

Farragut had excess special education balances in three of the past six years, and had small deficits in the other three years. Hamburg had a special education carryover and small to zero excess special education balance in each of the past six years.

Excess balance means the special education funding unexpended by a district at year end exceeds ten percent of that district's special education receipts for the fiscal year.

### **Property Tax Levies**

Neither district has a debt service levy. Farragut has regular PPEL (physical plant and equipment levy) as its only levy in fiscal year 2014, other than the General Fund. Hamburg has voter-approved PPEL (VPPEL), regular PPEL, and Management Fund levy in addition to the General Fund.

### **Unspent Balance**

#### *Farragut*

Farragut's unspent balance as a percent of expenditures declined from 43.59% in fiscal year 2006 to -14.59% in fiscal year 2013. During the same time period, statewide unspent balances increased from 18.24% to 20.48%.

On the unspent authorized budget board report for Farragut, the district showed it is planning that the SBRC will grant modified allowable growth for the amount negative of \$511,482. Some of the calculating cells were not functional. Some incorrect numbers were used, and the negative unspent authorized budget balance was entered as a positive number. When the numbers and calculations were corrected, the district's board report showed that as of May 28, 2014, the district had spending authority of -\$513,644.

Total budget authority for Farragut for fiscal year 2012 was \$3,632,393, and expenditures were \$4,017,695, exceeding the budgetary limit by \$385,302 or 10.61%. Total budget authority for fiscal year 2013 was \$2,993,411, and expenditures were \$3,504,893, exceeding the limit by \$511,482 or 17.09%. From fiscal year 2007 to fiscal year 2013, Farragut's authority decreased 19.75%, while the expenditures increased 29.11% over the same period of time.

### *Hamburg*

Hamburg had small unspent balances in fiscal year 2008 (\$6,364) and fiscal year 2009 (\$5,347), before becoming negative by \$254,903 in fiscal year 2010. The district remained positive in fiscal year 2011 at \$320,575 and fiscal year 2012 at \$434,758 before becoming negative by \$46,350 in fiscal year 2013.

Total budget authority for Hamburg for fiscal year 2013 was \$3,500,391, and expenditures were \$3,546,741, exceeding the limit by \$46,350 or 1.32%. From fiscal year 2007 to fiscal year 2013, Hamburg's authority increased by 16.44%, while the expenditures increased 25.59% over the same period of time.

On the Unspent Authorized Budget Projection report submitted with its corrective action plan, Hamburg reported that the unspent balance in fiscal year 2013 was at \$0, when it was actually -\$46,350. A school association's report for the district showed the unspent authority for fiscal year 2014 would be \$167,264. The district reported that fiscal year 2014 would end with a positive balance at \$248,996 on the board reports created from templates on the Department website, but the board report acquired May 29, 2014, projected unspent budget authority at \$167,264.

### *Summary*

No percentage of authority that needs to remain unspent at the end of a fiscal year has been set by Iowa Code or Iowa Administrative Code, but Iowa Code is clear that expenditures exceeding authority is illegal (IC 257.7(1)). School finance professionals studying the level of authority that should remain have determined that five to ten percent of authority remaining unspent is a reasonable level.

Each district has to make the determination of the appropriate level of authority that should remain, but the Government Finance Officers Association (GFOA) "recommends, at a minimum, that general-purpose governments, regardless of size, maintain unreserved fund balance in their general fund of no less than five to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures." This is speaking to the fund balance on a district's balance sheet, rather than unspent budgetary authority, but supports the level of remaining balance that should be maintained.

### **Corrective Action Plans**

In the corrective action plan for Farragut for fiscal year 2013, the district indicated that it would eliminate the high school principal position. A contract was found for fiscal year 2012 but not for fiscal year 2013, as reported to the SBRC. The district indicated that it would reduce the vocational agriculture teacher's summer days by ten days. Paper contracts demonstrated the district did so. For fiscal year 2013, the district told the SBRC that it would cut sharing the vocal music teacher, and the fiscal site visit team did not see that position listed as being shared any longer. The science position was also not being shared, as indicated to the SBRC.

In Farragut's corrective action plan for fiscal year 2014, upper level science was reported to be at .6 full-time equivalent (FTE), and a schedule document stated it was .8125 FTE, but the pay was as reported to the SBRC. The SBRC was told the district sharing of the Automotive Technology program would save \$21,000. Documents reviewed showed Hamburg was only paying \$17,563.20 for vocational agriculture and no automotive technology position was listed on the document as being shared. For fiscal year 2014, the SBRC was told the district would be sharing music with Sidney CSD, but no contract was found. Later in the visit, the fiscal site visit team was told by staff that two of the districts with which Farragut shared had never executed a sharing agreement with Farragut. The district reported there were two teachers retiring and being replaced with younger teachers, and it appeared that two teachers did not have contracts in fiscal year 2014. In fiscal year 2014, a part-time custodial position was to be cut, but the person was still on the list of employees. The savings would have been \$11,069. The fiscal site visit team observed that documents provided by the district may not have been kept up-to-date.

## **Buses**

Farragut has three buses on record, one of which is at least ten years old. Hamburg has five buses on record, three of which are at least ten years old. Statewide, 40.76% of buses are in the age range of 1995 to 2004.

One driver at Farragut had an expired issue in the bus driver data system. The Superintendent and both the outgoing and incoming business managers were notified. The district indicated it would investigate. Two buses at Farragut were on a 30-day repair notice. On May 28, 2014 the outgoing business manager reported that both records had been updated and tags requested of the Department.

One driver at Hamburg had an expired issue in the bus driver data system. The Superintendent and both the outgoing and incoming business managers were notified. The district indicated it would investigate.

## **Publications**

Proofs of publication for Farragut's budget documents were reviewed.

Proofs of publication for Hamburg were found for:  
August 2013 – Salaries

November 2013 – Bills

December 2013 – Bills

January 2014 – Bills

February 2014 – Bills

March 2014 – Bills and Minutes

April 2014 – Bills and Minutes

Proofs of publication were not found for the months of July, September, October, or May. Of the months that had proofs of publication, most proofs did not show that minutes had been published.

### **Assets to Liabilities and Fund Balances**

Farragut had sufficient assets to cover liabilities until fiscal year 2012, when the ratio fell to 95.64%. The ratio fell further in fiscal year 2013 to 92.88%. Fund balances were positive from fiscal year 2008 through fiscal year 2011. The balance became negative at -\$106,118 in fiscal year 2012 and -\$197,925 in fiscal year 2013.

Hamburg had sufficient assets to cover liabilities in the past three years, an improvement over the previous three years. Fund balances in the past three years have been positive, but the previous three years were increasingly negative from fiscal year 2008 through fiscal year 2010.

### **Contracts**

As of May 28, 2014, Farragut reported it had not billed Hamburg for shared positions. According to a document provided by the incoming business manager, Hamburg owed Farragut \$283,462.43 for the year. A member of the fiscal site visit team found that the first semester payment for the majority of the shared employee positions had been made. There was no evidence of payment for the first semester for whole grade sharing.

The sharing contracts reviewed had multiple inaccuracies. For example, the document of payments due from Hamburg noted the shared district owed for .4 FTE and the contract stated .2 FTE was being shared; the document noted the shared district owed .2 FTE, and the contract had both .1 FTE and .2 FTE; the document noted .25 FTE and the contract stated .5 FTE; and a contract for a shared nurse was not listed on the document. Other items noticed included an agreement stating that Hamburg employs a position, but further in the contract it states that Hamburg pays for the position; another agreement stated that sharing is at 50/50, but further in the contract it stated the sharing district would pay at .2 FTE. The districts do not have written agreements for all the sharing arrangements.

When Hamburg was asked about the sharing contracts for employees to determine if that district had some contracts which were missing in the files at Farragut, it was stated that their contracts wouldn't be any different than those found at Farragut. Each district should have a written copy of each sharing agreement with each partner district.

Contracts in both districts for superintendent and PK-4 and 9-12 Principal/HR (human resources (HR) is shared) note “Other: School Fees for the Administrator’s children shall be waived (i.e., registration, book fees, preschool, and preschool transportation).” Exempting administrators’ children from fees is a violation of Iowa Code section 282.20.

## **Insurance**

In reviewing the districts’ insurance coverages with a Jester Insurance contact, it was determined both districts have insurance for employee theft with a limit per occurrence of \$101,000. Smaller school districts should have limits from \$300,000-\$500,000. The districts have a computer fraud limit per occurrence of \$50,000, which the agent indicated was very low. The minimum for computer fraud insurance should be \$100,000, according to the agent. Funds transfer fraud limit per occurrence of \$50,000 was also noted to be low; the minimum should \$100,000. It was also mentioned that EMC is not allowing higher limits on certain coverages unless the audit comment on segregation of duties is addressed by the district.

## **Fees**

It was noted that Chrome Book fees were being charged. The districts need to review guidance from the Department regarding technology fees and deposits. If technology, such as Chrome Books, is purchased from PPEL, VPPEL, or SAVE, a fee for technology is not permitted. Insurance fees are not permitted. Ordinary maintenance on technology cannot be charged to students. Guidance is available on the Department’s website and has been included in School Business Alert e-newsletters.

Students were charged a \$25 fee for e-college on-line courses through Iowa Community College Online Consortium. Normally, students cannot be charged a fee for any course that is part of the public school district’s offering. If the fee is allowable by Iowa Code, it would normally be paid by the district and not the students. The district needs to investigate what the fee covers and why it is being charged to students to determine if it is allowable.

## **Medicaid Reimbursement Plan**

Farragut has participated in the Special Education Medicaid Reimbursement Program in the past. The district was last paid in fiscal year 2008. Payments were noted as follows:

- Fiscal year 2004, \$16,644
- Fiscal year 2005, \$75,950
- Fiscal year 2006, \$22,490
- Fiscal year 2007, \$13,139
- Fiscal year 2008, \$11,206

The district is not currently an enrolled Medicaid provider, which means they chose to not re-enroll during calendar year 2012. Farragut has not received a Medicaid audit by Department of Human Services (DHS) staff.

Hamburg has participated in the Special Education Medicaid Reimbursement Program in the past. The district was last paid in fiscal year 2006. Payments were noted as follows:

- Fiscal year 2005, \$77,149
- Fiscal year 2006, \$43,084

The district is not currently an enrolled Medicaid provider, which means they chose to not re-enroll during calendar year 2012. Hamburg has not received a Medicaid audit by DHS staff.

## **Special Education**

While reviewing Farragut's General Ledger and Payroll Report to find account coding for staff in the special education program, and reviewing Iowa Board of Educational Examiners (BOEE) licensure files for those staff, the fiscal site visit team found one individual who was not properly certified in special education. The staff member responsible for delivering Individualized Education Program (IEP) services to a student must be properly endorsed. In addition, some special education expenditures were not properly coded in accordance with the guidance.

The district employs a .5 FTE preschool teacher who is not special education certified. The district, properly, did not code this teacher as a special education cost. However, during the interview, the district indicated the preschool enrollment included one special education student. The Superintendent was to verify this information, but the fiscal site visit team did not receive the information before or after the conclusion of the visit.

While reviewing the Hamburg's General Ledger and Payroll Report to find account coding for staff in the special education program, and reviewing BOEE licensure files for those staff, the fiscal site visit team found one individual who was not properly certified in special education. The staff member responsible for delivering IEP services to a student must be properly endorsed. In addition, some special education expenditures were not properly coded in accordance with the guidance and are discussed below. The team also questioned the propriety of certain out-of-state contracted services.

The team found that a general education fourth grade teacher was improperly coded to 1200 211 3301 121 as a Level I Special Education Teacher. This teacher is special education certified; however, the assignment was not in the special education classroom. The teacher's assignment for the 2013-2014 school year was in a general education fourth grade classroom. Therefore, none of the teacher's costs should have been coded as a special education expenditure.

Some special education supplies and equipment also were not properly coded. There were computers purchased with special education funds that should have been coded as general education expenditures. In addition, there were elementary resource supplies that are more appropriately general education rather than special education expenditures.

While reviewing the district's preschool program, the team was told there was a special education student enrolled in the program. The Superintendent was to verify this

information, but the team did not receive this information before or after the conclusion of the visit. If an IEP student is enrolled in the program, then that student's instruction is not being delivered by a certified special education teacher as is required. The preschool teacher is not special education certified. The district, correctly, did not code the teacher as a special education cost.

## **Certified Annual Report**

### *Farragut*

Farragut had several coding errors in its accounting records that could cause reports used during the fiscal year to be misleading. The district's Chart of Accounts needs to be updated for valid account codes and proper descriptions. The lease purchase of a bus was not properly coded. Payments made for the maintenance and repairs of technology, bus repairs and parts, maintenance of the gym floor, and bleachers located in the Hamburg district, have incorrectly been paid from the capital projects funds. Generally, the supplies object code was used for items such as assessment analysis, transportation parts, dues, repairs, travel, and software. In addition, co-curricular items other than general supplies (including sports equipment and uniforms) were purchased from the General Fund. Categorical funding such as Individuals with Disabilities Education Act (IDEA), Teacher Salary Supplement (TSS), and Early Intervention were not coded through the payroll process at the time the expenditures occurred, but rather through a single journal entry. The district needs to code categorical transactions properly throughout the year, rather than making numerous adjustments at year end, as noted by the auditor in the fiscal year 2013 audit.

Although there was revenue for the four-year-old preschool program in fiscal years 2012 and 2013, the district received no revenue in fiscal year 2014. Expenditures, however, were still coded to the preschool program. The preschool is for three- and four-year-old children and is not the Statewide Voluntary Preschool Program (SWVPP). The preschool should be self-sufficient and handled in an enterprise fund (63). Transactions are currently being recorded in the General Fund.

The receipts of state payments appear to be coded properly.

Although recorded as a payable, the district did not pay its fiscal year 2013 second semester whole grade sharing bill to Hamburg, and did not receive the second semester payment from Hamburg (which was recorded as a receivable) until September of the following fiscal year. The district had not paid or billed Hamburg for any whole grade sharing for fiscal year 2014 as of the date of the site visit.

Accurate coding is necessary to enable the district to have correct information when making financial decisions for the district. Other issues related to coding and accounting observed during the on-site visit will be provided in a report to the business manager to use when working with the auditor and software provider.

## *Hamburg*

Hamburg had several coding errors in its accounting records that could cause reports used during the fiscal year to be misleading. The district's Chart of Accounts needs to be updated for valid account codes and proper descriptions. Several employees are coded as teachers although they are not. The lease purchase of a bus was not properly coded. Payments made for the maintenance and repairs of technology, maintenance of the gym floor, and Skills Iowa program renewal have incorrectly been paid from the capital projects funds. There were many things coded to equipment, dues and fees, supplies, and purchased services that should be coded elsewhere. Scholarships paid out of the trust fund are paid directly to the student, whereas they should be paid to the college/university. Categorical funding such as Individuals with Disabilities Education Act (IDEA), Teacher Salary Supplement (TSS), and Early Intervention were not coded through the payroll process at the time the expenditures occurred, but rather through a single journal entry. The district needs to code categorical transactions properly throughout the year, rather than making numerous adjustments at year end, as noted by the auditor in the fiscal year 2013 audit.

Although recorded as a payable, the district did not pay its fiscal year 2013 second semester whole grade sharing bill or shared contracts to Farragut, and did not receive the second semester payment from Farragut (which was recorded as a receivable) until September of the following fiscal year. The district had not paid or billed Farragut for any whole grade sharing in fiscal year 2014 at the time of the site visit.

Accurate coding is necessary to enable the district to have correct information when making financial decisions for the district. Other issues related to coding and accounting observed during the on-site visit will be provided in a report to the business manager to use when working with the auditor and software provider.

## **Student Population**

### *Farragut*

According to its certified enrollment, the district has:

Open enrolled in	5
Open enrolled out	47
Tuitioned in	7
Tuitioned out	5
Whole grade sharing out	45
Whole grade sharing in	42
Home schooled	1 (dual enrollment, October 2013)
Non-public shared time	0
Limited English proficient	1 first year (open enrolled out)
Statewide Voluntary Preschool Program	9 count

### *Hamburg*

According to its certified enrollment, the district has:

Open enrolled in	4
Open enrolled out	30, plus 2 dual enrolled students (30.2)
Tuitioned in	5
Tuitioned out	9
Whole grade sharing out	42
Whole grade sharing in	45
Home schooled	1 (dual enrollment, October 2013)
Non-public shared time	0
Limited English proficient	1 first year and 4 second year
Statewide Voluntary Preschool Program	14 count

Farragut has 23.83% of its certified enrollment open enrolling out of the district, while only 2.54% of its enrollment is open enrolling in. Hamburg has 12.21% of its certified enrollment is open enrolling out of the district, while only 1.62% of its enrollment is open enrolling in. The same calculation for the smallest enrollment size category (less than 300) statewide had 20.22% open enrolling out and 9.66% open enrolling in. The calculation at the state total level shows 5.98% for both in and out categories.

### **Change in Enrollment Compared to Change in Teacher FTE**

#### *Farragut*

From 1999 to 2013, student enrollment declined from 378 to 211.2, a 44.13% decline. Teacher FTE in that same time period declined from 32.17 to 20.00, a 37.83% decline.

#### *Hamburg*

From 1999 to 2013, student enrollment declined from 341.8 to 259.0, a 24.22% decline. Teacher FTE in that same time period declined from 27.7 to 20.5, a 25.99% decline.

### **Payroll Reporting**

In the past, Farragut had issues with filing timely the tax liabilities from payroll. Evidence was found that taxes are now being filed timely. Evidence of IPERS being timely filed was also found.

Evidence supported that Hamburg is timely in filing payroll taxes. In the documentation for payment of the taxes, there were checks generated by the accounting system which had not been voided that were missing one of the required signatures, as well as some that had the two required signatures, making them negotiable checks. Generating the checks appears to be an issue with the accounting system, but the checks need to be voided properly.

### **Job Descriptions**

### *Farragut*

It was noted that a physical every three years was required of some, but not all, food service personnel, according to the job descriptions. The job description for the bus driver had the driver report to two Transportation Co-Directors, one of which used to be the business manager. A district this size does not have need two co-directors, and the description is out of date. Job descriptions should be reviewed to be current and applicable to the district's personnel.

### *Hamburg*

The job description for a bus driver states that "FCSD is a program of opportunity..." The job description needs to identify the correct district. Board Policy 403.1, Employee Physical Examinations, does not mention a requirement for custodians to have a physical after employment, but the job description requires a physical every three years. The same requirement for Director of Operations, Kitchen Worker, and various other positions is on the job description but not in board policy. The job description for Director of Operations is titled as for Hamburg, but lists Farragut requirements/preference. The district should update the job descriptions to be applicable for Hamburg and to reflect board policy. Board policy should be updated if the job description requirements are to be mandated.

### **Perspective on Required Reductions**

Farragut's average teacher salary was \$41,644. The ratio of benefits to salaries, as reported on the fiscal year 2013 CAR, was 32%, making a reasonable estimate of total teacher cost of \$54,970. If the district were to make reductions in teachers to bring it back to a positive position, it would need to reduce 9.3 FTE (\$511,482/\$54,970). As reported in fiscal year 2014 Basic Education Data Survey (BEDS), the district has 19 full-time teachers, and the reductions would leave the district with only 9.7 FTE.

Hamburg's average teacher salary was \$42,530. The ratio of benefits to salaries, as reported on the fiscal year 2013 CAR, was 30%, making a reasonable estimated total teacher cost of \$55,289. If the district were to make reductions in teachers to bring it back to a positive position, it would need to reduce .84 FTE (\$46,350/\$55,289). As reported in fiscal year 2014 BEDS, the district has 19 full-time teachers, and the reductions would leave the district with 18.16 FTE.

### **Findings and conclusions**

The following findings, conclusions, and recommendations are given to the district:

- It is recommended the district boards and administration continue to solidify their knowledge of district finances, including continuing education on financial position in relation to published budget control lines and spending authority.

- It is recommended that each district review contracts, job descriptions, and agreements to be certain that each exists, as appropriate, and is applicable to the correct district.
- It is recommended that checks for benefits produced through the payroll process, but filed online, be properly voided so as to not have negotiable checks accessible in file drawers.
- It is recommended the each district take seriously the implications of cutting the number of staff that would be required to bring the unspent balance into a positive position. If the reductions will jeopardize a district's accreditation, the district will have to make serious consideration to increasing its whole grade sharing, moving into a reorganization, or dissolution. Actions taken by the board to correct the deficiencies will not be easy, but it is better for the decisions to be made locally than by state agencies.
- It is recommended that each district be vigilant in monitoring the combined enrollment of Farragut and Hamburg. The anticipated continued decline in enrollment may necessitate a change in whole grade sharing partners, or necessitate reorganization or dissolution to maintain sufficient opportunities for students and a stable fiscal environment.
- Both districts have facility accessibility issues and will need to consult an architect and follow through with the required corrections. If any costs are allowed from the General Fund and will be paid from that fund, each district will need to determine the cost of correcting those issues and include those costs from the appropriate fund and funding stream on the next corrective action plan to the SBRC in December 2014. Painting and signage, and possibly other costs, are paid from the General Fund.
- Both districts have accreditation issues and will need to determine the cost of correcting those issues and include those costs from the appropriate fund and funding stream on the next corrective action plan to the SBRC in December 2014. Most costs will be paid from the General Fund.
- The districts are commended for the staff reductions and sharing implemented to date; however, the site visit did not support that the districts have their spending under control and did not support the SBRC granting any further modified allowable growth.

**Farragut Community School District  
Hamburg Community School District  
School Budget Review Committee Decision**

**December 17, 2013**

**SCHOOL BUDGET REVIEW COMMITTEE**  
**Summary of Action**  
**October 7, 2014**

The School Budget Review Committee met in regular session on Tuesday, October 7, 2014, at the Department of Education, ICN Room, Second Floor, Grimes State Office Building, 400 E. 14<sup>th</sup> St., Des Moines, Iowa 50319-0146. The following members of the Committee were present: Director Brad Buck, Department of Education, Director Dave Roederer, Department of Management, and public members: Gretchen Tegeler, Keith England, and Leland Tack. Public member Gina Primmer was absent. The director of the Department of Education is a non-voting member and the chair. Votes were unanimous unless otherwise noted.

All decisions by the Committee shall be made in accordance with reasonable and uniform policies which shall be consistent with chapter 257. All such policies of general application shall be stated in rules adopted in accordance with chapter 17A. The Committee shall take into account the intent of chapter 257 to equalize educational opportunity, to provide a good education for all the children of Iowa, to provide property tax relief, to decrease the percentage of school costs paid from property taxes, and to provide reasonable control of school costs. The Committee shall also take into account the amount of funds available (257.31(10)). The SBRC shall review a school district's unexpended fund balance prior to any decision regarding unusual finance circumstances. The SBRC shall review a school district's unspent balance prior to any decision to increase modified supplemental amount under subsection 257.31(5).

1. Committee Informational Items 10:00

District Staff to Appear. The Committee discussed what school district staff should be required to appear for the various types of requests which come to the SBRC. The Committee will discuss further at a future hearing.

Fiscal Review. The Department reported it has completed its on-site fiscal review of Hamburg and Farragut. The report has been prepared and will be released to the districts for comments prior to the December hearings at which the report will be presented to the SBRC and districts will respond. Department staff attended a joint board meeting of the Farragut and Hamburg boards on September 10, 2014, to discuss the recent fiscal and accreditation Phase II visits and answer questions related to the process and reorganization.

2. Late Filers of CAR, SES, or Transportation Reports. The Committee directed districts and AEAs to file all future CAR-COA, CAR-SES, ATR, and VIS reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

The Committee also required each district or AEA that did not certify its CAR-COA, CAR-SES, or ATR by September 15, 2014, or by the extended due date if applicable, to appear before the committee at its regular session in December 2014 to present the procedures that the district or AEA will implement to prevent late filing of the Certified Annual Report-Chart of Account (CAR-COA), special education supplement (CAR-SES), and annual transportation (ATR) reports, and vehicle information system (VIS) in future years.

3. Eldora-New Providence Community School District. The Committee tabled the request for authority for the 2014-15 school year to make a permanent transfer from the General Fund to its Daycare Fund in the amount of \$17,429, which was the ending balance when the day care was closed, until the analysis of previous expenses in the fund has been completed and submitted along with any correcting entries necessary.

4. West Des Moines Community School District. The Committee approved modified supplemental amount for the 2014-15 school year in the amount of \$1,117,592 for the costs of providing additional instructional services to limited English proficient students in excess of weightings generated, modified allowable growth granted or other resources in school year 2012-2013 which was not previously requested.

5. Waterloo Community School District. The Committee approved modified supplemental amount for the 2014-2015 school year in the amount of \$302,494 for the actual costs of abatement of environmental hazardous material.

**SCHOOL BUDGET REVIEW COMMITTEE**  
**Summary of Hearing Action**  
**December 17, 2013**

The School Budget Review Committee met in regular session on Tuesday, December 17, 2013, at the Department of Education, ICN Room, Second Floor, Grimes State Office Building, 400 E. 14<sup>th</sup> St., Des Moines, Iowa 50319-0146. The following members were present: Director Brad Buck, Department of Education, Director Dave Roederer, Department of Management, and public members: Gretchen Tegeler, Gina Primmer, and Leland Tack. Member Brian Thilges was absent. The State Fire Marshal is a member of the committee for the hearing on infrastructure grant awards. Votes were unanimous unless otherwise noted. The director of the Department of Education is a non-voting member and the chair.

All decisions by the Committee shall be made in accordance with reasonable and uniform policies which shall be consistent with chapter 257. All such policies of general application shall be stated in rules adopted in accordance with chapter 17A. The Committee shall take into account the intent of chapter 257 to equalize educational opportunity, to provide a good education for all the children of Iowa, to provide property tax relief, to decrease the percentage of school costs paid from property taxes, and to provide reasonable control of school costs. The Committee shall also take into account the amount of funds available (257.31(10)). The SBRC shall review a school district's unexpended fund balance prior to any decision regarding unusual finance circumstances. The SBRC shall review a school district's unspent balance prior to any decision to increase modified allowable growth under subsection 257.31(5).

1. Committee Informational Items. The committee reviewed the list of unspent balances and those with negative unspent balances, and received background information on interfund transfers and corrective action plans for late filing.
2. AEA Special Education Support Services Balances. The decision of the Committee in this matter is to recommend to the Department of Education that no deductions be made from school district budgets for excess special education support services assigned and unassigned June 30, 2013, fund balances in the AEAs because none exceeds 10% of special education expenditures.
3. Special Education Balances. The decision of the Committee in this matter is to approve the requests for modified allowable growth for the special education deficit for eligible districts that have made requests, to certify the positive and negative balances of funds for each school district to the Department of Management, and to direct the Director of the Department of Management to make the payments to school districts as outlined in Iowa Code subsection 257.31(14)“b”. In addition, the decision of the Committee is to direct the Department to analyze costs on a comparable basis and to conduct desk reviews and on-site reviews on districts identified as outliers in the analysis. The decision of the Committee is also to direct the Department to analyze the variance in the Level I general program percentages compared to comparable costs in Level I.
4. Special Education Weightings. The decision of the Committee in this matter is to accept the recommendation of the Director of the Department of Education relating to the special education weighting plan, which is to not increase the weighting levels.

5. Reorganization Progress Report (Hubbard-Radcliffe and Eldora-New Providence). The decision of the Committee in this matter is to not accept the report of progress toward reorganization submitted by the whole-grade sharing districts listed above for approval and to not allow those districts to request supplementary weighting for whole grade sharing on their October 1, 2013, certified supplementary weighting enrollment for eligible resident students due to inadequate progress toward reorganization.

6. Supplementary Weighting. The decision of the Committee in this matter is to certify to the Department of Management the supplementary weightings pending further Department review. A spreadsheet from the BEDS staffing data collection for operational function sharing supplementary weighting was received as an informational item. No action could be taken on that supplementary weighting at this time because the applicable administrative rules are on a session delay.

7. Transportation Assistance. The decision of the Committee in this matter is to direct the Department to distribute the transportation assistance aid to the eligible districts on an equitable basis pending further Department review.

8. Federal Iowa Demonstration Grant Award Recommendations. The decision of the Committee in this matter is to approve the Iowa Demonstration Construction Grant Program fire safety awards for all districts as recommended to the SBRC.

9. Boone Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$148,032 for the actual costs of asbestos abatement.

10. Eagle Grove Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$9,940 for the actual costs of asbestos removal and abatement.

11. Montezuma Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$233,373 for the actual costs of asbestos abatement and removal.

12. Norwalk Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$12,151 for the actual costs of asbestos abatement and removal. Aye: Tegeler, Tack, Primmer; Nay: Roederer.

13. Durant Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

14. Griswold Community School District. The decision of the Committee in this matter is to accept the plan and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

15. North Mahaska Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
16. Brooklyn-Guernsey-Malcom Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
17. Danville Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
18. Eastern Allamakee Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
19. Fremont-Mills Community School District. The decision of the Committee in this matter is to accept the plan provided by the district, pending submission of approved school board minutes, and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
20. Harmony Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
21. Interstate 35 Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
22. Tripoli Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
23. Ventura Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports

in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

24. Waterloo Community School District. The decision of the Committee in this matter is to accept the plan and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

25. Waverly-Shell Rock Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

26. Audubon Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

27. Nashua-Plainfield Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

28. Rudd-Rockford-Marble Rock Community School District. The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

29. Creston Community School District. The decision of the Committee in this matter is to accept the plan provided by the district, pending receipt of board minutes, and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

30. Marshalltown Community School District. The decision of the Committee in this matter is to accept the plan provided by the district, pending receipt of board minutes, and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

31. Southeast Polk Community School District. The decision of the Committee in this matter is to accept the plan provided by the district, pending submission of approved school board minutes, and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual

circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

32. Ankeny Community School District. The decision of the Committee in this matter is to accept the plan provided by the district, pending submission of school board minutes, and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.

The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$6,777,762 for initial staffing and for furnishing and equipping a new facility and to deny modified allowable growth for the 2013-2014 school year in the amount of \$2,440,017 for costs related to athletics, kitchen equipment not in the classroom, summer help, and school supplies. Two other motions regarding this hearing died for lack of a second.

33. Des Moines Independent School District. The decision of the Committee in this matter is to grant the request for authority for the 2013-14 school year to make a permanent transfer from the General Fund to its Regular Education Preschool Fund in the amount of \$677,879, which was the amount by which the fund's ending balance was negative when the Regular Education Preschool was closed. All related transactions must be completed in FY14 and reflected on the FY14 CAR.

34. Walnut Community School District. The decision of the Committee in this matter is to approve the request for modified allowable growth for the 2013-2014 school year in the amount of \$62,090 for closing of a Daycare. All related transactions must be completed in FY14 and reflected on the FY14 CAR.

35. Moravia Community School District. The decision of the Committee in this matter is to approve the request for authority for the 2013-14 school year to make a permanent transfer from the General Fund to its Student Construction Fund in the amount of \$31,186.44, which was the amount by which the fund's ending balance was negative when the student construction program was ended and to grant modified allowable growth for the 2013-2014 school year in the amount of \$31,186 in order to complete the interfund transaction. All related transactions must be completed in FY14 and reflected on the FY14 CAR.

36. Corwith-Wesley Community School District. The decision of the Committee in this matter is to table modified allowable growth for the 2013-2014 school year in the amount of \$192,495 as part of its corrective action plan and to direct the district to resubmit its corrective action plan with sufficient reductions in expenditures to end FY14 with a positive unspent balance and addressing its viability as a district. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

37. East Greene Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$192,281 as part of its corrective action plan and to direct the district to reduce expenditures to the extent possible to maximize the amount of unspent balance it will carry into the newly reorganized district and to direct the district to ensure that any categorical funding it has received that was not

expended for that categorical purpose by the end of FY14 must not be expended for any other purpose, including cash flow, pursuant to BOEE professional standards. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

38. East Mills Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$157,854 as part of its corrective action plan and to receive and accept the district's corrective action plan. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

39. North Butler Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$43,616 as part of its corrective action plan and to receive and accept the district's corrective action plan, pending receipt of a corrective action plan that is complete and edit-free. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

40. Sentral Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$156,606 as part of its corrective action plan and to accept the district's corrective action plan and to direct the district to reduce expenditures to the extent possible to maximize the amount of unspent balance it will carry into the newly reorganized district and to direct the district to ensure that any categorical funding it has received that was not expended for that categorical purpose by the end of FY14 must not be expended for any other purpose, including cash flow, pursuant to BOEE professional standards. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

41. Tri-Center Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-2014 school year in the amount of \$378,975 as part of its corrective action plan and to receive and accept the district's corrective action plan. The district is directed to implement sufficient reductions in expenditures so that it ends FY14 with a positive unspent balance. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

42. North Kossuth Community School District. The decision of the Committee in this matter is to not accept the district's corrective action plan and to direct the district to resubmit at the next regularly scheduled hearing session a corrective action plan, along with supporting documentation for amounts reported, that is balanced and shows sufficient changes to ensure that the district will complete the fiscal year with a positive unspent balance. The decision of the Committee in this matter is to deny the request to transfer money from the school nutrition fund to the general fund and to recommend to the district that it work with the Department of Education to determine if any correcting general journal entries are allowable regarding school nutrition costs. All related transactions must be completed in FY14 and reflected on the FY14

CAR. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

43. Schaller-Crestland Community School District. The decision of the Committee in this matter is to table modified allowable growth for the 2013-2014 school year in the amount of \$94,604 as part of its corrective action plan and to direct the district to resubmit at the next regularly scheduled hearing session a corrective action plan that is balanced and shows sufficient changes to ensure that the district will complete the fiscal year (FY14) with a positive unspent balance. The district is directed to submit monthly reports to its board and to the SBRC demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the auditor on request.

44. Farragut Community School District. The decision of the Committee in this matter is to table modified allowable growth for the 2013-2014 school year in the amount of \$511,482 as part of its corrective action plan and to direct the district to resubmit its corrective action plan with sufficient reductions in expenditures to end FY14 with a positive unspent balance. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

The decision of the Committee in this matter is recommend to the Department of Education that the Department conduct a phase I fiscal review, which may include an on-site visit.

45. Hamburg Community School District. The decision of the Committee in this matter is to table modified allowable growth for the 2013-2014 school year in the amount of \$46,350 as part of its corrective action plan and to direct the district to resubmit at the next regularly scheduled hearing session a corrective action plan that is balanced and shows sufficient changes to ensure that the district will complete the fiscal year with a positive unspent balance. The district is directed to submit monthly reports to its board and to the SBRC demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the auditor on request.

46. Starmont Community School District . The decision of the Committee in this matter is to table modified allowable growth for the 2013-2014 school year in the amount of \$54,456 as part of its corrective action plan and to direct the district to resubmit at the next regularly scheduled hearing session a corrective action plan that is balanced and shows sufficient changes to ensure that the district will complete the fiscal year (FY14) with a positive unspent balance. The district is directed to submit monthly reports to its board and to the SBRC demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the auditor on request.

47. Clearfield Community School District. The decision of the Committee in this matter is to receive and accept the district's corrective action plan and to direct the district to reduce expenditures to the extent possible to maximize the amount of assets that will follow students and to direct the district to ensure that any categorical funding it has received that was not expended for that categorical purpose by the end of FY14 must not be expended for any other purpose, including cash flow, pursuant to BOEE professional standards. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to

its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.

The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year, even for a dissolved district to complete its final year of operations.

48. WITHDREW

49. Charles City Community School District. The decision of the Committee in this matter is to approve modified allowable growth for the 2013-14 school year in the amount of \$65,268 for the costs of providing additional instructional services to limited English proficient students in excess of weightings generated, modified allowable growth granted or other resources in school years 2010-2011, 2011-2012 and 2012-2013 which was not previously requested.

## *SBRC History for: Farragut*

NUMBER	ISSUE	AMOUNT	DECISION
2011-016	11		The decision of the Committee in this matter is to accept the plan provided by the district and to direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
2013-011	289(2)		The decision of the Committee in this matter is to deny modified allowable growth for the 2012-2013 school year in the amount of \$407,576 as part of its corrective action plan and to direct the district to resubmit its corrective action plan to show sufficient reductions in expenditures to equal the amount by which it was negative. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.
2 047	289(2)	385,302	The decision of the Committee in this matter is to approve modified allowable growth for the 2012-2013 school year in the amount of \$385,302 as part of its corrective action plan and to accept the corrective action plan submitted by the district. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.
<b>Total</b>		<b>\$385,302</b>	

**SCHOOL TAXATION RATES AND TAXES FINALLY RAISED  
TAX RATES AND TOTAL DOLLARS BY FUND**

SOURCE: FY2013-2014 BUDGET FILES

SELECT SCHOOL DISTRICT:

FARRAGUT	▼
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GENERAL FUND		INCOME SURTAX	
Tax Rate	Tax Dollars	Tax Rate	Tax Dollars
16.98419	\$1,922,644	0.08000	\$105,546

MANAGEMENT	
Tax Rate	Tax Dollars
0.00000	\$0

LIBRARY	
Tax Rate	Tax Dollars
0.00000	\$0

VPPEL		INCOME SURTAX	
Tax Rate	Tax Dollars	Tax Rate	Tax Dollars
0.00000	\$0	0.00000	\$0

RPPEL	
Tax Rate	Tax Dollars
0.33000	\$37,357

PLAYGROUND	
Tax Rate	Tax Dollars
0.00000	\$0

DEBT SERVICE	
Tax Rate	Tax Dollars
0.00000	\$0

TOTAL	
Tax Rate	Tax Dollars
17.31419	\$1,960,001

# Unspent Authorized Budget Report

(Line 32 = Legal Limit on General Fund Spending)

FARRAGUT

2205

Iowa Department of Management

November 1, 2013

	Actual FY07	Actual FY08	Actual FY09	Actual FY10	Actual FY11	Actual FY12	Estimated FY13	Estimated FY14
1 Regular Program District Cost	1,602,262	1,578,013	1,471,642	1,541,944	1,480,312	1,298,854	1,359,836	1,310,918
2 Regular Program Budget Adjustment	7,180	40,272	122,151	28,230	77,051	196,261	25,268	62,516
3 Supplementary Weighting District Cost	18,275	26,152	32,024	87,067	192,160	164,362	75,887	48,390
4 Special Ed District Cost	145,836	171,728	141,983	125,978	162,715	131,079	113,827	106,140
5 Teacher Salary Supplement District Cost	0	0	0	149,501	149,501	143,225	131,283	131,283
6 Prof Dev Supplement District Cost	0	0	0	16,368	16,368	15,691	14,391	14,391
7 Early Intervention Suppl District Cost	0	0	0	14,303	14,303	13,771	12,685	12,685
8 AEA Special Ed Support	74,085	74,258	68,576	70,971	71,207	61,972	63,881	61,442
9 AEA Special Ed Support Adjustment	398	225	5,907	3,512	3,276	12,511	10,602	13,041
10 AEA Media Services	12,924	12,743	11,892	12,463	11,941	10,497	10,952	10,569
11 AEA Educational Services	14,304	14,101	13,158	13,786	13,208	11,611	12,113	11,689
12 AEA Sharing District Cost	0	0	1,371	1,141	890	0	0	0
13 AEA Teacher Salary Suppl District Cost	0	0	0	7,171	7,314	7,314	6,561	6,561
14 AEA Prof Dev Suppl District Cost	0	0	0	735	771	771	692	692
15 Dropout Prevention Allowable Growth	57,638	59,175	55,186	54,139	56,726	64,943	67,992	10,165
16 SBRC Allowable Growth Other #1	0	0	0	0	0	0	385,302	0
17 SBRC Allowable Growth Other #2	0	0	11,827	0	0	65,212	23,532	0
18 Special Ed Deficit Allowable Growth	0	0	0	0	0	22,274	0	0
19 Special Ed Positive Balance Reduction	0	66,856	36,189	88,385	150,190	0	0	0
20 AEA Special Ed Positive Balance	0	0	0	0	0	0	0	0
21 Allowance for Construction Projects	0	0	0	0	0	0	0	0
22 Unspent Allowance for Construction	0	0	0	0	0	0	0	0
23 Enrollment Audit Adjustment	0	0	0	0	0	0	0	-6,574
24 AEA Prorata Reduction	10,140	8,375	6,610	7,321	6,610	17,842	17,842	14,632
25 Maximum District Cost	1,922,762	1,901,436	1,892,918	2,031,603	2,100,943	2,202,506	0	0
26 Preschool Foundation Aid	0	0	0	0	0	29,415	30,005	0
27 Instructional Support Authority	134,111	134,961	135,171	131,448	130,932	126,113	118,163	118,390
28 Ed Improvement Authority	0	0	0	0	0	0	0	0
29 Other Miscellaneous Income	480,002	521,191	579,516	591,979	466,222	1,246,235	0	0
30 Unspent Auth Budget - Previous Year	1,193,002	1,015,348	728,153	648,636	326,646	28,124	-385,302	0
31 Maximum Authorized Budget	3,729,877	3,572,936	3,335,758	3,403,666	3,024,743	3,632,393	0	0
32 Expenditures	2,714,529	2,844,783	2,687,122	3,077,020	2,996,619	4,017,695	0	0
33 Unspent Authorized Budget	1,015,348	728,153	648,636	326,646	28,124	-385,302	0	0

SCHOOL DISTRICT GENERAL FUND FINANCIAL DATA & ANALYSIS  
 DCCP & TAX RATES FOR REORGANIZED DISTRICTS HAVE BEEN RECALCULATED FOR YEARS PRIOR TO THE REORGANIZATION  
 SOURCES: CAR & BUDGET FILES

SELECT SCHOOL DISTRICT:

FARRAGUT

	3	4	5	6	7	8	9	10	11
	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
BUDGET ENROLLMENT	304.3	307.3	291.2	261.3	263.4	248.0	217.6	223.4	211.2
DISTRICT COST PER PUPIL	5,017	5,214	5,419	5,632	5,854	5,969	5,969	6,087	6,207
REGULAR PROGRAM DISTRICT COST	1,526,673	1,602,262	1,578,013	1,471,642	1,541,944	1,480,312	1,298,854	1,359,836	1,310,918
BUDGET ADJUSTMENT	68,677	7,180	40,272	122,151	28,230	77,051	196,261	25,268	62,516
SP ED WEIGHTING DISTRICT COST	141,931	145,836	171,728	141,983	125,978	162,715	131,079	113,827	106,140
SUPPLEMENTARY WEIGHTING DISTRICT COST	17,575	18,275	26,152	32,024	87,067	192,160	164,362	75,887	48,390
SBRG MODIFIED ALLOWABLE GROWTH (Dropout Prevention)	57,249	57,638	59,175	55,186	54,139	56,726	64,943	67,992	10,165
COMBINED DISTRICT COST	1,900,222	1,922,762	1,968,292	1,917,280	2,119,988	2,251,133	2,115,020	1,923,812	1,785,850
OPTIONAL PROGRAMS (Instructional Support)	136,614	134,111	134,961	135,171	131,448	130,932	126,113	118,163	118,390
CASH RESERVE LEVIES	0	0	128,664	225,794	300,000	333,900	375,000	539,901	980,416
GENERAL FUND TAX RATE	9.11105	10.42168	12.68229	14.16561	13.55950	13.72436	14.65780	13.58021	16.98419
TAXABLE VALUATION	77,636,600	73,542,441	73,663,645	78,094,139	81,109,417	91,450,542	95,957,194	108,781,319	113,201,982
DISTRICT INCOME TAXES PAID	734,140	831,703	816,536	915,461	1,113,974	1,135,322	1,213,104	1,369,144	1,319,328
MISCELLANEOUS INCOME	484,073	480,002	521,191	579,516	591,979	466,222	1,246,235		
MAXIMUM AUTHORIZED EXPENDITURES	3,929,995	3,729,877	3,572,936	3,335,758	3,403,666	3,024,743	3,632,393		
ACTUAL EXPENDITURES	2,736,993	2,714,529	2,844,783	2,687,122	3,077,020	2,996,619	4,017,695		
UNSPENT BALANCE (BUDGET AUTHORITY)	1,193,002	1,015,348	728,153	648,636	326,646	28,124	-385,302		
GENERAL FUND ENDING BALANCE	344,737	161,485	72,255	172,434	96,316	88,690	-106,118		
BUDGET BASIS	GAAP								
GAAP UNRESERVED/UNASSIGNED/UNRESTRICTED FUND BALANCE	341,584	158,307	69,063	166,918	76,360	47,423	-176,877		
SHORT TERM DEBT OUTSTANDING AT FYE	0	0	0	0	0	0	0		
VALUATION PER BUDGET ENROLLMENT	255,132	239,318	252,966	298,868	307,932	368,752	440,980		
INCOME TAXES PAID PER BUDGET ENROLLMENT	2,413	2,706	2,804	3,503	4,229	4,578	5,575		
EXEC ADMINISTRATION AS % OF EXPENDITURES	4.73	4.88	4.94	5.42	4.86	6.12	4.83		
SALARY & BENEFITS AS % OF EXPENDITURES	72.94	74.99	72.53	70.05	72.24	74.56	55.00		
MISCELLANEOUS INCOME AS % OF AUTHORITY	12.32	12.87	14.59	17.37	17.39	15.41	34.31		
EXPENDITURES TO AUTHORITY RATIO	0.70	0.73	0.80	0.81	0.90	0.99	1.11		
UNSPENT BALANCE TO AUTHORITY RATIO	0.30	0.27	0.20	0.19	0.10	0.01	-0.11		
ENDING BALANCE TO EXPENDITURE RATIO	0.13	0.06	0.03	0.06	0.03	0.03	-0.03		
ENDING BALANCE TO UNSPENT BALANCE RATIO	0.29	0.16	0.10	0.27	0.29	3.15	0.28		
INTEREST REVENUE TO INTEREST EXPENDITURE RATIO	0	0	2.75	2.01	No Exp	No Exp	0.13		
ASSETS TO LIABILITIES RATIO	2.37	1.40	1.10	1.08	1.06	1.05	0.96		
OPEN ENROLL OUT TO TOTAL ENROLLMENT	12.16	14.32	13.39	17.99	19.74	20.97	24.86		

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<p><b>NISHNABOTNA</b></p> 	<p><b>Jay D. Lutt</b>  <b>Superintendent of</b>  <b>Farragut and Hamburg CSD</b></p> <p><u><a href="http://www.nishbd.org">www.nishbd.org</a></u></p>
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**Cover Letter for the SBRC Hearing**

**Specific Reasons Summarized:**

The Farragut Board of Education has been watching their Unspent Authorized Budget shrink for the past seven years. Declining enrollment, higher expenditures and low allowable growth has caused the board to reduce programs and staff. At the end of FY12 the district's UAB was negative \$385,302. The SBRC approved our workout plan to start in FY14. At the end of FY13 the district's UAB was negative \$511,482. This included our expenditures dropping \$512,803. The savings from the FY14 SBRC plan is estimated at \$311,397. With the reduction of negative balance in FY13 our estimated UAB in FY14 is \$66,029.

The Farragut CSD is requesting \$511,482 of Unspent Authorized Budget.

**Individuals at the Hearing:**

Jay D. Lutt, Superintendent and Gloria McComb, Business Manager  
Board members are subject to work.

**Emergency Contact Person:**

Jay D. Lutt, T: 712-215-0704, F: 712-385-8135, [jlutt@nishbd.org](mailto:jlutt@nishbd.org)  
Pam Nebel, T: 712-385-8131, F: 712-385-8135, [pnebel@nishbd.org](mailto:pnebel@nishbd.org)

<p><b>Farragut Office</b></p> <p>(712) 385-8131  <a href="mailto:jlutt@nishbd.org">jlutt@nishbd.org</a></p>	<p><b>Cell Phone:</b></p> <p>(402) 468-8757</p>	<p><b>Hamburg Office</b></p> <p>(712) 382-2703  <a href="mailto:jlutt@nishbd.org">jlutt@nishbd.org</a></p>
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### **Monthly Reports to the Board**

The Farragut BOE has received monthly reports on finances for the last decade. The last three years this document has been modified to better explain all the funds. Exhibit A.

Starting at the beginning of this fiscal year the BOE has also given Exhibit B and Exhibit C. Both documents have given the board a better view than just the "bottom line."

### **Cost savings from FY2013**

At the end of the FY2012 the Farragut School Board made reductions to the general fund by the following cuts to the program:

- Cancelled the 28E agreement with Hamburg to share high school vocal services. The cost savings to the general budget was \$22,823.64 based on the negotiated master contract for FY13.
- Cancelled the 28E agreement with Hamburg to share high school science services. The cost savings to the general budget was \$20,373.64 based on the negotiated master contract for FY13.
- Deleted the high school principal position. During the FY2013 contract year the principal is PK-12. The cost savings to the general budget was \$90,762.00.
- Deleted before game shuttle for athletes. The cost savings to the budget was \$4,295.

Total Savings for FY2013: \$138,254.28.

### **Cost savings for FY2014**

#### **Early Retirement**

The last time the Early Retirement Program (ERP) was offered in the Farragut District was FY2011. At the end of FY2013 two staff members took the ERP. Both experienced staff members were replaced with new teachers but one was shared with a neighboring district for 50% of their time. The cost savings to this change in FY14 will be \$50,750

#### **Teaching Positions**

- Farragut currently has an upper level science teacher hired at FTE 0.6. He retired from a local district and receives a salary of \$29,999 per year. He is shared with another local district on a 60/40 split. This position was deleted.
- The current third grade class is very small. During the mornings they receive instruction for reading and math in their own class. In the afternoons they join the fourth grade class in all their other classes and specialties. The reduction of the morning teacher saved \$21,775.
- Due to the schedule a ½ time math person has been required to cover all the classes needed. This staff member is also serving as At-Risk instruction for the other half of the day. Savings from cutting this program would be \$31,850.
- Farragut has been very proud to offer the area's only Automotive Technology program. This program serves other local schools to cut down on the cost. It has been saved by a local school district picking up a quarter of the day saving the district \$21,000.
- We currently employ a 1.0 FTE teacher. This teacher travels to Sidney to teach elementary music there for 0.5 FTE. This instructor not only does elementary music to our elementary but

also high school choir. Deletion of this program: \$19,975.

- The district counselor is currently full time. This position was shared with another district. \$19,576.
- The district terminated 10 days off the summer contract for Vo-Ag. \$2,584.60
- The preschool teacher retired and we were able to hire a first year teacher in their position. That teacher is shared with another district. The cost savings to this is \$41,000.

Sub-Total: \$258,085.60

### **Non-Teaching Positions**

- The district had a full time custodian and a 18 hours per week custodian for the elementary and shops. The 18 hour custodian was cut for a savings of approximately \$11,069.
- Outdoor Facilities \$7,500
- Reduce middle school shuttle bus starting at the second semester from 2 to 1. \$9,000.
- Terminate bus for College Class. \$15,000.
- Terminate bus for MS/HS activities. \$7,500

Sub-Total: \$50,069

Total Savings for FY2014: \$308,154.60.

### **Current Sharing**

The Farragut District has been sharing employees and students for over a decade. The positions below are what is currently and planned for continued sharing in the future.

#### **Administrative Sharing 50/50 or otherwise noted**

- Superintendent
- Business Manager
- Physical Plant
- Athletic Director (Contract of less than \$3,000 shared)
- Transportation - 20% of Position
- Human Resources 20% of Position
- Librarian 20% of Position

#### **Instructional Sharing**

- Sidney CSD holds the contract with the Spanish Teacher that provides our instruction in the morning over the ICN and in the afternoons in-house transmitting over the ICN.
- Agriculture instructor and Family Consumer Science provide Hamburg's seventh and eighth grade instruction.
- Three area districts send students to our Automotive Technology program.

### **Approximate cost savings for FY2014**

- Reduction of elementary secretary and general fund paraprofessional: \$51,427.
- Sharing Courses through Life-Size: \$20,000
- Additional sharing of counselor 1 day: \$13,000

- Reduction of Business Ed teacher: \$53,000
- Delete Early Bird Math Class: \$12,000
- Share Art with Middle School: \$12,000
- Share elementary PE with Marnie Simons Elementary: \$18,000

Total: \$179,427





November 12, 2013

The regular meeting of the Farragut Community School Board was called to order by President Varellas at 6:30 p.m., November 12, 2013. Roll Call: Lynn-present, Blank-present, Whitehead-absent, Mount-present, Varellas-present.

Blank moved to approve agenda. Mount second. Carried unanimously.

Cole Ward, Jud Krein and Darian Culbertson were present to ask for board's permission for Early Graduation.

Kevin Schultz, of Arthur J. Gallagher Risk Management Services, Inc. was present to talk about Iowa Public School Insurance Programs.

Lynn moved to approve minutes of October 14 meeting. Mount second. Carried unanimously.

Blank moved to approve minutes of October 28 meeting. Lynn second. Carried unanimously.

Lynn moved to approve consent agenda. Mount second. Carried unanimously.

Blank moved to approve second and final reading of Board Policies 402.10 and 604.1. Mount second. Carried unanimously.

Mrs. Schubauer was present to update the board at the Elem/High School Principal/HR duties. The Middle School Principal/AD report was addressed briefly, as was the Physical Plant/Transportation reports. Mr. Lutt reported at the Superintendent level.

Lynn moved to approve Board Policies 406-407.5 for first reading. Mount second. Carried unanimously.

Blank moved to approve open enrollment out for Seth Gubser, Nathaniel and Collin Johnson. Lynn second. Carried unanimously.

Lynn moved to approve Early Graduation for Jud Krein, Darian Culbertson and Cole Ward, pending all students have met criteria set forth by the Board of Education. Mount second. Carried unanimously.

Blank moved to approve new Transportation Driver Evaluation Form. Lynn second. Carried unanimously.

Lynn moved to appoint Nikki Schubauer as Level I Investigator, with Kenn Wathen as Alternate Level I Investigator and the Fremont County Sheriff's Department as the Level II Investigator. Blank second. Carried unanimously.

Blank moved to appoint Monica Whitehead to the Fremont County Conference Board for 2013-2014. Lynn second. Carried unanimously.

Lynn moved that the Farragut School Board requests \$96,016 from the School Budget Review Committee (SBRC) for Open Enrollment Out Students on Fall 2013 Certified Enrollment, but not on the Fall 2012 Certified Enrollment. Blank second. Carried unanimously.

Blank moved to approve plan for Negative Unspent Balance for \$511,482. Lynn second. Carried unanimously,

Blank moved to continue Cooperative Sponsorship for Football for 14-15 and 15-16 school years. Mount second. Carried unanimously.

Lynn moved to approve Whole Grade Sharing Program for Athletics for 14-15 school year. Mount second. Carried unanimously.

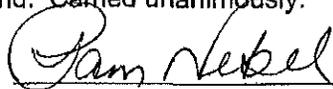
Blank moved to approve all 28E positions. Lynn second.

Lynn moved to table all 28E positions to a later date. Blank second. Motion to table carried unanimously.

Upcoming Events: November 21-21 IASB Convention, December 10, 2013 @ 8:15 p.m. Regular School Board Meeting.

Blank moved to adjourn at 9:10 p.m. Mount second. Carried unanimously.

  
BOARD PRESIDENT

  
BOARD SECRETARY

## *SBRC History for: Hamburg*

NUMBER	ISSUE	AMOUNT	DECISION
1973-112	05a		Recalculated the district cost to \$1033 for the 1973-74 school year, due to the change in the law removing the count for "out-of-state" students.
1976-098	289(2)		Deferred action since some questions are yet to be answered regarding the district's financing.
1976-120	05I-SI	101,420	Reviewed data submitted regarding district funding and heard a request for consideration on the roof repair that was needed. The comptroller's office figures would indicate that \$50,000 in tax funding of the controlled budget has not been received. It was the decision of the committee to ask that the superintendent assume responsibility for locating the lost amounts, and if such can be located, could later request these funds for additional roof repair. Approved up to \$50,000 of modified allowable growth for roof repair. This roof repair fund being partial, should be kept on a separate account and subject to reports which the Committee may require.
1. 034	05I-SI	50,000	Approved \$50,000 of modified allowable growth for the 1978-79 school year only for roof repair. This was partially authorized in an earlier decision where 1/2 of the original request for \$100,000 was granted..
1999-070	05I		Tabled action on the districts request for a workout plan for its certified enrollment audit adjustment until the May 1999 meeting. Recommended that the district use \$28,178 for its audit adjustment for FY2000. Directed the district to submit information on its collection of tuition and determination of residency on current year students. Informed the district that it may be required to appear annually to present a progress report during each year in its workout plan.
1999-097	05I	19,727	Approved a 7-yr work out plan for the auditor's adjustment for errors in certified enrollment reporting contingent upon the district not providing educational services to any nonresident students without tuition. Approved modified allowable growth for the 1999-2000 school year in the amount of \$19,727 which is the amount of the budget guarantee to be reverted. Required a progress report at the December meetings 1999 through 2006.
2000-034	05I		Received and accepted the district's progress report on its corrective action plan for an auditor's adjustment to enrollments discovered during a re-audit by the state auditors.
2001-035	289(2)		Received & accepted the district's progress report on its corrective action plan pending receipt of board minutes showing approval of the progress report.
2002-015	05I		Received and accepted the district's progress report on its corrective action plan for budget adjustment for certified enrollment.

IBER	ISSUE	AMOUNT	DECISION
2003-024	051		Accepted district's progress report on its corrective action plan for budget adjustment to certified enrollment.
2004-018	051		Received and accepted progress report on District's correction action plan and directed District to present progress reports each December through 2006.
2005-018	051		Received and accepted District's progress report on its workout plan for errors in certified enrollment over a seven-year time period and directed District to provide reports each December 2005 and 2006.
2006-027	05L		Received and accepted the final progress report on the 7-year work out plan for an adjustment to the September 1995-98 certified enrollments.
2010-025	11		The committee accepted the plan provided by the district and directed the district to file all future CAR-COA reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause.
2011-014	289(2)		Tabled action on the request for modified allowable growth for the 2010-2011 school year as part of the corrective action plan and to direct the district to resubmit a corrective action plan at the March 2011 hearing session to cut expenditures by at least the amount by which it was negative. The Committee directs the district to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.
2011-015	11		The decision of the Committee in this matter is to accept the plan provided by the district and direct the district to file all future financial reports in the manner and by the date prescribed by the Department of Education, including extensions granted for unusual circumstances that meet the definition of good cause. The date prescribed is September 15 following the close of the fiscal year.
2011-042	289(2)	254,903	Approved modified allowable growth for the 2010-2011 school year in the amount of \$254,903 as part of the corrective action plan and received and accepted the district's revised corrective action plan. The district is directed to submit monthly reports to its board demonstrating the financial position of the district in relationship to its certified budget control lines and to maximum spending authority. These reports shall be available to the SBRC and to the auditor on request.
<b>Total</b>		<b>\$426,050</b>	

**SCHOOL TAXATION RATES AND TAXES FINALLY RAISED  
TAX RATES AND TOTAL DOLLARS BY FUND**

SOURCE: FY2013-2014 BUDGET FILES

SELECT SCHOOL DISTRICT:

HAMBURG	▼
---------	---

GENERAL FUND		INCOME SURTAX	
Tax Rate	Tax Dollars	Tax Rate	Tax Dollars
9.03733	\$993,824	0.04000	\$60,590

MANAGEMENT	
Tax Rate	Tax Dollars
4.57594	\$499,999

LIBRARY	
Tax Rate	Tax Dollars
0.00000	\$0

VPPEL		INCOME SURTAX	
Tax Rate	Tax Dollars	Tax Rate	Tax Dollars
0.96015	\$114,868	0.03000	\$45,443

RPPEL	
Tax Rate	Tax Dollars
0.33000	\$39,480

PLAYGROUND	
Tax Rate	Tax Dollars
0.00000	\$0

DEBT SERVICE	
Tax Rate	Tax Dollars
0.00000	\$0

TOTAL	
Tax Rate	Tax Dollars
14.90342	\$1,648,171

# Unspent Authorized Budget Report

(Line 32 = Legal Limit on General Fund Spending)

	Actual FY07	Actual FY08	Actual FY09	Actual FY10	Actual FY11	Actual FY12	Estimated FY13	Estimated FY14
1 Regular Program District Cost	1,650,251	1,706,793	1,612,265	1,744,337	1,530,096	1,548,168	1,486,364	1,621,858
2 Regular Program Budget Adjustment	15,112	0	111,596	0	231,684	24,734	77,286	0
3 Supplementary Weighting District Cost	33,326	25,115	23,743	28,552	183,521	165,100	97,381	86,566
4 Special Ed District Cost	224,038	235,437	253,640	242,092	251,502	292,827	255,200	211,280
5 Teacher Salary Supplement District Cost	0	0	0	150,762	150,762	133,807	133,807	140,153
6 Prof Dev Supplement District Cost	0	0	0	15,315	15,315	13,624	13,624	14,330
7 Early Intervention Suppl District Cost	0	0	0	17,429	17,429	15,489	15,489	16,265
8 AEA Special Ed Support	78,603	81,599	78,531	83,737	76,508	79,058	74,818	78,785
9 AEA Special Ed Support Adjustment	0	0	3,068	0	7,229	4,679	8,919	4,952
10 AEA Media Services	13,133	13,616	12,891	13,927	12,230	12,375	11,885	12,973
11 AEA Educational Services	14,536	15,066	14,262	15,405	13,528	13,688	13,145	14,349
12 AEA Sharing District Cost	0	0	1,570	1,308	1,019	0	0	0
13 AEA Teacher Salary Suppl District Cost	0	0	0	8,461	8,461	8,120	8,120	8,091
14 AEA Prof Dev Suppl District Cost	0	0	0	867	867	856	856	855
15 Dropout Prevention Allowable Growth	61,884	63,735	60,458	69,948	56,786	59,344	0	0
16 SBRC Allowable Growth Other #1	0	0	0	0	254,903	0	0	0
17 SBRC Allowable Growth Other #2	0	0	69,950	0	41,144	24,857	107,116	0
18 Special Ed Deficit Allowable Growth	11,864	0	0	0	0	0	0	0
19 Special Ed Positive Balance Reduction	0	0	0	12,253	19,874	5,449	0	0
20 AEA Special Ed Positive Balance	0	0	0	0	0	0	0	0
21 Allowance for Construction Projects	0	0	0	0	0	0	0	0
22 Unspent Allowance for Construction	0	0	0	0	0	0	0	0
23 Enrollment Audit Adjustment	0	0	-3,412	0	-89,271	0	-4,819	0
24 AEA Prorata Reduction	10,135	8,302	6,469	7,308	6,469	18,134	18,134	14,801
25 Maximum District Cost	2,092,612	2,133,059	2,232,093	2,372,579	2,737,370	2,373,143	0	0
26 Preschool Foundation Aid	0	0	0	69,216	98,834	55,889	45,008	64,271
27 Instructional Support Authority	140,605	143,530	146,294	144,833	148,399	128,883	131,534	133,755
28 Ed Improvement Authority	0	0	0	0	0	0	0	0
29 Other Miscellaneous Income	433,635	533,023	576,206	340,749	447,672	584,804	0	0
30 Unspent Auth Budget - Previous Year	339,277	181,955	6,364	5,347	-254,903	320,575	434,758	0
31 Maximum Authorized Budget	3,006,129	2,991,567	2,960,957	2,932,724	3,177,372	3,463,294	0	0
32 Expenditures	2,824,174	2,985,203	2,955,610	3,187,627	2,856,797	3,028,536	0	0
33 Unspent Authorized Budget	181,955	6,364	5,347	254,903	320,575	434,758	0	0

SCHOOL DISTRICT GENERAL FUND FINANCIAL DATA & ANALYSIS  
 DCP & TAX RATES FOR REORGANIZED DISTRICTS HAVE BEEN RECALCULATED FOR YEARS PRIOR TO THE REORGANIZATION  
 SOURCES: CAR & BUDGET FILES

SELECT SCHOOL DISTRICT:

HAMBURG

	3	4	5	6	7	8	9	10	11	FY14
	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13		
BUDGET ENROLLMENT	310.3	313.2	311.8	283.5	295.2	254.0	257.0	242.0	259.0	
DISTRICT COST PER PUPIL	5,072	5,269	5,474	5,687	5,909	6,024	6,024	6,142	6,262	
REGULAR PROGRAM DISTRICT COST	1,573,842	1,650,251	1,706,793	1,612,265	1,744,337	1,530,096	1,548,168	1,486,364	1,621,858	
BUDGET ADJUSTMENT	78,398	15,112	0	111,596	0	231,684	24,734	77,286	0	
SP ED WEIGHING DISTRICT COST	220,480	224,038	235,437	253,640	242,092	251,502	292,827	255,200	211,280	
SUPPLEMENTARY WEIGHING DISTRICT COST	26,481	33,326	25,115	23,743	28,552	183,521	165,100	97,381	86,566	
SBRP MODIFIED ALLOWABLE GROWTH (Dropout Prevention)	59,096	61,884	63,735	60,458	69,948	56,786	59,344	0	0	
COMBINED DISTRICT COST	2,021,909	2,080,748	2,133,059	2,162,143	2,384,832	2,461,197	2,353,735	2,210,209	2,195,656	
OPTIONAL PROGRAMS (Instructional Support)	137,116	140,605	143,530	146,294	144,833	148,399	128,883	131,534	133,755	
CASH RESERVE LEVIES	50,000	0	50,000	11,556	264,126	325,000	480,000	509,793	31,091	
GENERAL FUND TAX RATE	12.20627	11.17825	11.59715	12.10764	13.83953	16.08810	15.09041	14.76301	9.03733	
TAXABLE VALUATION	82,108,189	80,265,947	82,340,456	85,017,090	87,256,015	94,590,073	98,193,074	109,034,582	109,267,051	
DISTRICT INCOME TAXES PAID	897,731	1,000,720	1,078,775	1,142,488	1,186,093	1,341,313	1,337,187	1,518,794	1,514,761	
MISCELLANEOUS INCOME	355,418	433,635	533,023	576,206	340,749	447,672	584,804			
MAXIMUM AUTHORIZED EXPENDITURES	3,381,989	3,006,129	2,991,567	2,960,957	2,932,724	3,177,372	3,463,294			
ACTUAL EXPENDITURES	3,042,712	2,824,174	2,985,203	2,955,610	3,187,627	2,856,797	3,028,536			
UNSPENT BALANCE (BUDGET AUTHORITY)	339,277	181,955	6,364	5,347	-254,903	320,575	434,758			
GENERAL FUND ENDING BALANCE	288,280	111,483	-52,341	-166,414	-288,229	215,385	778,684			
BUDGET BASIS	GAAP									
GAAP UNRESERVED/UNASSIGNED/UNRESTRICTED FUND BALANCE	227,265	59,839	-129,480	-207,934	-387,247	61,566	574,616			
SHORT TERM DEBT OUTSTANDING AT FYE	0	0	0	0	0	0	0			
VALUATION PER BUDGET ENROLLMENT	264,609	256,277	264,081	299,884	295,583	372,402	382,074			
INCOME TAXES PAID PER BUDGET ENROLLMENT	2,893	3,195	3,460	4,030	4,018	5,281	5,203			
EXEC ADMINISTRATION AS % OF EXPENDITURES	3.82	4.26	4.55	4.86	6.80	2.85	1.38			
SALARY & BENEFITS AS % OF EXPENDITURES	67.88	75.70	73.52	77.54	69.83	68.49	62.35			
MISCELLANEOUS INCOME AS % OF AUTHORITY	10.51	14.43	17.82	19.46	11.62	14.09	16.89			
EXPENDITURES TO AUTHORITY RATIO	0.90	0.94	1.00	1.00	1.09	0.90	0.87			
UNSPENT BALANCE TO AUTHORITY RATIO	0.10	0.06	0.00	0.00	-0.09	0.10	0.13			
ENDING BALANCE TO EXPENDITURE RATIO	0.09	0.04	-0.02	-0.06	-0.09	0.08	0.26			
ENDING BALANCE TO UNSPENT BALANCE RATIO	0.85	0.61	-8.22	-31.12	1.13	0.67	1.79			
INTEREST REVENUE TO INTEREST EXPENDITURE RATIO	2.58	1.69	2.04	4.75	3.44	0.51	0.05			
ASSETS TO LIABILITIES RATIO	1.30	1.14	0.83	0.94	0.84	1.14	1.39			
OPEN ENROLL OUT TO TOTAL ENROLLMENT	1.93	2.59	2.95	2.50	3.05	3.54	9.73			

**NISHNABOTNA**



**Jay D. Lutt**  
**Superintendent of**  
**Farragut and Hamburg CSD**

[www.nishbd.org](http://www.nishbd.org)

**Cover Letter for the SBRC Hearing**

**Specific Reasons Summarized:**

The Hamburg Board of Education has been watching their Unspent Authorized Budget shrink for the past eight years. Declining enrollment, higher expenditures and low allowable growth has caused the board to reduce programs and staff. I was hired during the FY10 school year and made all the reductions I could during that year but we still finished with a negative \$245,903 spending authority. I made over three hundred thousand dollars worth of changes allowing the district to finish the next year with a spending authority of \$320,575. It again increased in FY12 to \$434,758. I was shocked to find that our spending authority in FY13 finished at negative \$46,350. Our expenditures increased by over five hundred thousand dollars. During that year our only increase in staff was increasing our guidance counselor from a shared position to full time. My business manager, auditors and I are working to find out if the increase to our expenditures in FY13 was due to a coding error.

The Hamburg CSD is requesting \$46,350 of Unspent Authorized Budget.

**Individuals at the Hearing over ICN:**

Jay D. Lutt, Superintendent and Gloria McComb, Business Manager  
Dave Mincer, Board President.

**Emergency Contact Person:**

Jay D. Lutt, T: 712-215-0704, F: 712-385-8135, [jlutt@nishbd.org](mailto:jlutt@nishbd.org)  
Pam Nebel, T: 712-385-8131, F: 712-385-8135, [pnebel@nishbd.org](mailto:pnebel@nishbd.org)  
Gloria McComb:

<b>Farragut Office</b>	<b>Cell Phone:</b>	<b>Hamburg Office</b>
(712) 385-8131 <a href="mailto:jlutt@nishbd.org">jlutt@nishbd.org</a>	(402) 468-8757	(712) 382-2703 <a href="mailto:jlutt@nishbd.org">jlutt@nishbd.org</a>

**CORRECTIVE ACTION PLAN  
FOR**

**Hamburg CSD**

(To be used for each initial year of negative unspent balance)

- 1 SUBMIT: Please include a single, one-page cover letter covering all the MAG requests including:
- a. Specific reasons, summarized, for the request/s.
  - b. Specific dollar amount requested.
  - c. Identification of the name and title of the individuals who will represent the district at the hearing.
  - d. Identification of an emergency contact person with telephone number, FAX number, and e-mail address.

2 SUBMIT: In a one- to two-page document please discuss the district's analysis of its financial situation and the steps that will be taken to avoid exceeding its budget authority again. Include description of fiscal monitoring procedures adopted, as well as steps that will increase General Fund revenues or decrease General Fund expenditures.

- 3 a. What is the current year's maximum authority (Line 32, Unspent Authorized Budget Report)?  
 b. What is the amount of unspent authority the district desires to have at the end of the year?  
 c. This is the maximum amount of expenditures for the current fiscal year and should be equal to or greater than the district's line item budget total for the current fiscal year. [a - b = c]

2972080	Max
72080	End
2900000	CFY Exp
-	
=	

Yes

No

- 4 SUBMIT: Does the district use monthly board reports that reflect financial position in relation to published budget control lines and spending authority in addition to a revenue and expenditure report from the line item budget?  
 (Reference: Financial Reports --- DE website, A to Z Index, School Finance Tools)

Date

Nov. 2013

- 5 SUBMIT: When was the last five-year projection for unspent balance performed?  
 Please include with the corrective action plan a copy showing at least two years' positive balance. *Do not include requested/anticipated modified allowable growth that has not yet been granted.*  
 (Reference: Unspent Balance Projection Calculator --- DE website, A to Z Index, School Finance Tools)

- 6 a. Line item budget total (all expenditures for the entire year)  
 b. Line 17.9 of the Aid & Levy Worksheet for the current fiscal year  
 The line item total should be less than line 17.9 of the Aid & Levy. ["a" should be less than "b"]  
 Reduce "a" until "a" is less than "b", and 6a is less than 3c above.

2790292
2409354

7 In what sharing is the district participating?

Whole Grade Sharing, Teacher Sharing and Operational Sharing

If sharing, does the district enrollment plus the shared district's enrollment total more than 300 students?

Yes  
No

Yes	X
No	

If "No," has the district begun discussions with a neighboring district which, when the enrollments are combined, total more than 300 students?

Yes  
No

Yes	
No	

If "No," has the district begun discussion concerning dissolution?

Yes  
No

Yes	
No	

8 Please list the positions/costs being reduced to bring the district to financial health:  
If more space is needed, please insert additional lines.

**DO NOT INCLUDE SPECIAL EDUCATION**

Current Fiscal Year	Position Being Cut	Amount of Savings	First Year Beyond Current Fiscal Year	Position Being Cut	Amount of Savings	Second Year Beyond Current Fiscal Year	Position Being Cut	Amount of Savings	
2013-14			2014-15	Library Associate	14000				
				PT Library Associate	7000				
				1/2 Custodian	12000				
				PE 1/2 Time	26000				
				Principal	112000				
				Elem+MS Instructor	82000				
Subtotal					0	Subtotal			0

Current Fiscal Year	Expenditures Other Than Salaries and Benefits Being Cut	Amount of Savings	First Year Beyond Current Fiscal Year	Expenditures Other Than Salaries and Benefits Being Cut	Amount of Savings	Second Year Beyond Current Fiscal Year	Expenditures Other Than Salaries and Benefits Being Cut	Amount of Savings	
Subtotal					0	Subtotal			0

c. Anticipated increase in expenditures

--

d. Net savings [a + b - c]

253000
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0
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**DO NOT INCLUDE CASH RESERVE LEVY**

BE SURE TO INCLUDE INCREASED EXPENDITURES IN "C" FOR ANY INCREASE IN CATEGORICAL REVENUES IN "E."										
Current Fiscal Year	Type of Revenue Increase	Amount of Increase	First Year Beyond Current Fiscal Year	Type of Revenue Increase	Amount of Increase	Second Year Beyond Current Fiscal Year	Type of Revenue Increase	Amount of Increase		
Subtotal			0	Subtotal			0	Subtotal		0

e. Total Savings/Increases Current Fiscal Year:  Total Savings/Increases 1st Yr Beyond Current Fiscal Year:  Total Savings/Increases 2nd Yr Beyond Current Fiscal Year:

9 Below please place the expenditure number for each of the corresponding years, as found on the Unspent Balance Projection Calculator created in item 5f above (goes to row 82 on the projection worksheet).  
 Current Year Expenditures  1st Year Beyond Current  2nd Year Beyond Current   
 Expenditures for this year are not at the level required to match last year's minus savings stated. Reduce expenditures or increase revenues.

f. Fiscal Year:

CALCULATION:

Current year maximum authority	2,972,080
- Previous year maximum authority	3,500,390
= Increase (decrease) in authority	-528,310
+ Previous year expenditures	3,546,741
-8d net savings	253,000
Should = Maximum current year expenditures allowed, 3c	2,765,431

If not, continue to add expenditure reductions in 8a and 8b until it does.

10 The district's Board of Education approved this corrective action plan on: Date

11 If the board has authorized a request for modified allowable growth for the negative unspent balance, enter the date and amount: Date  Amount

12 We, the officials of \_\_\_\_\_ Community School District, certify under penalty of perjury that all data represented on the Corrective Action Plan are true, correct, complete, and in full compliance with all applicable state and federal rules, regulations, and instructions, to the best of our knowledge and belief; and that the actions stated in the Plan either have been or will be carried out and completed as noted.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
School Business Official

\_\_\_\_\_  
Date





November 18, 2013

The regular meeting of the Hamburg Community School Board was called to order by President Mincer at 7:00 p.m., November 18, 2013. Roll Call: Harris-absent, Stenzel-present, Kuhr-present, Benefiel-present, Mincer-present.

Benefiel moved to approve agenda with addition of Action Item VIII (SBRC Request & Action Plan for Allowable Growth). Kuhr second. Carried unanimously.

Stenzel moved to approve minutes of October 21, 2013 and October 28, 2013 meetings. Benefiel second. Carried unanimously.

Stenzel moved to approve Consent Agenda. Kuhr second. Carried unanimously.

Harris entered at 7:13 p.m.

Stenzel moved to approve Second and Final Reading of Board Policies 402.10 and 604.1. Harris second. Carried unanimously.

Mr. Wathen was present to update the board on Elementary Principal/Equity Coordinator duties. The Middle School Principal/AD report was addressed briefly. Mrs. Schubauer was also present to update at the Elementary/High School Principal/HR duties. The Physical Plant report was also discussed.

Mr. Lutt discussed the following items: Sjuln Field Lights, One Campus, Middle School Trophy Case, and Dual Participation.

Stenzel moved to approve First Reading of Board Policies 207 through 210.8. Harris second. Carried unanimously.

Benefiel moved to approve contract for Shelly Lang as Van Rider Paraprofessional. Kuhr second. Carried unanimously.

Stenzel moved to table plan for Athletic Uniform Rotation/Purchasing. Harris second. Carried unanimously.

Benefiel moved to appoint Dave Mincer to the Fremont County Conference Board for 2013-2014. Kuhr second. Carried unanimously.

Stenzel moved that the Hamburg School Board Requests \$7,379 from the School Budget Review Committee (SBRC) for Open Enrollment Out Students and LEP Instruction Beyond 5 Years on Fall 2013 Certified Enrollment but not on the Fall 2012 Certified Enrollment. Harris

second. Carried unanimously.

Benefiel moved to approve plan for Negative Unspent Balance for \$46,349.72. Kuhr second. Carried unanimously,

Harris moved to continue Cooperative Sponsorship for Football for 2014-2015 and 2015-2016. Benefiel second. Carried unanimously.

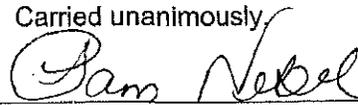
Kuhr moved to approve Whole Grade Sharing Program for Athletics for 2014-2015. Stenzel second. Carried unanimously.

Upcoming Events: Special Board Workshop on December 4, 2013 at 6:30 p.m., Regular Board Meeting is tentatively set for December 16, 2013 at 6:30.

Minutes of the Meeting were reviewed.

Kuhr moved to adjourn at 9:30 p.m. Harris second. Carried unanimously.

  
\_\_\_\_\_  
BOARD PRESIDENT

  
\_\_\_\_\_  
BOARD SECRETARY

**Farragut Community School District  
Phase II Letter**

**May 30, 2014**



May 30, 2014

Jay Lutt Superintendent  
Farragut Community School District  
907 Hartford Avenue; PO Box 36  
Farragut, IA 51639

Dear Superintendent Lutt:

You had previously been notified by the Iowa Department of Education (Department) of a combined fiscal visit for Hamburg Community School District (CSD) and Farragut Community School District. This is to notify you that the combined fiscal visit has been expanded to include a Phase II review of both districts' ongoing noncompliance issues, including but not limited to uncorrected noncompliance from site visits in 2009 (Hamburg CSD) and 2011 (Farragut CSD). See attached document outlining the continued efforts of the Department to attain compliance by the two districts. Due to the whole-grade sharing agreement, the Department will conduct the Phase II visit concurrently and after the combined fiscal review of both districts. This additional component of the Phase II visit is scheduled for June 23-26, 2014.

Authority for the Phase II visit comes from Iowa Code section 256.11(10)(b)(1)(a). That code provision requires a Phase II visit whenever "either the annual monitoring or the comprehensive site visit indicates that a school or school district is deficient and fails to be in compliance with accreditation standards." The procedures and consequences from a Phase II visit are outlined in Iowa Code section 256.11 and the Department's General Accreditation Standards (Iowa Administrative Code chapter 281—12). After the visit, the team will compile recommendations or citations and will send those written comments to the district for review and response prior to submitting the document to the Director of the Department.

The list below identifies documents the Department will review. Please have hard copies of all documents available to the Phase II team on-site.

- All of the items required of the Document Review Checklist and Non-Regulatory Guidance for School Districts. This document can be accessed at: <https://www.educateiowa.gov/sites/files/ed/documents/2013-2014DocumentReviewChecklistAndNon-RegulatoryGuidanceForSchoolDistricts.pdf>.
- All of the items required of the Equity Related Documents: Document Review Checklist 2013-2014. This document can be accessed at: <https://www.educateiowa.gov/sites/files/ed/documents/Equity%20Related%20Documents%20-%20Document%20Review%20Checklist%202013-2014.pdf>
- Evidence of action for each of the findings of the noncompliance on the attached document

Additional documents to be reviewed on-site:

- 28E agreements
- List of employees retiring or leaving
- List of current employees
- Contracts and agreements for sharing and for community college classes
- Board minutes for current year
- Board policy manual
- Board reports for current year
- Job descriptions of all staff
- Professional development schedules
- Proofs of district publications
- Organizational structure
- Each and every citation of noncompliance by any agency or accrediting body, together with evidence corrective action
- Each and every audit report, together with evidence of correction of any negative audit finding
- Equity Voluntary Compliance Plan for Farragut CSD

In addition, the team will require a space with secure internet access during the period the team is on-site, access to facilities for facility check, access to stakeholders such as, but not limited to superintendent and board members.

If you have questions regarding this visit, please notify Amy Williamson at 515-339-4122 or [Amy.Williamson@iowa.gov](mailto:Amy.Williamson@iowa.gov).

Sincerely,



Amy Williamson, Chief  
Bureau of School Improvement

cc: School Board President(s)  
Jeff Berger, Deputy Director  
Bureau of Finance, Facilities, Operation and Transportation Services  
David Tilly, Deputy Director  
Department of Education School Improvement Team

**Farragut Community School District  
Comprehensive Site Visit Report**

**November 8-10, 2011**



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
JASON E. GLASS, DIRECTOR

January 27, 2012

Superintendent Jay Lutt  
Farragut Community School District  
907 Hartford Ave.  
PO Box 36  
Farragut, Iowa 51639

Dear Superintendent Lutt:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Farragut Community School District (CSD) on November 8 – 10, 2011. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

The site visit was designed to assess the district's progress with its Comprehensive School Improvement Plan (CSIP), provide a general assessment of educational practices within the district, make recommendations for improvement, and determine compliance with state accreditation standards and applicable federal program requirements.

Based on the findings from the comprehensive site visit, Farragut CSD maintains State of Iowa accreditation; however, non-compliance issues were identified. These issues are included in the Chapter 12 Non-compliance Matrix and the Outside of Chapter 12 Non-compliance Matrix contained in the site visit report. The district must resolve the identified issues through completion of corrective actions according to agreed upon timelines. Department follow-up will be conducted to verify resolution of the identified non-compliance issues.

The report reflects consensus of the following team members:

**Department of Education Representatives:**

Janet A. Boyd, School Improvement Consultant  
Cindy Butler, School Improvement Consultant  
Colleen Hunt, Bureau Chief, Adult, Career, and Community College Education  
Isaiah McGee, Equity Consultant  
Pam Russell, Special Education Cadre  
Gary Schwartz, Facilities Consultant

**Area Education Agency Representatives:**

Christine Allen, Grant Wood AEA  
Brandie Gean, Heartland AEA

**Local Education Agency Representatives:**

Jeff Hiser, Superintendent, Shenandoah CSD  
Jamie Meek, Principal, Riverside CSD

It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

[www.iowa.gov/educate](http://www.iowa.gov/educate)

*Helping Communities Meet the Learning Needs of All Their Children and Adults*

As part of Farragut CSD's continuous improvement process, the district must review its current CSIP and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP must be completed by September 15, 2012. Directions for revision and submission of the CSIP can be found at: <https://www.edinfo.state.ia.us/securelogin.asp>.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site: <https://www.surveymonkey.com/s/W58H5LZ>. The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

The visiting team again extends its gratitude to you and the Farragut CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Janet A. Boyd  
School Improvement Consultant  
Bureau of Accreditation and Improvement Services  
Iowa Department of Education



Del Hoover, Deputy Administrator  
Bureau of Accreditation and Improvement Services  
Iowa Department of Education

cc: Site Visit Team Members  
School Board President  
Iowa Department of Education Official File  
AEA Office

# **Comprehensive Site Visit Iowa Department of Education**



## **Farragut Community School District**

**Team Findings  
November 8 – 10, 2011**

Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> St  
Des Moines, Iowa 50319-0146

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## Vision, Mission, and Goals

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In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

### **Noted Strengths:**

1. The Farragut and Hamburg school districts and communities are to be commended for moving to Whole Grade Sharing (WGS), including the combined development of a new mission statement and unified long and short range goals. Interview groups reported the desire to offer all students a quality education as the basis of the decision to pursue whole grade sharing. Parents and students reported students are adjusting to the change and things are going well. Students and School Improvement Advisory Committee (SIAC) members acknowledged whole grade sharing is not a permanent solution and are open to consider new possibilities in the future.
2. Stakeholders indicated through interviews an understanding of the new mission of the district which states: "It is our mission to educate each child, to foster a love of learning in a safe environment, and to prepare leaders for a responsible and successful future in a diversified and changing world." For example, the SIAC committee was actively involved in developing the mission and goals of the district. In addition, teachers stated their professional practices align with the new mission statement of the district.
3. Administrators and teacher groups reported staff review and analyze (district and class-specific) data on a regular basis. The data are used to help develop goals in content areas such as reading, mathematics, science, and technology. In addition, it appears the superintendent strives to be diligent in providing data to all stakeholders.

### **Recommendations for Improvement:**

4. Currently the district has set their Annual Progress Report (APR) goals at only a 1-2% increase in performance in reading, mathematics, and science. Setting academic goals with a small percent growth for a school with low class sizes will result in a change for 1 or less student. The district might consider reviewing the goals identified in the APR and with support from Green Hills Area Education Association (GHAEA) revising the goals to be more rigorous. In addition, Farragut Community School District (FCSD) may want to consider reviewing current practice and revising it as necessary to reflect the following:
  - Annual improvement goals are based on data from at least one district-wide assessment. These goals describe the desired annual improvement in reading, mathematics, and science (and other curriculum areas as appropriate) for all students, for particular subgroups of students, or both. Annual improvement goals must be measurable and address improvement of student learning, not maintenance of current levels of achievement. These goals reflect a current target, based on data, for school improvement and can be based on increasing achievement in a perceived deficit area or focused on making further achievement gains for students who are proficient. When needed, goals should reinforce the district's efforts to meet No Child Left Behind (NCLB) trajectories; they are not required to address the needs of all students or all buildings in a district.
  - The district sets a target for professional development using district long-range and annual improvement goals and building-level data, focusing most specifically on building goals. The professional development target is more specific about instructional content than the district level annual improvement goals. Ensure:
    - A well-defined process is in place for establishing district annual goals
    - Stakeholders have a clear understanding of the goal setting process and their respective roles
    - Data are utilized in the goal-setting process

For assistance, contact Sherry Huffman, Assessment Consultant, GHAEA at [shuffman@ghaea.org](mailto:shuffman@ghaea.org).

5. As FCSD plans for the future, the district may want to evaluate the sharing agreements with Hamburg CSD and Sidney CSD continually looking for ways to expand collaboration with local districts and community colleges in order to provide quality programs. Although most students, parents and staff members reported a desire for the shared district programs to be successful, some interviewees expressed a sense of duality or lack of commitment to a vision of unifying programming, practices, and policies for students. It was unclear whether all stakeholders are working together to establish unity between districts in the whole grade sharing agreement. For example, students reported some adults continue to struggle with the WGS. The district might want continue public meetings to ensure all stake holders are knowledgeable about the benefits of sharing resources in a time of

declining revenues and enrollments. The district might consider utilizing an outside facilitator that will work with the board and administrative team to look ahead and make plans that will serve as a possible roadmap for the district. As the administrative team and board make a strategic plan for the future of the district, include information that focuses on projections for enrollment, classes the district will be required to offer and teach in accordance with Iowa code, facilities, and how these work within the financial situation of the district. The district may consider a feasibility study which will encompass the items above and provide an outside perspective and valuable data that can be used as the district makes decisions in the future. Consider contacting Del Hoover ([del.hoover@iowa.gov](mailto:del.hoover@iowa.gov)) or Barb Byrd ([barb.byrd@iowa.gov](mailto:barb.byrd@iowa.gov)) at the Iowa Department of Education for assistance with a feasibility study.

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## Leadership

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In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the Comprehensive School Improvement Plan (CSIP).
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

### **Noted Strengths:**

6. District leadership reported an understanding of the importance of providing data to support student success. Multiple interviewees reported administrators provide student achievement data to all stakeholders and post data on the district website. For example, the school board noted being kept informed regarding student achievement data and accountability on an ongoing basis.
7. The district administrators appear to strive to build open communication with stakeholders. For example, interview groups (paraeducators, special education teachers) reported positive, open communication and feedback with building administrators. In addition, interviewees reported administrators are accessible. For example, teachers reported administrator "doors are open to our questions" regarding professional development.
8. Stakeholders reported the district supports and maintains a viable SIAC. Documents and interviews verified SIAC provides feedback to the board on a variety of issues. They appear to understand their roles and responsibilities and believe their opinion does make a difference in helping make changes in the district.

9. FCSD appears to value shared leadership by offering opportunities for teachers and students to develop their leadership skills. Some examples reported by interviewees included:

- Math Leadership Team
- Literacy Leadership Team
- Math Club
- Key Club
- New Teacher Mentors
- Future Farmers of America (FFA)
- Family Career Community Leaders of America (FCCLA)
- Student Council

**Recommendations for Improvement:**

10. Paraeducators reported although they met annually with a supervisor to review job duties, they are not provided a hard copy of their job description and duties on an annual basis. The document review process indicated a job description for paraeducators from 2006 - 2007 exists on the district web site and the document indicates a hard copy should be present in the paraeducator's file; this does not appear to be occurring. The district may want to review and resume this practice from the 06 – 07 policy regarding paraeducator job description and duties. For additional guidance visit the Iowa Department of Education Paraeducator web page at:

[http://educateiowa.gov/index.php?option=com\\_content&task=view&id=773&Itemid=1297](http://educateiowa.gov/index.php?option=com_content&task=view&id=773&Itemid=1297)

11. In an improving district, leaders provide encouragement and support for student learning and staff performance. Principals may want to consider more frequent visits to classrooms. Secondary instructors indicate they would like to have more visibility of administrators in the classroom. An increased presence of administrators might serve as a medium to increase the cohesiveness of the newly formed Nishnabotna High School.

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## Collaborative Relationships

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In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

### **Noted Strengths:**

12. A respect for stakeholder input, support and interaction appears evident as the district has established multiple community relationships. Some examples of these interactions included:

- Godfathers Pizza sponsors Citizen of the Month
- Food Bank of the Heartland's Backpack Program for students who are in need of a meal
- TeamMates a student mentoring program
- Community fitness center on campus
- Joint study committee for Farragut and Hamburg

13. FCSD appears to have processes and procedures in place that invite stakeholder input. Parents reported positive, frequent communication with teachers. In addition, administrators and parents reported information about the district and classroom/school activities are shared in a variety of ways with parents and community members. Noted examples of communication included:

- Emails
- Notes from school
- Phone calls
- Daily assignment book
- JMC to review grades
- Websites
- Newsletters

Students mentioned the availability of teachers before and after school for assistance.

14. Stakeholder groups reported multiple collaborative relationships exist between the district, GHAEA, and surrounding districts. Administrators reported meeting monthly with GHAEA staff and Hamburg leadership. Interviewees reported opportunities for staff members located in both Hamburg and Farragut to collaborate and work in job-a-like groups. In addition, the district has a 28E agreement with Sidney CSD to provide additional courses such as Spanish.

#### **Recommendations for Improvement:**

15. Although co-teaching occurred last year in the elementary, none is currently occurring in the district. In addition, elementary and high school special education teachers reported collaboration is occurring only on an as needed basis. Administrators described a plan to facilitate more effective collaboration between special and general education teachers. The district might consider formalizing this process and documenting collaboration. Additionally, a co-teaching model might be considered to better meet the needs of the students and ensure access to the general education curriculum. The site visit team noted the existence of special education only courses which may or may not provide the same curriculum as the regular education courses. The district is encouraged to consider the following suggestions:
  - The No Child Left Behind Act (NCLBA) requires all teachers to be highly qualified. Collaboration is one way to meet that requirement when special education teachers are not licensed in specific content areas, most often at the secondary level.
  - Develop a common definition of co-teaching and collaborative consultation. Upon common understanding of the models, select the model most appropriate for each student's needs and provide professional development and follow-up for teachers. This could be coordinated through GHAEA resources.
  - Implementation of the co-teaching or collaborative consultation model across all instructional levels is recommended to provide access to the general education curriculum, to increase individual achievement levels, to serve as another level of service for at-risk students, and to provide instant intervention for all students. Some of the special education and general education teachers are involved in collaborative and co-teaching models; however teachers did not have a clear understanding of best practices and expectations related to co-teaching and collaborative teaching models. In order to continue emphasis on providing students with access to general education curriculum with highly qualified teachers, more teachers may need opportunities for practice, feedback, and coaching. The following websites have helpful resources for the implementation process. <http://www.powerof2.org/> <http://www.specialconnections.ku.edu> .
  - Establish policies and procedures to support co-teaching or collaborative teacher planning (perhaps 30-90 minutes a month per team). Approaches could include allocating two half-days scheduled in the summer for paid teacher planning and include this in the special education plan with GHAEA. Likewise, planning could be scheduled before or after school with pay or professional development credit.

Another option would be for a building to use a substitute teacher to free general and special education teachers for planning during the school day.

- Provide opportunities for teachers to visit districts successfully implementing co-teaching. Provide opportunities for teams of teachers to participate in AEA professional development related to co-teaching. Check the GHAEA professional development website for course listings in co-teaching.

The site visit team recommends continued and expanded utilization of GHAEA for additional training opportunities on effective collaboration. For assistance, contact Mark Draper, GHAEA, at [mdraper@ghaea.org](mailto:mdraper@ghaea.org) or visit the Iowa Department of Education web site at:

[http://educateiowa.gov/index.php?option=com\\_docman&task=doc\\_download&gid=8231&Itemid=1507](http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=8231&Itemid=1507)

16. Although the site visit team noted the websites are inclusive of important information, the websites are not up to date and having two can be confusing. The district may want to consider combining the two sites into one for the 2012 – 2013 school year. Currently the website appears to contain many redirects and dead links. In addition, multiple interview groups reported not knowing how many families have internet access. A survey of families to determine internet effectiveness, access, and if the multiple communication channels are needed may be beneficial. For assistance, contact Maryann Angeroth, Instructional Technology Consultant, GHAEA, at [mangeroth@ghaea.org](mailto:mangeroth@ghaea.org).
17. All interview groups acknowledge the need to continue strengthening relationships between the two communities. The site visit team recommends the district continue the joint study committee, continue frequent communication with all stakeholders and continue collaborative relationships between the two schools and communities. In addition, parents suggested a stronger Parent Teacher Organization (PTO) might continue to build community relationships.

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## Learning Environment

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In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

### **Noted Strengths:**

18. The site visit team observed a clean and inviting atmosphere. Parents stated the school is a welcoming environment for visitors. Noting in particular secretaries are knowledgeable and helpful.
19. Students reported their environment is safe and free of physical threats. They believe students look after each other. Students reported an appreciation of staff arriving early and providing opportunities for students to come in early if they need extra help with their assignments. In addition, they reported the opportunity for extra help after school.
20. The district appears to provide a number of opportunities for the teachers and students to use technology. For example, Promethean boards exist in every classroom. In addition, other technology available included:
  - Wireless network
  - Virtual Academy (alternative program)
  - Mobile computer labs
  - Increased number of college classes including online courses

### **Recommendations for Improvement:**

21. Olweus Bullying Prevention Program (OBPP) was mentioned on the website and was referenced at times during interviews; however, the web information has not been updated, and it was unclear to the site visit team as to the level of effective implementation within the district. The district may want to consider revisiting the Olweus training, including support staff and community members. The staff stated they have not received training for the last few years. For assistance, contact Penny Bisignano, Iowa Department of Education, at [penny.bisignano@iowa.gov](mailto:penny.bisignano@iowa.gov).
22. Parents expressed building safety issues (i.e., visitors entering the elementary school are not immediately visible to staff --"anybody" could enter the building). The site visit team noticed several unsecured entrances to the buildings. The district might consider investigating additional safety options or procedures. For assistance, contact Cyndy Erickson, Iowa Department of Education, at [cyndy.erickson@iowa.gov](mailto:cyndy.erickson@iowa.gov) or visit the school safety web page at: [http://educateiowa.gov/index.php?option=com\\_content&view=article&id=769:school-safety&catid=460:learning-supports&Itemid=2922](http://educateiowa.gov/index.php?option=com_content&view=article&id=769:school-safety&catid=460:learning-supports&Itemid=2922)
23. Students and community members expressed a perception that student behavior in the classroom may hinder some student learning opportunities. The district might consider implementing a continuum of positive behavior supports for all students. For assistance in the development of this plan to prepare for future needs, consider contacting Penny Bisignano, Iowa Department of Education, at [penny.bisignano@iowa.gov](mailto:penny.bisignano@iowa.gov).
24. In accordance with Iowa Code 281—IAC 12.4(12), *the board of directors of each school district shall employ a school nurse, and shall require a current license to be filed with the superintendent or other designated administrator as specified in subrule 12.4(10)*. The district does not currently employ a licensed nurse. The district may consider working with the local community health care providers to develop a plan to meet this requirement. See related non-compliance matrix.
25. Equity in the learning environment is essential to providing students with the highest quality of education. As a result of the document review process, the site visit team observed policies in the handbook may not match the same policy in the August newsletter. The district shall want to consider a way to provide consistent equity policies. Numerous protected classes were missing from various policies. In addition some handbooks do not contained needed policies. See related non-compliance matrix. For assistance with equity related issues, contact Kerry Aistrope, GHAEA, at [kaistrope@ghaea.org](mailto:kaistrope@ghaea.org).

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## Curriculum and Instruction

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In an improving school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core Curriculum). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

### **Noted Strengths:**

26. In an improving district, the introduction and appropriate use of technology in a 21<sup>st</sup> century education is valued. Multiple interview groups reported FCSD endeavors to provide a 21<sup>st</sup> century education by doing as much work electronically as possible and maximizing the use of technology. Administrators reported striving to make the district a "Google school". The site visit team observed the websites contain a variety of district information. In addition, students and staff reported having access to a portable net book lab.

27. An important component of quality teaching and learning is instruction designed to accommodate a wide range of learners within the classroom. Multiple interview groups reported Farragut CSD strives to provide students with numerous and diverse curricular opportunities. Students reported the whole grade sharing has expanded opportunities by providing additional classes previously unavailable in the past, for example, astronomy and drama. Hands-on woods and auto mechanics instruction are in spacious facilities (e.g., students build projects to auction to the community; staff can get an oil change for personal vehicle). Family and Consumer Science (FCS) and art programs are in spacious facilities as well. Parents and administrators reported they are hopeful regarding the elementary Talented and

Gifted (TAG) program and described it as “innovative” (e.g., a day was devoted to Spanish).

**Recommendations for Improvement:**

28. The district offers high school students opportunities for online education for credit recovery and required courses through the alternative program called “Virtual Academy (e2020) Alternative School” which uses online courses purchased through e2020. Although the district is commended for working to make certain students are gaining credits, care must be taken to ensure that students are receiving the same quality of education as those in the regular academic classes and attention should be paid to ensure the curriculum matches that of the regular classes. Interviews and document review indicated the program is monitored by a non licensed support staff. The district needs to ensure the internet or correspondence courses do not take the place of courses offered by the school for groups of students. Licensed staff must be present and providing direct instruction. For assistance, contact Susan Walkup, Iowa Department of Education, at [susan.walkup@iowa.gov](mailto:susan.walkup@iowa.gov).
29. Opportunities to enroll in college level classes were cited by students, teachers, and administrators, although no one identified any specific eligibility requirements. If the district is offering college level course work through Senior Year Plus programming then students shall meet the eligibility requirements set forth in rule 281--22.16(261E) including meeting proficiency requirements in mathematics, reading, and science. The district might consider making Senior Year Plus information available to stakeholders and ensuring students participating in programming meet all eligibility requirements. For assistance with Senior Year Plus, contact Jeremy Varner, Iowa Department of Education, at [jeremy.varner@iowa.gov](mailto:jeremy.varner@iowa.gov).
30. Although the district's Career and Technology Education (CTE) program offers students hands-on learning opportunities, the CTE program could benefit from strengthening the relationship with the regional CTE advisory consortium. Recommendations included:
- Ensure data reported to the state is reviewed by all CTE teachers
  - Take ownership in the regional advisory committee by incorporating local community members on the committee
  - Arrange an auto advisory individual is on the regional committee since the local program includes auto technology or formulate a district auto advisory committee
  - Ensure the consortium contains a balance of male/female representation and contains minority representation

For assistance, contact Linda Berg, Iowa Department of Education, at [linda.berg@iowa.gov](mailto:linda.berg@iowa.gov).

31. Although the administrators described frequent use of Google docs, teaching staff made no mention of the use of Google docs individually or during instruction. The site visit team recommends the district consider further professional development for all staff in order to effectively incorporate the features of Google into the instructional program. In addition, staff and students could only talk about Promethean Boards as

a source of technology in the classroom and couldn't expand on other ways technology enhances instruction in their classrooms. Consider further training in the varied possibilities of the full use of the capabilities of the board from GHAEA or technology vendors. For additional information contact Maryann Angeroth, GHAEA, at [mangeroth@ghaea.org](mailto:mangeroth@ghaea.org).

32. In accordance with Iowa Code: *the district has no qualitatively differentiated program for identified gifted and talented students. 281—IAC 12.5(12)* FCSD lacks a high school TAG program. See related non-compliance matrix. Although some options and opportunities for high performing students are available, these options are available to all students as well. Included in the options are opportunities for students to engage in courses for college credit. The district is encouraged to consider strategies to differentiate programming specifically for identified TAG students and support that with funding and appropriately licensed staff. As the high school develops its TAG program, it is encouraged to connect with the district's K-8 TAG plan to ensure that the scope and sequence of the program is systemically aligned, including evaluation procedures. For assistance, contact Rosanne Malek, Iowa Department of Education, at [Rosanne.malek@iowa.gov](mailto:Rosanne.malek@iowa.gov) or Carma McLaren, GHAEA, Talented and Gifted Consultant, at [cmclarenk@ghaea.org](mailto:cmclarenk@ghaea.org).

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## Professional Development

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In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

### **Noted Strengths:**

33. The district is commended for following the recommendation of the 2006-07 site visit report to train teachers in the processes and procedures of analyzing student and staff data to determine student needs and plan a professional development focus to address the needs indicated by trend line data. Teachers were able to articulate the data reviewed and the concerns it revealed. Multiple interview groups reported the 2011-12 professional development is focused on elementary math and adolescent reading. In addition, administrators and staff reported a math teacher leadership team and a literacy teacher leadership team were formed to sustain the effort and monitor progress. Late starts every Monday allow time for teachers to collaborate in addition to taking care of district-wide needs.

### **Recommendations for Improvement:**

34. Paraeducators (including the virtual academy paraeducator) report receiving no specialized or formal training to meet the demands of their position (e.g., addressing behavioral concerns, harassment, or technology). The site visit team recommends the district contact Cindy Menendez, GHAEA, at [cmenendez@ghaea.org](mailto:cmenendez@ghaea.org), for job appropriate professional development opportunities.
35. Teacher goal setting and reflection are vital to improving teacher effectiveness. Interviewees and document reviews indicated Individual Teacher Career

Development plans do not always address individual professional development needs. The district may want to consider more individualization of plans to meet the needs of the different grade levels and content areas teachers. (i.e., include personalized goals in addition to district/building goals.)

36. A high-quality professional development plan establishes a system for providing support to monitor and evaluate implementation of professional development and its impact on student learning. Records indicated differentiated instruction was a professional development focus last year. It was unclear to the site visit team as to whether teachers are using strategies to differentiate instruction for all students. For example, a student stated, "One teacher gives 100% on homework if you turn it in, but really does not know until the end of the unit if [the student] 'got it', then she re-teaches". The site visit team recommends revisiting differentiation and determining a method to integrate differentiation strategies into the current professional development focus and into classroom practice. For assistance, contact Cindy Menendez, Consultant for Continuous Improvement, GHAEA, at [cmenendez@ghaea.org](mailto:cmenendez@ghaea.org).

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## **Monitoring and Accountability**

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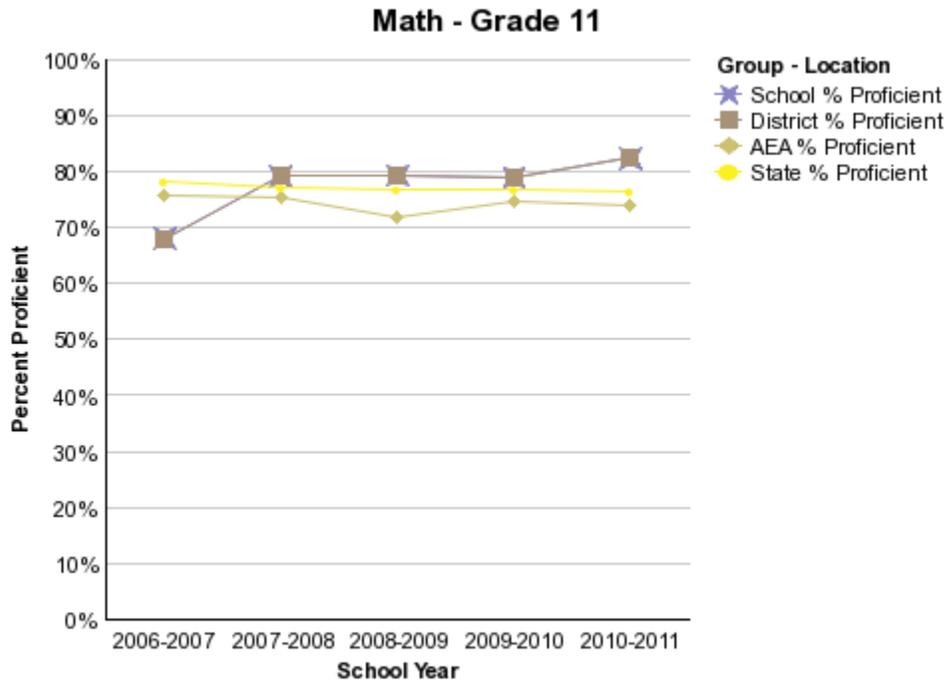
In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation as noted in its CSIP is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

### **Noted Strengths:**

37. The district completed the requirements necessary with the ISTAR review, as evidenced by the Corrective Action Plan (CAP) letter. Although individual student areas of noncompliance were identified during the district's special education program procedural compliance review completed last fall, evidence has been submitted as of March 15<sup>th</sup>, 2011 these corrections have been made. The DE has also received a copy of the AEA letter stating the district level CAP has been fully implemented within the required timelines and all requirements have been met.
38. The district superintendent reported utilizing multiple data sources (i.e., Skills Iowa Data, Gates MacGinitie, Curriculum Based Measurements (CBMS), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Iowa Test of Basic Skills (ITBS), Iowa Test of Educational Development (ITED), STAR reading, STAR math) and has a data distribution plan via the web. Data is reviewed with educational staff during a data review day at the end of the school year as well as periodically during the year looking at student individual growth. The district works closely with GHAEA consultants who support the district in this endeavor.
39. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers.

40. Farragut CSD 11<sup>th</sup> grade students have scored above the state and GHAEA average on ITED mathematics assessment for academic years 2007 – 2008 through 2010 – 2011.



(Source: Ed Insight)

**Recommendations for Improvement:**

41. Farragut CSD 4<sup>th</sup> graders have shown a downward trend in ITBS test scores over the past three school years in reading, mathematics, and science as evidenced by the chart below:

4th Grade Reading	08-09	09-10	10-11	4th Grade Math	08-09	09-10	10-11	4th Grade Science	08-09	09-10	10-11
State	80.4%	77.6%	81.6%	State	80.3%	79.2%	81.3%	State	81.4%	83.7%	82.5%
GHAEA	78.8%	78.2%	81.2%	GHAEA	78.3%	78.0%	79.3%	GHAEA	81.6%	82.2%	83.7%
School	100%	85.7%	76.4%	School	100%	64.2%	64.7%	School	91.6%	85.7%	82.3%

(Source: APR 2007 2010)

The district may want to consider an in-depth analysis of non-proficient performers to identify whether common characteristics exist (e.g., similar skill deficit or similar demographics), identify potential barriers to learning, and provide an additional source of data for school improvement planning. Reviewing students’ performance on all district-wide assessment instruments (i.e., triangulating data) to determine validity and reliability of results (as well as the validity and reliability of district-developed assessments) is also recommended (e.g., Are there students who are not

proficient on the Iowa Tests, but are on other assessments?) In addition, the district is encouraged to:

- Continue analysis of data and communication of results to improve instruction
- Complete a crosswalk between non-proficient performers at grade 4
- Increase use of cohort data (including subgroup cohorts) to identify trends and patterns over time, inform instructional decisions, and determine effectiveness of interventions
- Complete a comprehensive review of the district's K-4 curriculum in conjunction with the curriculum mapping process
- Provide instruction on test-taking strategies

42. Basic Educational Data Survey (BEDS) Highly Qualified Teacher (HQT) data indicate that the district's special education teachers use the consultative model to provide instructional and support services to special education students. Site interviews indicate that components that constitute the model may not be in place such as co-teaching. In addition, the existence of Special Education only classrooms as noted in statement #15 may not be providing students with equal access to the curriculum. Special education and general education teachers could benefit from training in the areas of co-teaching and collaboration. In addition, special education teachers would benefit from more intensive training in the area of specially designed instruction. This is an area for targeted technical assistance from the AEA. For assistance, contact Jacki Wills, Special Education Representative, GHAEA, at [jwills@ghaea.org](mailto:jwills@ghaea.org).

43. Although the district disaggregates their data and makes it available to the public, data from sub groups of ten or less could lead to personally identifiable data. In accordance with the legal requirements to protect each student's personally identifiable information (Family Educational Rights and Privacy Act [FERPA]) (20 U.S.C. § 1232g; 34 CFR Part 99). Reporting requirements state that subgroup disaggregations of the data may not be published if the results would yield personally identifiable information about an individual student. Such information may be made available only to district personnel. For further clarification of FERPA visit the following web address: <http://nces.ed.gov/pubs2011/2011603.pdf>.

44. A review of 2010 – 2011 Ed Insight data indicated the district has 46 students open enrolled out compared to 10 students open enrolled in. The district may want to consider examining the unbalance of open enrollment and possibly following up with families who have chosen to open enroll out of the district.

45. In an improving district, the district establishes a comprehensive system that monitors and evaluates the performance of instructional programs and initiatives. Examples include technology, alternative program, special education, TAG, At-Risk, and English Language Learners (ELL). Program components the district may want to evaluate could include:

- Entrance and exit criteria
- Program goals
- Success indicators
- Impact on student achievement

For assistance, contact Cindy Menendez, Consultant for Continuous Improvement, GHAEA, at [cmendez@ghaea.org](mailto:cmendez@ghaea.org).

**Farragut Community School District's Compliance Status for Applicable Federal Programs:**

**Title IIA (Teacher and Principal Training and Recruiting Fund)**

The district has no citations of Title IIA non-compliance identified during this visit.

**Title IID (Enhancing Education through Technology, E2T2)**

The district has no citations of Title IID non-compliance identified during this visit.

**Title III (English Language Learners)**

The district has no citations of Title III non-compliance identified during this visit.

**Title IVA (Safe and Drug Free Schools)**

The district has no citations of Title IVA (SDFSC) non-compliance identified during this visit.

**Title XC (Education of Homeless Children and Youth)**

The district has no citations of Title XC non-compliance identified during this visit.

## Areas of Non-Compliance: Chapter 12

The Farragut CSD shall submit a plan of correction for each non-compliance item listed below to the Site Visit Team Leader within 45 business days of the receipt of this report. Evidence of corrective action for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline. The district may choose to use the following matrix as a format for the development of an action plan or develop its own.

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
<b>1. GT5 The district has no qualitatively differentiated program for identified gifted and talented students. 281—IAC 12.5(12)</b>	No qualitatively differentiated program for identified gifted and talented students at the high school level.		
<b>2. SCP3 The district does not employ a licensed school counselor. 281—IAC 12.3(11)(a)</b>			
<b>3. SN1 The district does not employ a licensed school nurse. 281—IAC 12.4(12)</b>			
<b>4. EQ5 No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed. 281—IAC 12.1(1)</b>	The policy does not include all the protected classes.		
<b>5. SCP1 The district does</b>	The district does not		

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
not have a school counseling program. 281—IAC 12.3(11)	employ a certified counselor thus no one to administer the program.		
6. LP9 No evidence exists that the school library program is regularly reviewed, revised, and designed to provide current and diverse collection of fiction and nonfiction materials. 281—IAC 12.3(11)			
7. LP10 No evidence exists that the school library program is regularly reviewed, revised, and designed to provide a plan for annually updating and replacing library materials, supports, and equipment. 281—IAC 12.3(11)			
8. PE1 Personnel files show no evidence of physical exams before or within six weeks of the beginning of service. 281-IAC 12.4(14)			
9. PE8 The school district does not implement its evaluation procedures for all administrators. 281—IAC 12.3(3) and Iowa Code 279. 23A	Current evaluation of administrators was not in their file.		
10. IPDP.1 No evidence	The following staff		

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
<p><b>exists that individual professional development plans are in place for each career (non-beginning) teacher. 281—IAC 12.7(1)</b></p>	<p>members do not have IPDP available for site visit team. Blaine Maher, David Nelson, Stacy Maxine, and Denise Jardon.</p>		

**Areas of Non-Compliance: Outside of Chapter 12**

Outside of Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
<p><b>11. EQD1 The district does not have a policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, religion, creed, marital status, sexual orientation, and gender identity (EQD1). Title IX 34CFR 106.9 Section 5</b></p>	<p>Policy 302.1 and 303.2 lacks creed, sexual orientation, and gender identity.</p>		
<p><b>12. EQD2 The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</b></p>	<p>The policy does not address all the protected classes.</p>		
<p><b>13. EQD3 The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School</b></p>	<p>The policy does not address all the protected classes.</p>		

Outside of Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
newsletters Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.			
14. EQD4 The district does not have a plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281—IAC Chapter 95	Although the district does have an EEO/AA plan, components of the plan are missing. In addition, policies contained in the plan are outdated and missing protected classes.		

**Farragut Community School District  
Educational Equity Review  
Summary of Team Findings**

**November 8-11, 2011**



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
JASON E. GLASS, DIRECTOR

February 20, 2012

Superintendent Jay Lutt  
Farragut Community School District  
907 Hartford Avenue  
PO Box 36  
Farragut, IA 51639

Dear Superintendent Lutt:

The Department of Education would like to express appreciation for the courtesies extended to Isaiah McGee, Colleen Hunt, Christine Allen, and Brandie Gean during the educational equity review conducted in conjunction with the comprehensive school improvement site visit at your school district on November 8-10, 2011. The purpose of the on-site review was to ascertain the compliance status of your district in accordance with federal and state civil rights laws including the Vocational Education Program Guidelines for Eliminating Discrimination.

The primary purpose of this letter is to set forth the findings of the visit. These findings are organized into three components: areas of strength and observations, concerns and recommendations, and areas of noncompliance. Legal citations are included where compliance is an issue.

The second purpose of this letter is to formally request a **voluntary compliance plan** be submitted to Del Hoover within 60 calendar days of the date of this letter, on or before April 20, 2012. The compliance plan must directly address each area of noncompliance identified in the letter and must contain the components listed in **Attachment A**, an enclosure with this letter and be **signed and dated by the Superintendent**. In the event you disagree with the findings of noncompliance, the procedure for an appeal is also enclosed (**See Attachment B**).

If you desire clarification of the contents of this letter, please contact Del Hoover, Deputy Administrator, Division of Learning and Results (515/281-8402); Margaret Jensen Connet, Consultant for Equity in School Improvement, Division of Learning and Results (515/281-3769); or Isaiah McGee, School Improvement Consultant for Equity, Division of Learning and Results (515/725-2866). Continued technical assistance for any issue or concern that may arise within your district is available through the Department of Education. Thank you for your cooperation in this matter and your continued interest in ensuring that our educational programs effectively serve all our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Del Hoover".

Del Hoover, Deputy Division Administrator  
Division of Learning and Results

cc: School Board President  
Equity Review Team Members  
Equity Review File

Enclosures: A - Components of Voluntary Compliance Plan  
B - Appeal Process  
C - Legal Citations

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Educational Equity Review  
**Farragut Community School District**  
Summary of Team Findings



November 8 - 10, 2011

**Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319-0146**

## **Equity Policy, Process, and Procedures**

This section includes issues related to the board policies, the functioning of the equity coordinator, the grievance procedure, and the dissemination of information regarding these issues to parents, to staff, to students, and to the community.

### **Strengths and/or Observations**

1. The Farragut Community School District (FCSD) has an enrollment of 199 students, forty-seven percent (47%) of whom are males and fifty-three percent (53%) of whom are females. Forty percent (40%) of the FCSD's students qualify for free and reduced price lunches. Approximately eleven percent (11%) of the students have individual education plans (IEP) and receive special education services. There are no English language learners (ELL) enrolled who are receiving English language assistance. Seven percent (7%) of the FCSD's students are minority. This includes fewer than ten (10) students in each of the following groups: Hispanic, American Indian, Asian, Pacific Islander, African American, and multi-racial students.
2. The school board has adopted and updated a policy related to non-discrimination in programs and employment. The policy provides support and direction for the administration and staff to implement a proactive equity program.
3. The school board has adopted and updated policies related to harassment, bullying, and hazing of students and staff. This policy provides direction for the staff to provide a safe and secure learning environment for all students. The policy covers all the necessary protected classes including sexual orientation and gender identity.
4. The elementary principal has been appointed to serve as the FCSD's equity coordinator for the responsibilities of coordinating the FCSD's efforts to comply with Title IX of the Education Amendments of 1972 (Gender Equity), Title VI of the Civil Rights Act of 1964 (Race and National Origin Equity), Section 504 of the Vocational Amendments of 1973, and the Americans with Disability Act (ADA), the middle school principal is the equity coordinator for Equal Employment Opportunity / Affirmative Action (EEO/AA) requirements. Interviews indicated that staff members are aware of the identity of the coordinator. (See related statement 6.)
5. The staff of the FCSD expressed a welcoming and open attitude toward the equity review, seeing it as an opportunity to learn and to improve. During the course of our visit, staff, students, and community members reflected this spirit of support and openness.

### **Concerns and Recommendations**

6. Interviews and a review of documents indicate that although the equity coordinator is appointed and functioning, her role and function are unclear to students and to parents. The responsibilities of the coordinator should be more clearly delineated in the elementary principal's job description. Although a description of the duties of the equity coordinator exists, it is not incorporated into the job description of the elementary principal. Her job

description does not include any reference to the equity coordinator responsibilities. In addition, no evidence of an evaluation process for the equity coordinator was found. The elementary principal needs to clarify her role and responsibilities specifically as equity coordinator in meetings with students, parents, and staff. The coordinator could be more proactive in a number of areas including:

- a. Conducting on-going communications with parents, students, and staff specific to their rights and responsibilities related to non-discrimination and harassment policies.
- b. Monitoring student course enrollment and achievement trends by racial / ethnic background, gender, and disability as well as facilitating periodic conversations with administrators and staff regarding those trends.
- c. Making an annual equity report with recommendations to the school board.
- d. Presenting equity report to faculty, to staff, and to community.
- e. Facilitating periodic conversations with students and staff on ways the district might respect, reflect, and celebrate diversity.
- f. Planning periodic professional development for staff on diversity- and equity-related issues.

### **Areas of Non-Compliance**

7. No evidence exists to indicate that the school or the school district provide equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed. For example, policy #102 for educational programs is missing sexual orientation, creed, and socioeconomic status. The district shall revise all non-discrimination policies to include all protected classes. *Code of Iowa Section 216.9 Unfair or discriminatory practices – education; Iowa Administrative Code 12.5(8) Multicultural and gender fair approaches to the educational program. Title IX of the Education Amendments of 1972 - 34 CFR 106.9 Dissemination of policy.*
8. No evidence exists that the district has policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, religion, creed, marital status, sexual orientation, and gender identity. Policy #401.1 for employment is missing sexual orientation. The district shall revise all non-discrimination policies to include all protected classes. *Code of Iowa Section 216.9 Unfair or discriminatory practices – education; Iowa Administrative Code 12.5(8) Multicultural and gender fair approaches to the educational program. Title IX of the Education Amendments of 1972 - 34 CFR 106.9 Dissemination of Policy.*
9. No evidence was found that the school board has adopted a grievance procedure for processing complaints of discrimination of and by employees, students, parents, and volunteers which covers all of the protected classes and includes a provision for an impartial third-party hearing. No evidence of a grievance procedure was found in staff handbooks, student / parent handbooks, or the FCSD website. There is no record of formal grievances related to the non-discrimination policy filed or investigated in the past year. Parents, students, and staff should be clearly notified that a district-level civil rights grievance process is available, if the efforts to resolve complaints are not successful at the

building level. An effective grievance procedure provides an opportunity to ensure that conflicts are settled fairly and quickly. This is true only if staff, students, and parents are aware of the process, and it is used. The district must make grievance forms readily available at the central office, at each school site, and on the district's website. The school board must adopt a grievance procedure for processing complaints of discrimination of and by employees, students, parents, and volunteers. The process should align with the district's non-discrimination and harassment policies and include all protected classes. The procedure should include the option of a hearing by an independent third party in the case of disability grievances related to student identification, student placement, or the provision of an accommodation to support student learning. *Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.7 Designation of responsible employee and adoption of grievance procedure; Title IX of the Education Amendments of 1972 -- 34 CFR Part 106.8 Designation of responsible employee and adoption of grievance procedure.*

10. The FCSD's website as well as some district handbooks and major annual publications contained insufficient and inconsistent information on the FCSD's non-discrimination policy, the identity of the equity coordinator, and information about the grievance procedure for processing complaints of discrimination. The non-discrimination statement found in the August *Community Newsletter* was missing the protected classes of creed and socioeconomic status, contained inconsistent information on the identification and contact information of the equity coordinator, and did not contain the civil rights grievance procedure. The link to board policies on the website contained an outdated version of board policy #102 which was missing several protected classes. Notification of the non-discrimination policy, the identity of the equity coordinator, and information about the grievance procedure for processing complaints of discrimination must be distributed annually in a newsletter or newspaper that goes to all patrons. The documents reviewed included student and parent handbooks, staff handbooks, coach's handbooks, high school registration / course description manual, newsletters, and the district website. It is important that the information being conveyed to staff, students, parents, and the community members be accurate, current, and consistent. One of the roles of the equity coordinator should be to annually monitor the website, district handbooks, and major annual documents to insure that the non-discrimination and harassment notices are current and accurate. *34 CFR Part 104.8 Notice; 34 CFR Part 106.9 Dissemination of Policy, Section IV.O. Public Notification.*

## **Equity, School Improvement, and the Educational Program**

This section includes equity issues related to the school improvement process, curriculum, instruction, assessment, student achievement, achievement gaps, media services, and the counseling program. Equity issues related to the Comprehensive School Improvement Plan (CSIP), the Annual Progress Report (APR) and the School Improvement Advisory Committee (SIAC) might also be included here.

### **Strengths and/or Observations**

11. The Board maintains its policy committing the FCSD to implementing multicultural, gender-fair (MCGF) approaches to the entire educational program. The policy commits the staff to include the contributions of both men and women, persons from diverse racial / ethnic

groups, and persons with disabilities across all areas of the curriculum. The policy provides a supportive climate for staff to implement an educational program which reflects, respects, and celebrates diversity. The professional development activities of the district include activities that prepare staff to work effectively with diverse learners and to implement MCGF approaches. The district staff participates in ongoing MCGF professional development and many staff interviewed has positive comments about this opportunity.

### **Concerns and Recommendations**

12. It was not immediately apparent if the media center program and staff play a major support role for instruction that is MCGF by providing staff and students with resources by and about diverse racial / ethnic groups, both men and women, and persons with disabilities. Further resources are needed to provide curriculum and materials for teaching students about diversity, respect for diversity, and inter-group relations. Bulletin boards and displays in the media center did not reflect diversity or represent MCGF approaches. To design a variety of MCGF displays and materials, consider consulting with Julia Hood, Supervisor of Media Support Services at Green Hills AEA (GHAEA); [jhood@ghaea.org](mailto:jhood@ghaea.org); or 712-366-0503, or check the website at; <http://media.ghaea.org/>.

### **Areas of Non-Compliance**

13. No evidence was found that the school board has adopted a selection policy for the purchase and reconsideration of media center materials that reinforce and support MCGF approaches to the entire curriculum. *Iowa Administrative Code 12.5(8) Multicultural and gender fair approaches to the educational program.*
14. The district does not have a licensed school counselor, and, therefore does not have a school counseling program. School counselors, along with the equity coordinator, must be involved in the annual review of program/course enrollments and involvement in extracurricular activities to monitor the degree of integration and inclusion on the basis of race, gender, disability, national origin (Limited English Proficiency) and socio-economic status. Where segregation occurs in classes and or activities on the basis of race, national origin, gender or disability, a review of counseling practices related to those classes and activities must be implemented. This review is required by law and the purpose is to discover whether or not gender, race, or disability segregation is occurring, and to review counseling materials and practices to ensure they are not contributing to this segregation. It is necessary for counselors to be reviewing program enrollments, course enrollments, and involvement in extracurricular activities on a periodic basis. *281—IAC 12.3(11); 34 CFR Part 106.36 Counseling and use of appraisal and counseling materials.*

### **Physical Education, Extracurricular Activities, and Athletics**

This section includes equity issues related to the physical education program, the athletic program, and other extracurricular activities. It also includes the equity of locker rooms, facilities, equipment, and coaching opportunities.

## **Strengths and/or Observations**

15. Participation in all physical education activities appears to be open to both males and females and appears to be conducted on a co-educational basis. Evidence provided in document review and interviews indicated that students with disabilities are integrated with the general education student population during physical education classes. The emphasis of the physical education program is on lifetime recreational activities and health and conditioning skills.
16. There are equitable opportunities for both males and females to participate in interscholastic athletics. There are seven (7) sports for males and six (6) sports for females at the high school. Practice facilities, locker rooms, uniforms, equipment, and travel support are equitable for both boys' and girls' teams. The whole grade sharing agreement with the Hamburg Community School District appears to have helped provide equitable opportunities for students. In addition, FCSD is to be commended for the level of female participation -- sixty percent (60%) in interscholastic athletics.

## **Concerns and Recommendations**

17. Weight training class enrollment is disproportionately represented by male students. Considering the high level of female students participating in interscholastic athletics, the district might consider seeking input from female students as to why they are not enrolling in the class. Make efforts to invite and to encourage greater female participation.

## **Areas of Non-Compliance**

No areas of non-compliance were noted during the visit.

## **Access, Integration, and Inclusion**

This section includes equity issues related to enrollment trends in buildings, programs, courses, and activities on the basis of gender, racial / ethnic background, and disability. Also included is the review of accessibility of facilities and the instructional program for students, staff, parents, and community members with disabilities.

## **Strengths and/or Observations**

18. FCSD's documentation indicated that during the annual data review, the agriculture instructor noted a higher course enrollment of males than females in the agriculture classes. As a result, females enrolled in the agriculture class made a video featuring the benefits of females enrolling in the agriculture classes in order to promote a more gender-balanced class. The students visited area schools that feed into the agriculture program in the FCSD to help recruit female participants. This annual review of course enrollment data illustrates how disproportionality by gender is uncovered and can be proactively addressed.

19. The FCSD has an attendance center for PK-4 and 9-12, a Family and Consumer Science (FCS) / Art building, and a Vocational Agriculture (VoAg) building that were reviewed for accessibility. The PK-4 building is attached to the high school but was reviewed separately for accessibility. The FCS/Art and VoAg buildings are located adjacent or close to the attendance center. Grades 5-8 attend classes in the Hamburg Community School District through a whole-grade sharing arrangement.

Accessibility was reviewed in the following areas: parking, passenger loading zones, exterior route of travel, ramps, stairs, lifts, entrances, lobbies and corridors, elevators, rooms and spaces, restrooms, shower rooms, assembly areas, cafeterias, and libraries.

**Nishnabotna High School, 907 Hartford Ave., Farragut, IA 51639 (Grades: 9-12)**

**Building Information:**

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1964 – one level	Programs within facility must be readily accessible
Street parking		ADA standards

**Farragut Elementary School, 907 Hartford Ave., Farragut, IA 51639 (Grades: PK-4)**

**Building Information:** The PK-4 Farragut Elementary School has three levels that are inaccessible that creates a program accessibility issue for various grade levels and restrooms. Kindergarten and preschool are on the first level. On the second level are the principal's office, Grades 1 and 2, and the talented and gifted program. Grades 3 and 4, and special education classrooms are on the third level.

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1928 – three levels (no elevator)	Programs within facility must be readily accessible
Street parking shared with high school		ADA standards

**FCS/Art Building, 907 Hartford Ave., Farragut, IA 51639 (Grades: PK-4 and 9-12)**

**Building Information:** Building is located adjacent to the PK-4 and 9-12 building. The buildings are connected by a sidewalk that is an exterior accessible route for all students taking classes in the FCS/Art Building. The FCS/Art building has two classrooms.

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1976 – one level	Programs within facility must be readily accessible
Street parking		ADA standards

**VoAg Building, 907 Hartford Ave., Farragut, IA 51639** (Grades: 9-12)

**Building Information:** The VoAg building is located across the street from the PK-4 and 9-12 building.

<b>Building / Additions</b>	<b>Year built and number of levels</b>	<b>Applicable standards</b>
Original construction	1912 – one level	Programs within facility must be readily accessible
Street parking		ADA standards

**Concerns and Recommendations**

20. Though the FCSD took steps to increase female participation in the agriculture program, minimal evidence existed that all teachers, especially CTE teachers, have been asked to take action or to document the actions that they are implementing to target information about their program to groups of students underrepresented in their programs and to recruit them into the programs or courses. Courses in the following areas reflect underrepresented gender balance: Agricultural Education, Industrial Technology, Business Education, Family and Consumer Sciences, Physical Education, Mathematics, Foreign Language, and Vocal Music. In the case of the agriculture program, the document review did not report the outcome of the effort to recruit more female participation. For example, the data reflected female participation rates at four percent (4%) in 2009-2010, forty-one (41%) in 2010-2011, and fourteen (14%) in 2011-2012. The visiting team encourages the district to review the data to conclude if the video and presentations led to the increase in female participation in 2010-2011. If the video presentations were discontinued, the question could be asked whether or not that resulted in the decrease of female course enrollment in 2011-2012. To explore strategies for encouraging underrepresented students to enroll in courses, consider consulting with Kerry Aistrope, Regional Administrator at GHAEA; [kaistrope@ghaea.org](mailto:kaistrope@ghaea.org); or 712-623-2559. Another resource is Lori SchraderBachar, Coordinator of Publications and Special Projects at the Iowa Commission on the Status of Women, (515)281-4470 or [women@iowa.gov](mailto:women@iowa.gov).

**Areas of Non-Compliance**

21. There are a number of compliance issues related to the accessibility of facilities to students, parents, employees, and community members with disabilities. They include the following:

**Nishnabotna High School, 907 Hartford Ave., Farragut, IA 51639**  
(Grades: 9-12)

**Compliance Issues:**

<b>Area of non-compliance</b>	<b>Compliance issue</b>	<b>Standard</b>
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Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the high school that are inaccessible are made available to students, staff, parents, and community members with disabilities.	Programs within facility must be readily accessible
Parking	For accessible parking spaces in front of the high school, need one vertical sign showing the international symbol of accessibility and one "Van Accessible" sign at the van space.	ADA Standards 4.6.4; 4.30.7.
Passenger loading zones	For the south concourse entrance, the school district is planning a passenger loading zone. The passenger loading zone must have an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space.  A sign displaying the international symbol of accessibility must be at the accessible passenger loading zone.	ADA Standards 4.1.2(5)(c); 4.6.6  ADA Standard 4.1.2(7)(b)
Toilet Rooms	The tactile signage identifying the restrooms near the cafeteria need to have signage placed on the wall at the latch side of the door, centered 60 inches above the floor.  The hot water pipes and drain pipes in the restrooms near the cafeteria must be insulated or configured to avoid contact with the legs of a person using a wheelchair.	ADA Standards 4.1.3(16)(a); 4.30.  ADA Standard 4.19.4
Shower Rooms	Recommend to remove the curb in the shower area.  Shower rooms are located on a lower level from the gymnasium floor that creates a program accessibility issue. A written accessibility plan is required to address the inaccessibility issue for the four locker rooms located on the lower level of the 1964 portion of the high school.	Recommendation  Programs within facility must be readily accessible
Assembly Areas	The high school gymnasium (1964) has four stairs leading down to the gym floor that creates a program accessibility issue	Programs within facility must be readily accessible

	for the physical education program and athletics. A written accessibility plan is required to address the inaccessibility issue for the gymnasium located on the lower level of the 1964 portion of the high school.	
Cafeterias	The school district must maintain at least 36 inches clear width for the food service lines.	ADA Standard 5.5

**Farragut Elementary School, 907 Hartford Ave., Farragut, IA 51639**  
(Grades: PK-4)

**Compliance Issues:**

<b>Area of non-compliance</b>	<b>Compliance issue</b>	<b>Standard</b>
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the Farragut Elementary that are inaccessible are made available to students, staff, parents, and community members with disabilities.	Programs within facility must be readily accessible
Toilet Rooms	A written plan is required for addressing the inaccessibility of restrooms. There must be at least one unisex restroom that is accessible in a readily accessible building.	Programs within facility must be readily accessible.

**FCS/Art Building, 907 Hartford Ave., Farragut, IA 51639**  
(Grades: PK-4 and 9-12)

**Compliance Issues:**

<b>Area of non-compliance</b>	<b>Compliance issue</b>	<b>Standard</b>
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portion of the administration that are inaccessible are made available to students, staff, parents, and community	Programs within facility must be readily accessible

	members with disabilities.	
Toilet Rooms	<p>One unisex restroom is located in the FCS/Art building – recent alteration.</p> <p>The mirror must be mounted with the bottom edge of the reflecting surface no higher than 40 inches.</p> <p>There must tactile signage identifying the rest rooms, placed on the wall at the latch side of the door, centered 60 inches above the floor.</p> <p>Faucet must be operated with one hand and without tight grasping, pinching, or twisting of the wrist.</p> <p>Hot water pipes and drain pipes must be insulated, or configured to avoid contact with the legs of a person using a wheelchair.</p>	<p>ADA Standard 4.19.6</p> <p>ADA Standard 4.1.3(16)(a); 4.30</p> <p>ADA Standard 4.19.5</p> <p>ADA Standard 4.19.4</p>

**VoAg Building, 907 Hartford Ave., Farragut, IA 51639 (Grades: 9-12)**

**Compliance Issues:**

<b>Area of non-compliance</b>	<b>Compliance issue</b>	<b>Standard</b>
Entrances	The threshold level must be less than ¼ inch high or beveled with a slope no greater than 1:2 up to ½ inch high.	ADA Standard 4.13.8
Entrances	Recommend a 36 inch wide door for the main entrance	Recommendation
Toilet Rooms	A written plan is required for addressing the inaccessibility of restrooms. There must be at least one unisex restroom that is accessible.	Programs within facility must be readily accessible.

**Summary**

The FCSD must complete a written transition plan to address program accessibility issues for the high school gymnasium and locker rooms and inaccessibility of the elementary school. For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. This written plan is required that describes how inaccessible programs and services in pre-1977 portions of facilities will be made available to students, staff, parents, and community members with disabilities. Accessible passenger loading zone must be reviewed at the high school. The restroom in the FCS/Art building must be updated to comply

with ADA standards. Entrance and restroom area in the VoAg building must be updated for accessibility. It is recommended to provide accessibility information on the district's website, handbooks, and in the administration offices.

The written transition plan must be developed to address the accessibility concerns and compliance issues. For the accessibility transition plan, the district must:

- Describe in detail the methods that will be used to make the facilities and/or programs accessible; and
- Specify the schedule for taking steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify the steps that will be taken during each year of the transition period; and indicate the person responsible for implementation of the plan.

## **Support Services for Special Populations**

This section includes a review of the support services, accommodations, and educational programming provided for English language learners, students with disabilities (Special Education / Section 504), at-risk students, homeless students, and gifted / talented (G/T) students.

### **Strengths and/or Observations**

22. The board has adopted a policy which commits the FCSD to provide educational and other support services to homeless students when they are identified. The district is currently providing support services to homeless students.
23. The FCSD collaborates with the Food Bank of the Heartland to identify and to serve families in need of food assistance, to carefully document the number of students served, and to monitor the outcome of the initiative.
24. Parent interviews indicated examples of the FCSD being timely and flexible in making accommodations and modifications for students with temporary or permanent disability needs and addressing their needs socially and academically.

### **Concerns and Recommendations**

25. Though the FCSD collects a variety of academic and non-academic data about student performance, it is unclear to the visiting team how data are used to evaluate the effectiveness of the district's various programs (e.g., technology, Virtual Academy, Special Education, Talented and Gifted (TAG), At-Risk, and ELL). In order to provide stakeholders with a clear understanding of district priorities, it may be helpful to clarify program goals and to communicate progress towards these goals. Consider developing a systemic process for continuous review of student needs to ensure that programs and services are timely and appropriate to meet student needs. Data collection and analysis at the individual and program levels would augment the understanding of programs. Continued efforts to formalize the program evaluation process would provide the FCSD with data to evaluate its effectiveness. Some questions to ask could include the following:

- What criteria are used to identify and to exit from programs?
- Are program goals clearly understood and available?
- What are the indicators that can be used to determine if the services provided are meeting program and individual goals?
- How does the program or intervention impact student achievement over time?
- What groups / individuals are able to articulate the effectiveness of programs or changes using student achievement data?

For assistance in evaluating the programs and initiatives used throughout the FCSD, contact Cindy Menendez, School Improvement Consultant at GHAEA; [cmenendez@ghaea.org](mailto:cmenendez@ghaea.org), or 712-527-5261.

26. The visiting team could not find evidence of co-teaching and planned collaboration between special education and general education teachers. FCSD should consider taking the following steps to promote co-teaching and consultation:

- Develop a common definition of co-teaching, consultation, collaboration, and coaching. Upon reaching a common understanding of the models of co-teaching, select the model most appropriate for each student's needs and provide professional development and follow-up for teachers. This could be coordinated through AEA resources.
- Establish policy and procedures to support collaborative teacher planning (perhaps 30-90 minutes a month per team). Approaches could include scheduling two (2) half-days in the summer for paid teacher planning and include this in the special education plan. Planning could be scheduled before or after school with pay or professional development credit. Another option would be for a building to use a substitute teacher to free general and special education teachers for planning during the school day. The FCSD might consider utilizing current district resources, such as para-educators and tutors with substitute teacher authorization or teacher certification.
- Define roles and responsibilities for all para-educators and provide clarity as to appropriate and inappropriate activities for para-educators within particular models of co-teaching. Review the "Guide to Effective Para-educator Practices II" from the Iowa Department of Education (DE). This manual was provided to all districts and is available for download on the DE website, <http://www.iowa.gov/educate/content/view/773/822>.

For assistance, contact Mark Draper, Regional Administrator at GHAEA; [mdraper@ghaea.org](mailto:mdraper@ghaea.org), or 712-366-0503.

27. Several interview groups used language which depicted students from low socio-economic groups as less capable of succeeding academically, more likely to score low on achievement tests, and more likely to need CTE courses than students of higher socioeconomic status. The FCSD is encouraged to review current research addressing the value of having high expectations for all students regardless of socioeconomic background. A commitment from staff to be cognizant of the power of their speech and attitudes will set a tone and expectation for students.

The visiting team also recommends that the FCSD engage in discussions of attitudes toward students of varying socioeconomic status, perhaps by determining the current perceptions held throughout the district. Home visits by teachers and other staff might go a long way to create a more powerful home - school alliance. The FCSD is encouraged to contact the Midwest Equity Assistance Center for free resources including in-service training, videos, brochures, and lesson plans for staff to enhance knowledge of cultural proficiency and diversity in schools. A review of the resources available can be found at this link: <http://meac.educ.ksu.edu/>.

28. The FCSD offers high school students opportunities for online education for credit recovery and required courses through the alternative program called "Virtual Academy (e2020) Alternative School" which uses online courses purchased through e2020. Although the FCSD is commended for ensuring that students are gaining credits, care must be taken to ensure that students are receiving the same quality of education as those in the regular academic classes and attention should be paid to ensure that the curriculum matches that of the regular classes. Interviews and document review indicated that the program is monitored by a non-licensed support staff. The FCSD needs to ensure that the Internet or correspondence courses do not take the place of courses offered by the school for groups of students. Licensed staff must be present and providing direct instruction. For assistance, contact Susan Walkup, Iowa Department of Education, at [susan.walkup@iowa.gov](mailto:susan.walkup@iowa.gov).

### **Areas of Non-Compliance**

29. The visiting team was unclear regarding the components of the FCSD TAG program at the high school level. Although some options and opportunities for high-performing students are available, these options are also available to all students. Included in the options are opportunities for students to engage in courses for college credit. The FCSD is encouraged to consider strategies to differentiate programming specifically for identified TAG students and to support that with funding and appropriately licensed staff. As the high school develops its TAG program, it is encouraged to connect with the district's K-8 TAG plan to ensure that the scope and sequence of the program is systemically aligned, including evaluation procedures. For assistance, contact Rosanne Malek, Iowa Department of Education, at [Rosanne.malek@iowa.gov](mailto:Rosanne.malek@iowa.gov) or Carma McLaren, GHAEA, Talented and Gifted Consultant, at [cmclarenk@ghaea.org](mailto:cmclarenk@ghaea.org). *281—IAC 12.5(12) Provisions for gifted and talented students.*

## **Climate and Discipline**

This section includes equity issues related to discipline, harassment, MCGF approaches to the educational program, and the maintenance of welcoming, secure, and inclusive learning environments.

### **Strengths and/or Observations**

30. Multiple interviewees indicated appreciation for and enjoyment of professional development provided last year which defined and expounded on the purpose and function of MCGF approaches in education. As a follow-up to the professional development, teachers created needs assessments in the area of MCGF to improve instruction.
31. Recurring themes throughout the interviews indicated that whole grade sharing has provided additional development of student talents in multiple extracurricular activities, new opportunities for friendships, and an increase in expression of varying opinions in classroom discussions.

### **Concerns and Recommendations**

32. Teachers and administrators reported that the school-wide bullying initiative is an important part of the elementary and secondary schools; however, there seems to be a disconnect between teachers' and administrators' descriptions of those initiatives. There does not appear to be a cohesive, implemented K-12 program. Interviews with students and parents indicate confusion and lack of clarity regarding individual, school, and district protocol on dealing with incidents of bullying or harassment, particularly for online bullying. Students are unaware of what situations warrant a grievance. Consider having conversations between grade levels and buildings to develop a systemic district plan for anti-bullying and anti-harassment initiatives. Provide training for students and staff regarding what behaviors constitute a grievance, how to obtain grievance forms and how to file a grievance. For assistance, contact Penny Bisignano, Iowa Department of Education, at [penny.bisignano@iowa.gov](mailto:penny.bisignano@iowa.gov).
33. The FCSD was one of the schools initially participating in the Iowa Safe and Supportive Schools grant. Though the district was not selected as one of the final grant schools, support from AEA consultants is available to help utilize the data collected from the Safe and Supportive School Index to develop a plan to promote student safety, engagement, and school climate at the high school. It is recommended that FCSD participate in the grant process as one of the non-selected schools in order to receive professional development. For assistance, contact Deb Zebill, Iowa Safe and Supportive Schools, Life Skills Coordinator at GHAEA; [dzebill@ghaea.org](mailto:dzebill@ghaea.org) or 712-366-0503.
34. No evidence was available to determine if parents, students, staff, and community representatives are involved in the development and revision of expectations for student behavior (discipline policies). There is no evidence of a system in place to recognize students who meet and exceed the FCSD's expectations for behavior. There is no evidence of positive learning supports in place that teach students expected behaviors and

proactively prevents behaviors that lead to suspensions / expulsions. The FCSD is encouraged to develop and to implement a continuum of positive behavior supports for all students. For assistance, contact Penny Bisignano, Iowa Department of Education, at [penny.bisignano@iowa.gov](mailto:penny.bisignano@iowa.gov).

### **Areas of Non-Compliance**

35. No evidence was provided to indicate that the FCSD collects and analyzes data on suspension and expulsion on the basis of disability. The demographics of the students suspended in the district do not reflect those of the total population in terms of gender, disability, or SES. It does not appear that the leadership has initiated a review of disciplinary policies and practices to ensure that they are not contributing to the disparity. No policy related to student discipline was found to ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services. *Iowa Administrative Code 281-12.3(6) Student responsibility and discipline*
36. Though the bullying and harassment policy includes school employees, volunteers, students, and parents, the notification in the handbooks did not include volunteers. The FCSD shall take all appropriate steps to bring the policy to the attention of school employees, volunteers, students, and parents or guardians, which includes the notification in the handbooks. There also is no evidence that the FCSD develops and maintains a system to collect bullying and harassment incidence data. The district does not report data on incidences of bullying and harassment to the SIAC and the local community. Therefore, the SIAC cannot make recommendations to the board related to the report. The equity coordinator could collect and monitor documentation of building-level investigations to ensure that harassment conflicts are being settled in a just and timely manner. A periodic review of harassment-related complaints at the building level is also one way to monitor the need for climate-related interventions. *Code of Iowa 280.28(3) Harassment and Bullying Prohibited.*

### **Employment, Personnel, and Advisory Committees**

This section includes equity issues related to equal employment opportunity, affirmative action in employment, personnel practices, and the assignment of individuals to advisory councils / committees.

#### **Strengths and/or Observations**

37. There is broad community participation from the SIAC. The SIAC is welcoming to any parent who is interested in participating on the SIAC and providing feedback on the district policies and procedures. It is reflective of the community population related to gender, race, and SES.
38. The FCSD created an advisory committee comprised of stakeholders from Hamburg and Farragut to support the decision for whole grade sharing and to honor traditions of both districts and communities while creating new traditions and common ground for the new

sharing agreement. Many interviewees reported this as an opportunity for growth and improvement in their districts.

### **Concerns and Recommendations**

39. Given the on-going conversation in the FCSD regarding the benefits of whole grade sharing and other partnering avenues, the district may want to consider establishing an equity committee comprised of a diverse cross-section of impacted key stakeholders to assist the equity coordinator with further delineation of the equity coordinator responsibilities.
40. The Industrial Technology Regional Advisory Committee does not have representation for the automotive technology program as it is a general industrial technology committee. Because there are few automotive technology programs in the region, perhaps the community college's Automotive Technology Advisory Committee could assist with the responsibilities.
41. No evidence was found regarding efforts to include males and females, persons from diverse racial / ethnic groups, and persons with disabilities on interview teams when possible. The site visit team recommends that the FCSD consider gender balance when developing interview teams. Interview teams should reflect a balance of the demographics of the district, including gender. In addition to the elementary principal, the FCSD may want to consider including an additional female staff member to join interviews when appropriate.

### **Areas of Non-Compliance**

42. Employment applications do not include the identification of the equity coordinator or notice of the grievance procedure. An EEO / AA statement should be included on all materials provided to walk-in candidates and other applicants for employment. *Section 504 34 CFR Part 104.8 Notice; Title IX 34 CFR part 106.9 Dissemination of Policy.*
43. All interviewees, including minority persons, communicated interest in being involved in planning for the future of the school; however, there is limited representation in a formal advisory capacity. No evidence was found of a policy adopted by the school board governing the use of advisory committees in the district; therefore, there is no reinforcement of gender balance and inclusion of persons from diverse racial / ethnic groups and persons with disabilities on committees. The Career and Technical Education Advisory Committees and the SIAC committee lacked gender balance. One of the components of effective leadership includes strategies to engage stakeholders in the decision-making process. The FCSD must continually seek opportunities to include a cross-section of representation of community demographics in staff, student, and community leadership organizations (e.g., student council, SIAC, and Career and Technical Education Advisory Council). One strategy to accomplish this goal is to establish a policy to set expectations for all district-wide committees to reflect gender balance, diverse racial / ethnic groups in the district, and persons with disabilities to the extent possible. Best practice is to publicly post minutes / agendas from each committee in publications such as the newsletter and website. One of the responsibilities of the

equity coordinator is to monitor committee makeup in the district to ensure that the policy is translated into action. The FCSD should take note that Iowa Code 69.16A places a strict gender balance requirement effective January 1, 2012 for "all appointive boards, commissions, committees, and councils." *Code of Iowa 258.9 Local advisory council.*

44. Approximately seven percent (7%) of the students in the FCSD are minority. There are no employees of minority status. The FCSD has not adopted an Equal Employment / Affirmative Action (EEO/AA) plan that meets the requirements of Chapter 95 of the Iowa Administrative Code. The plan included the FCSD's non-discrimination and harassment policies, but did not include the following: (1) a signed administrative statement and directive to staff, (2) a workforce analysis of the demographics of the FCSD's current workforce by job category, race, gender, and disability; (3) a qualitative analysis of periodic self-evaluation of policies and practices and (4) goals for periodic self-evaluation of policies and practices. The FCSD must also give evidence of obtaining input from men and women, diverse racial / ethnic groups, and persons with disabilities into the development and implementation of the plan. *Iowa Administrative Code 95.3(256) Equal employment opportunity standards; 95.4(256) Duties of boards of directors; 95.4(1) Policy statements; 95.4(2) Written plans; 95.4(3) Assignment of responsibility; 95.4(4) Input; 95.4(5) Staff development; 95.5(256) Plan components; 95.5(1) Identification of coordinator; 95.5(2) Administrative statement; 95.5(3) Work force analysis; 95.5(4) Quantitative analysis; 95.5(5) Qualitative analysis; 95.5(6) Goals; 95.5(7) Absence of minority base; 95.5(8) Consolidation; 95.5(9) 95.5(9) Qualitative goals; 95.6(256) Dissemination; 95.6(2) Policy statement distribution.*

ATTACHMENT A  
 STATE OF IOWA DEPARTMENT OF EDUCATION  
 Division of Learning and Results  
 Grimes State Office Building  
 Des Moines, Iowa 50319

**METHODS OF ADMINISTRATION FOR REVIEWING CIVIL RIGHTS IMPLEMENTATION  
 IN LOCAL EDUCATIONAL AGENCIES**

**Components of a Compliance Plan**

**WHAT?** Clear statement of each **non-compliance issue** identified in the Letter of Findings  
**HOW?** **Specific remedies** to be implemented to bring the \_\_\_\_\_ district into compliance  
**WHO?** The **Staff member(s)**, who will be responsible for implementation.  
**WHEN?** The **timeline** for completing the implementation of the activity

The \_\_\_\_\_ district shall submit a voluntary compliance plan for each non-compliance item listed below to the Equity Team Leader within 60 calendar days of the receipt of this report. Evidence of corrective remedies for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline. The district may choose to use the following matrix as a format for the development of an action plan or develop its own. Mutual agreement by the local and state education agencies must precede implementation. A follow-up visit to assess full implementation of the plan will occur within the next academic school year. **Documentation** to provide evidence of implementation is required. Timelines for implementation of a remedy should be prompt, but reasonable in light of its difficulty. If a remedy cannot be implemented for more than a year, the VCP should describe an interim plan for accommodating students while the remedy is pending. **The compliance plan must be dated and signed by the superintendent.**

**SAMPLE- VOLUNTARY COMPLIANCE PLAN**  
 \_\_\_\_\_ School District

Statement of Non-Compliance	Specific remedies to correct	Evidence needed to verify remedy	Staff member(s) responsible	Timeline for completion
Statement of Non-Compliance	Specific remedies to correct	Evidence needed to verify remedy	Staff member(s) responsible	Timeline for completion

**ATTACHMENT B**  
State Of Iowa  
DEPARTMENT OF EDUCATION  
Division of PK-12 Education  
Grimes State Office Building  
Des Moines, Iowa 50319

**METHODS OF ADMINISTRATION FOR REVIEWING CIVIL RIGHTS  
COMPLIANCE IN LOCAL EDUCATIONAL AGENCIES**

**APPEAL PROCESS**

In the event that the local education agency contests one or more the findings of the equity on-site review, the following procedures and timelines have been established by the Department of Education for attaining resolution:

1. Local education agency may challenge one or more of the findings by submitting a written statement to the state director within twenty (20) calendar days of receipt of the letter of findings.
2. The state director will appoint a panel to be chaired by the Deputy Administrator of the Division of PK-12 Education and include a school improvement consultant from the Division of PK-12 Education and a consultant from the Bureau of Community Colleges and Career & Technical Education. The Deputy Administrator of the Division of PK-12 Education will transmit a written decision in the contested issue to the local education agency. The statement may be either a change in the report or an affirmation of the original report, in whole or part, within 20 calendar days.
3. The local education agency may indicate a desire to continue the appeal (in writing) to the equity review coordinator within 10 calendar days.
4. A meeting will be scheduled with the Administrator of the Division of PK-12 Education; the Chief of the Bureau of Community Colleges and Career & Technical Education, and the Deputy Administrator of the Division of PK-12 Education within 10 calendar days.
5. The administrator will make a decision and transmit the decision to the local education agency in writing within 20 calendar days.
6. In the event that this process does not result in resolution, the state director will notify:
  - Federal Law: The Office of Civil Rights within the United States Department of Education
  - State Law: The Iowa Attorney General's Office and/or the Iowa Civil Rights Commission
  - Chapter12: Initiation of Phase II Visitation Process

# CITATIONS FROM CIVIL RIGHTS LAWS & GUIDELINES

## Section 504 of the Rehabilitation Act of 1973

### 34CFR Part 104.7 Designation of responsible employee and adoption of grievance procedure

- (a) *Designation of responsible employee.* A recipient that employs fifteen or more persons shall designate at least one person to coordinate its efforts to comply with this part.
- (b) *Adoption of grievance procedures.* A recipient that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part.

### 34CFR Part 104.8 Notice

- (a) A recipient that employs fifteen or more persons shall take appropriate initial and continuing steps to notify participants, beneficiaries, applicants, and employees, including those with impaired vision or hearing, and unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of handicap in violation of Section 504 and this part. The notification shall state where appropriate, that the recipient does not discriminate in admission or access to, or treatment or employment in its programs and activities. The notification shall also include an identification of the responsible employee designated pursuant to 104.7(a).
- (b) If a recipient publishes or uses recruitment materials or publications containing general information that it makes available to participants, beneficiaries, applicants, or employees, it shall include in those materials or publications a statement of the policy described in paragraph (a) of this section. A recipient may meet the requirement of this paragraph either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

## Title IX of the Education Amendments of 1972

### 34CFR Part 106.8 Designation of responsible employee and adoption of grievance procedure

- (a) *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.
- (b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

### 34CFR Part 106.9 Dissemination of policy

- (a) *Notification of Policy.*
  - (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that is required by Title IX and this part not to discriminate in such a manner. Such notification shall contain such information, and be made in such manner, as the Assistant Secretary finds necessary to apprise such persons of the protections against discrimination assured them by Title IX and this part, but shall state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto ...
- (b) *Publications.*
  - (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.
  - (2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.
- (c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

### **106.36 Counseling and use of appraisal and counseling material**

- (a) *Counseling.* A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.
- (b) *Use of appraisal and counseling materials.* A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.
- (c) *Disproportion in classes.* Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

## **Office of Civil Rights Guidelines 1979**

### **Section IV.O. Public Notification**

Prior to the beginning of each school year, recipients must advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap. Announcement of this policy of nondiscrimination may be made, for example, in local newspapers, recipient publications and/or other media that reach the general public, program beneficiaries, minorities (including national origin minorities with limited English language skills), women and handicapped persons. A brief summary of program offerings and admission criteria should be included in the announcement; also the name, address and telephone number of the person designated to coordinate Title IX and Section 504 compliance activity.

If a recipient's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language and must state that recipients will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

## **Code of Iowa**

### **216.9 Unfair or discriminatory practices - education.**

1. It is an unfair or discriminatory practice for any educational institution to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability in any program or activity. Such discriminatory practices shall include but not be limited to the following practices:
  - a. Exclusion of a person or persons from participation in, denial of the benefits of, or subjection to discrimination in any academic, extracurricular, research, occupational training, or other program or activity except athletic programs;
  - b. Denial of comparable opportunity in intramural and interscholastic athletic programs;
  - c. Discrimination among persons in employment and the conditions of employment;
  - d. On the basis of sex, the application of any rule concerning the actual or potential parental, family or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions dependent upon the physician's diagnosis and certification.
2. For the purpose of this section, "*educational institution*" includes any preschool, elementary or secondary school, community college, area education agency, or postsecondary college or university and their governing boards. This section does not prohibit an educational institution from maintaining separate toilet facilities, locker rooms, or living facilities for the different sexes so long as comparable facilities are provided. Nothing in this section shall be construed as prohibiting any bona fide religious institution from imposing qualifications based on religion, sexual orientation, or gender identity when such qualifications are related to a bona fide religious purpose or any institution from admitting students of only one sex.

### **258.9 Local advisory council.**

The board of directors of a school district that maintains a school, department, or class receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoint a local advisory council for vocational education composed of public members with emphasis on persons representing business, agriculture, industry and labor. The local advisory council shall give advice and assistance to the board of directors in the establishment and maintenance of schools, departments, and classes that receive federal or state funds under this chapter. Local advisory councils may be organized according to program area, school, community, or region. The state board shall adopt rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district. Members of an advisory council shall serve without compensation.

## Iowa Administrative Code

### **IAC 12.3(6) Student responsibility and discipline.**

The board shall adopt student responsibility and discipline policies as required by Iowa Code section 279.8. The board shall involve parents, students, instructional and noninstructional professional staff, and community members in the development and revision of those policies where practicable or unless specific policy is mandated by legislation. The policies shall relate to the educational purposes of the school or school district. The policies shall include, but are not limited to, the following: attendance; use of tobacco; the use or possession of alcoholic beverages or any controlled substance; harassment of or by students and staff as detailed in subrule 12.3(13); violent, destructive, and seriously disruptive behavior; suspension, expulsion, emergency removal, weapons, and physical restraint; out-of-school behavior; participation in extracurricular activities; academic progress; and citizenship. The policies shall ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services.

The board shall also consider the potential, disparate impact of the policies on students because of race, color, national origin, gender, sexual orientation as defined in Iowa Code section 216.2 as amended by 2007 Iowa Acts, Senate File 427, section 1, gender identity as defined in Iowa Code section 216.2 as amended by 2007 Iowa Acts, Senate File 427, section 1, disability, religion, creed, or socioeconomic status.

The board shall publicize its support of these policies, its support of the staff in enforcing them, and the staff's accountability for implementing them.

### **IAC 12.3(11) Standards for school counseling programs.**

The board of directors of each school district shall establish a K-12 comprehensive school counseling program, driven by student data and based on standards in academic, career, personal, and social areas, which supports the student achievement goals of the total school curriculum and to which all students have equitable access.

- a. A qualified school counselor, licensed by the board of educational examiners, who works collaboratively with students, teachers, support staff and administrators shall direct the program and provide services and instruction in support of the curricular goals of each attendance center. The school counselor shall be the member of the attendance center instructional team with special expertise in identifying resources and technologies to support teaching and learning. The school counselor and classroom teachers shall collaborate to develop, teach, and evaluate attendance center curricular goals with emphasis on the following:
  - (1) Sequentially presented curriculum, programs, and responsive services that address growth and development of all students; and
  - (2) Attainment of student competencies in academic, career, personal, and social areas.
- b. The program shall be regularly reviewed and revised and shall be designed to provide all of the following:
  - (1) Curriculum that is embedded throughout the district's overall curriculum and systemically delivered by the school counselor in collaboration with instructional staff through classroom and group activities and that consists of structured lessons to help students achieve desired competencies and to provide all students with the knowledge and skills appropriate for their developmental levels;
  - (2) Individual student planning through ongoing systemic activities designed to help students establish educational and career goals to develop future plans;
  - (3) Responsive services through intervention and curriculum that meet students' immediate and future needs as occasioned by events and conditions in students' lives and that may require any of the following: individual or group counseling; consultation with parents, teachers, and other educators; referrals to other school support services or community resources; peer helping; and information; and
  - (4) Systemic support through management activities that establish, maintain, and enhance the total school counseling program, including professional development, consultation, collaboration, program management, and operations.

### **IAC 281-12.5(8) Multicultural and gender fair approaches to the educational program**

The board shall establish a policy to ensure that students are free from discriminatory practices in the educational program as required by Iowa Code section 256.11. In developing or revising the policy, parents, students, instructional and non-instructional staff, and community members shall be involved. Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan. Incorporation shall include the following:

- a. Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program.

- b. Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.

**IAC 281-12.5(12) Provisions for gifted and talented students.**

Each school district shall incorporate gifted and talented programming into its comprehensive school improvement plan as required by Iowa Code section 257.43. The comprehensive school improvement plan shall include the following gifted and talented program provisions: valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population; goals and performance measures; a qualitatively differentiated program to meet the students' cognitive and affective needs; staffing provisions; an in-service design; a budget; and qualifications of personnel administering the program. Each school district shall review and evaluate its gifted and talented programming. This subrule does not apply to accredited nonpublic schools.

**IAC 281-95.4(256) Duties of boards of directors**

Each board of directors shall adopt policy statements and develop plans for implementation of equal employment opportunity standards and affirmative action programs.

**IAC 281-95.4(1) Policy statements**

Each board of directors shall adopt policy statements outlining its commitment to the principles of equal employment opportunity and affirmative action. These policy statements shall prescribe procedures for employees and applicants for employment to redress complaints of discrimination.

**IAC 281-95.4(2) Written plans**

Each board of directors shall prepare and implement written equal employment opportunity and affirmative action plans by July 1, 1990. The plans shall be evaluated and updated on a biennial basis.

**IAC 281-95.4(3) Assignment of responsibility**

Each board of directors shall assign to an employee the responsibility for coordinating the development and ongoing implementation of the plans. This employee may be the same employee who has been assigned to coordinate the agency's efforts to comply with federal laws requiring nondiscrimination in educational programs and employment.

**IAC 281-95.4(4) Input**

Each board of directors shall obtain systematic input from diverse racial/ethnic groups, women, men, and persons with disabilities into the development and implementation of the plans. School districts may use existing advisory committees or public hearing procedures developed to receive similar input regarding the development and implementation of multicultural, nonsexist education plans.

**IAC 281-95.4(5) Staff development**

Each board of directors shall provide periodic training for all staff who hire or supervise personnel on the principles of equal employment opportunity and the implementation of its affirmative action plan.

**IAC 281-95.5(256) Plan components**

In addition to the board policy statement, each equal employment opportunity and affirmative action plan shall include, but not be limited to, the following components:

**IAC 281-95.5(1) Identification of coordinator**

The name, job title, address and phone number of the employee responsible for coordinating the development and implementation of the equal employment opportunity and affirmative action plans.

**IAC 281-95.5(2) Administrative statement**

An administrative statement on how the agency's equal employment opportunity and affirmative action policies and plans are to be implemented, including the internal system for auditing and reporting progress. The administrative statement shall be signed and dated by the chief executive officer of the agency.

### **IAC 281-95.5(3) Work force analysis**

A work force analysis that shall show the numerical and percentage breakdown of the agency's full-time and part-time employees within each major job category by racial/ethnic group, gender, and disability. Major job categories shall be consistent with the E.E.O. 5 and E.E.O. 6 occupational categories reported to the United States Equal Employment Opportunity Commission. For the purpose of confidentiality, disability data may be based on total agency figures, rather than those of major job categories.

### **IAC 281-95.5(4) Quantitative analysis**

A quantitative analysis that shall compare work force analysis figures with the availability of qualified or qualifiable members of racial/ethnic groups, women, men and persons with disabilities within the relevant labor market.

### **IAC 281-95.5(5) Qualitative analysis**

When underrepresentation is identified in one or more major job category, a qualitative analysis shall be implemented and included in the agency's affirmative action plan. The qualitative analysis is a review of employment policies and practices to determine if and where those policies and practices tend to exclude, disadvantage, restrict or result in adverse impact on the basis of racial/ethnic origin, gender, or disability. The analysis may include, but is not limited to the review of:

- a. Recruitment practices and policies;
- b. A demographic study of the applicant pool and flow;
- c. The rate and composition of turnover in major job categories;
- d. Trends in enrollment which will affect the size of the work force;
- e. Application and application screening policies and practices;
- f. Interview, selection, and placement policies and practices;
- g. Transfer and promotion policies and practices;
- h. Discipline, demotion, termination and reduction in force policies and practices;
- i. Employee assistance, training selection and mentoring policies and practices;
- j. The impact of the collective bargaining agreement on equal employment opportunity and the affirmative action process;
- k. Law, policies or practices external to the agency that may hinder success in equal employment opportunity and affirmative action.

### **IAC 281-95.5(6) Goals**

Numerical goals and timetables for reduction of underrepresentation in each major job category where it has been identified shall be developed. These goals shall not be treated as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting imbalance in the agency's work force. The goal shall not cause any group of applicants to be excluded from the hiring process. When setting numerical goals agencies shall take into consideration the following:

- a. The numbers and percentages from the work force analysis conducted pursuant to subrule 95.5(3);
- b. The number of short- and long-term projected vacancies in the job category, considering turnover, layoffs, lateral transfers, new job openings, and retirements;
- c. The availability of qualified or qualifiable persons from underrepresented racial/ethnic, gender and disability categories within the relevant labor market;
- d. The makeup of the student population served by racial/ethnic origin, gender and disability;
- e. The makeup of the population served by racial/ethnic origin, gender and disability;
- f. The makeup of the population of the metropolitan statistical area, when applicable, by racial/ethnic origin, gender, and disability.

### **IAC 281-95.5(7) Absence of minority base**

Agencies with no minority students enrolled or no minority employees shall develop goals and timetables for recruiting and hiring persons of minority racial/ethnic origin when those persons are available within the relevant labor market.

### **IAC 281-95.5(8) Consolidation**

An agency may consolidate racial/ethnic minorities and job categories into broader groupings in conducting its analysis under subrules 95.5(3), 95.5(4), and 95.5(6) when its size or number of employees makes more specific categories impractical.

### **IAC 281-95.5(9) Qualitative goals**

Qualitative goals, activities and timetables which specify the appropriate actions and time frames in which problem areas identified during the qualitative analysis are targeted and remedied. In setting qualitative goals and planning actions the agency may consider, but need not be limited to, the following:

- a. Broadening or targeting recruitment efforts;
- b. Evaluating and validating criteria and instruments used in selecting applicants for interviews, employment, and promotion;
- c. Providing equal employment opportunity, affirmative action, and intergroup relations training for employees of the agency;
- d. Developing a system of accountability for implementing the agency's plan;
- e. Developing and implementing an employee assistance and mentoring program;
- f. Establishing a work climate which is sensitive to diverse racial/ethnic groups, both women and men and persons with disabilities;
- g. Negotiating the revision of collective bargaining agreements to facilitate equal employment opportunity and affirmative action;
- h. Considering a person's racial/ethnic origin, gender, or disability as a relevant factor when selecting applicants for interview, employment, and promotion in job categories where underrepresentation exists.

### **IAC 281-95.6(256) Dissemination**

Each agency shall have an internal and external system for disseminating its equal employment opportunity and affirmative action policies and plans.

#### **95.6(2) Policy statement distribution.**

The policy statement shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents and recruitment sources.

#### **IAC 281-95.6(2) Policy statement distribution**

The policy statement shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents, and recruitment sources.

## **Americans with Disabilities Act, 1990**

### **Title II: 28CFR35 –Section 35.150(d) Existing facilities**

#### ***Transition plan***

- (1) In the event that structural changes to facilities will be undertaken to achieve program accessibility, a public entity that employs 50 or more persons shall develop, within six months of January 26, 1992, a transition plan setting forth the steps necessary to complete such changes. A public entity shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the transition plan by submitting comments. A copy of the transition plan shall be made available for public inspection.
- (2) If a public entity has responsibility or authority over streets, roads, or walkways, its transition plan shall include a schedule for providing curb ramps or other sloped areas where pedestrian walks cross curbs, giving priority to walkways serving entities covered by the Act, including State and local government offices and facilities, transportation, places of public accommodation, and employers, followed by walkways serving other areas.
- (3) The plan shall, at a minimum –
  - (i) Identify physical obstacles in the public entity's facilities that limit the accessibility of its programs or activities to individuals with disabilities;
  - (ii) Describe in detail the methods that will be used to make the facilities accessible;
  - (iii) Specify the schedule for taking the steps necessary to achieve compliance with the section and, if the time period of the transition plan is longer than one year, identify steps that will be taken during each year of the transition period; and
  - (iv) Indicate the official responsible for implementation of the plan.
- (4) If a public entity has already complied with the transition plan requirement of a Federal agency regulation implementing section 504 of the Rehabilitation Act of 1973, then the requirements of this paragraph (d) shall apply only to those policies and practices that were not included in the previous transition plan.

#### **New construction and alterations**

- (a) *Design and construction.* Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity shall be designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by individuals with disabilities, if the construction was commenced after January 26, 1992.
- (b) *Alteration.* Each facility or part of a facility altered by, on behalf of, or for the use of a public entity in a manner that affects or could affect the usability of the facility or part of the facility shall, to the maximum extent feasible, be altered in such manner

that the altered portion of the facility is readily accessible to and usable by individuals with disabilities, if the alteration was commenced after January 26, 1992.

- (c) *Accessibility standards.* Design, construction, or alteration of facilities in conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR part 101-19.6) or with the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG) (Appendix A to 28 CFR part 36) shall be deemed to comply with the requirements of this section with respect to those facilities, except that the elevator exemption contained at section 4.1.3(5) and section 4.1.6(1)(j) of ADAAG shall not apply. Departures from particular requirements of either standard by the use of other methods shall be permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided.

### **280.28(3) Harassment and Bullying Prohibited**

3. *Policy.* On or before September 1, 2007, the board of directors of a school district and the authorities in charge of each accredited nonpublic school shall adopt a policy declaring harassment and bullying in schools, on school property, and at any school function, or school-sponsored activity regardless of its location, in a manner consistent with this section, as against state and school policy. The board and the authorities shall make a copy of the policy available to all school employees, volunteers, students, and parents or guardians and shall take all appropriate steps to bring the policy against harassment and bullying and the responsibilities set forth in the policy to the attention of school employees, volunteers, students, and parents or guardians. Each policy shall, at a minimum, include all of the following components:

- a. A statement declaring harassment and bullying to be against state and school policy. The statement shall include but not be limited to the following provisions:
  - (1) School employees, volunteers, and students in school, on school property, or at any school function or school-sponsored activity shall not engage in harassing and bullying behavior.
  - (2) School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about such an act of harassment or bullying.
- b. A definition of harassment and bullying as set forth in this section.
- c. A description of the type of behavior expected from school employees, volunteers, parents or guardians, and students relative to prevention measures, reporting, and investigation of harassment or bullying.
- d. The consequences and appropriate remedial action for a person who violates the anti-harassment and anti-bullying policy.
- e. A procedure for reporting an act of harassment or bullying, including the identification by job title of the school official responsible for ensuring that the policy is implemented, and the identification of the person or persons responsible for receiving reports of harassment or bullying.
- f. A procedure for the prompt investigation of complaints, either identifying the school superintendent or the superintendent's designee as the individual responsible for conducting the investigation, including a statement that investigators will consider the totality of circumstances presented in determining whether conduct objectively constitutes harassment or bullying under this section.
- g. A statement of the manner in which the policy will be publicized.

**Farragut Community School District  
Voluntary Compliance Plan**

**October 25, 2013**

**Voluntary Compliance Plan  
Farragut Community School District**

<b>Statement of Non-Compliance</b>	<b>Specific Remedies to Correct</b>	<b>Evidence needed to verify remedy</b>	<b>Staff member(s) responsible</b>	<b>Timeline for completion</b>
<p><b>Equity Policy, Process, and Procedures</b></p> <p>No evidence exists to indicate that the school provides equal opportunity to participate in programs by protected classes.</p>	<p>The district shall revise all non-discrimination policies to include all protected classes.</p>	<p>Copies of board policy.</p>	<p>Lutt</p>	<p>5/1/2012</p>
<p>No evidence exists to indicate that the district has a policy on non-discrimination in employment based on by protected classes.</p>	<p>The district shall revise all non-discrimination policies to include all protected classes.</p>	<p>Copies of board policy.</p>	<p>Lutt</p>	<p>5/1/2012</p>
<p>No evidence was found that the school board has adopted a grievance procedure for processing complaints of discrimination of and by employees, students, parents and volunteers which covers all the protected classes and includes a provision for an impartial third party hearing. No evidence of the procedure was found in the staff handbooks, student/parent handbooks or the FCSD website.</p>	<p>The school board will adopt a grievance procedure for employees, students, parents and volunteers that protects all protected classes. It will be published in the staff handbooks and on the FCSD and Nishbd websites.</p>	<p>Copies of grievance procedures and their documentation.</p>	<p>Lutt</p>	<p>August 15, 2012 (New Handbook)</p>

**Voluntary Compliance Plan  
Farragut Community School District**

<p>FCSD's website as well as some district handbooks and major annual publications contained insufficient and inconsistent information on the FCSD's non-discrimination procedure for processing complaints of discrimination.</p>	<p>FCSD's website, handbooks and major annual publications will publish sufficient and consistent information on the FCSD's non-discrimination procedure for processing complaints of discrimination.</p>	<p>Copies of publications with corrected information.</p>	<p>Lutt</p>	<p>August-12 (New Handbook)</p>
<p><b>Equity, School Improvement, and the Educational Program</b> No evidence was found that the school board has adopted a selection policy for the purchase and reconsideration of media center materials that reinforce and support MCGF approaches to the entire curriculum.</p>	<p>The school board will adopt a policy for the purchase and reconsideration of media center materials that reinforce and support approaches to the entire curriculum.</p>	<p>Board Minutes</p>	<p>Schubauer</p>	<p>August 15, 2012 (New Handbook)</p>
<p>The district does not have a licensed school counselor, and therefore does not have a school counseling program.</p>	<p>The district has a licensed school counselor on staff and with the equity coordinator will annually review program/course enrollments and involvement in extracurricular activities to monitor the degree of integration of all protected classes.</p>	<p>Documented in a file.</p>	<p>Schubauer</p>	<p>June 12, 2012 and yearly</p>

**Voluntary Compliance Plan  
Farragut Community School District**

<p><b>Physical Education, Extracurricular Activities, and Athletics</b></p>				
<p>No areas of non-compliance were noted during the visit.</p>				
<p><b>Access, Integration, and Inclusion</b></p>				
<p style="text-align: center;"><b>Nishnabotna High School</b></p>				
<p>No written plan of accessibility</p>	<p>The district will develop a written plan describing how the programs and services in the high school that are inaccessible are made available to students, staff, parents and community members with disabilities.</p>	<p>Written plan.</p>	<p>Lutt/Rucker</p>	<p>12/1/2012</p>
<p>Passenger loading zones</p>	<p>The passenger loading zone will have an access aisle 60 inches wide by 20 feet long adjacent and parallel to the vehicle pull-up space. A sign displaying the international symbol of accessibility will identify the loading zone.</p>	<p>Photos of loading zone and sign.</p>	<p>Rucker</p>	<p>8/12/2012</p>
<p>Parking</p>	<p>One vertical sign and one "van accessible" sign will be located in front of the high school.</p>	<p>Photos of signs</p>	<p>Rucker</p>	<p>5/15/2012</p>

**Voluntary Compliance Plan  
Farragut Community School District**

Shower Rooms	Remove the curb in front of the shower rooms. An architect will be hired to develop a plan for shower room accessibility.	Plan	Lutt	Architect Hired by 8/12/2012 Completion of the project by 8/12/2014
Toilet Rooms	Signs will be located on the latch side of the door, centered 60 inches above the floor. The hot water pipes and drain pipes in the restrooms near the cafeteria will be insulated.	Photos	Rucker	8/12/2012
Assembly Areas - Gym	An architect will be hired to develop a plan for accessibility.	Plan	Lutt	Architect Hired by 8/12/2012 Completion of the project by 8/12/2014
Cafeterias	The food service line will be maintained at least 36 inches clear width.	Photos	Rucker	8/12/2013
<b>FCS/Art Building</b>				
No written plan of accessibility.	The district will develop a written plan describing how the programs and services in the high school that are inaccessible are made available to students, staff, parents and community members with disabilities.	Written plan.	Lutt/Rucker	12/1/2012

**Voluntary Compliance Plan  
Farragut Community School District**

Toilet Rooms	Signs will be located on the latch side of the door, centered 60 inches above the floor. The hot water pipes and drain pipes in the restrooms near the cafeteria will be insulated. The mirror will be mounted with the bottom edge of the reflecting surface no higher than 40 inches. The faucet will be replaced with one that can be operated with one hand without tight grasping, pinching, or twisting of the wrist.	Photos	Rucker	8/12/2012
<b>VoAg Building</b>				
No written plan of accessibility.	The district will develop a written plan describing how the programs and services in the VoAg Building that are inaccessible are made available to students, staff, parents and community members with disabilities.	Written plan.	Lutt/Rucker	12/1/2012
Entrances	Threshold levels will be installed to be less than 1/4 inch high or beveled with a slope no greater than 1:2 up to 1/2 inch high.	Photos	Rucker	8/12/2013
Entrances	The main entrance door will be installed to be 36" wide.	Completion of project.	Rucker	8/12/2013

**Voluntary Compliance Plan  
Farragut Community School District**

Toilet Rooms	An accessible unisex restroom will be installed. An architect will be hired to develop a plan for installation.	Photos	Rucker	Architect Hired by 8/12/2013 Completion of the project by 8/12/2014
Farragut Elementary School	No written plan of accessibility.	The district will develop a written plan describing how the programs and services in the high school that are inaccessible are made available to students, staff, parents and community members with disabilities.	Written plan.  Lutt/Rucker	12/1/2012
Toilet Rooms	A written plan will be developed for inaccessibility of the restrooms. One unisex restroom that is accessible will be installed.	Photos	Lutt/Rucker	Architect Hired by 8/12/2013 Completion of the project by 8/12/2014
Support Services for Special Populations	Consider strategies to differentiate programming specifically for identified TAG students and to support that with funding and appropriately licensed staff.	The district will differentiate programming for identified TAG students and licensed staff.	New TAG plan  Schubauer	8/12/2013
Climate and Discipline				8/12/2012

**Voluntary Compliance Plan  
Farragut Community School District**

<p>No evidence was provided to indicate the FCSD collects and analyzes data on suspension and expulsion on the basis of disability.</p>	<p>The district will collect and analyze data on suspension and expulsion on the basis of disability. Leadership will review disciplinary policies and practices to ensure that they are not contributing to the disparity. The district will develop a policy related to student discipline to ensure due process rights for students and parents, including consideration for students who have been identified as requiring special education programs and services.</p>	<p>Collection of data Review of disciplinary policies Policy related to student discipline</p>	<p>Schubauer and Lutt</p>	
<p>The bully and harassment policy did not include volunteers. Notification is not in handbooks. There is no system to collect incidence data. The district does not report data to the SIAC committee and local community.</p>	<p>The bully and harassment policy will include volunteers. A system will be developed to collect incidence data and it will be reported to the SIAC committee and the community.</p>	<p>Review of policy System to collect data put in place Reported to the SIAC committee</p>	<p>Lutt and Schubauer</p>	<p>8/12/2012 &amp; Yearly 8/12/2013 8/12/2013</p>
<p><b>Employment, Personnel, and Advisory Committees</b></p>				<p>8/15/2012 8/15/2012 Yearly</p>

**Voluntary Compliance Plan  
Farragut Community School District**

<p>Employment applications do not include the identification of the equity coordinator or notice of the grievance procedure. An EEO/AA statement should be included on all materials provided to walk-in candidates and other applicants for employment.</p>	<p>Employment applications will include the identification of the equity coordinator. The EEO/AA statement will be included in all materials provided to applicants.</p>	<p>Applications and other materials for applicants will be changed.</p>	<p>Schubauer</p>	<p>8/15/2012</p>
<p>Lack of gender and multi-cultural representation in advisory committees.</p>	<p>The school board will develop a policy for advisory committee protected classes and publicly post minutes/agendas on the website. The equity coordinator will monitor committee makeup in the district and ensure that the policies are translated into action.</p>	<p>Develop Policy Monitor Policy</p>	<p>Schubauer and Lutt</p>	<p>8/15/2013</p>
<p>There are no employees of minority status. The FCSD has not adopted an Equal Employment/Affirmation Action plan that meets the requirements of Chapter 95 of the Iowa Administrative Code.</p>	<p>The school board will adopt an EEO/AA plan that meets the requirements of Chapter 95 of the Iowa Administrative Code.</p>	<p>Develop Policy Monitor Policy</p>	<p>Lutt and Schubauer</p>	<p>8/15/2013</p>

  
 10-25-13

**Hamburg Community School District  
Response and Corrective Action Plan**

**October 16, 2014**

Hamburg Community School District  
Office of the Superintendent  
105 E. Street  
Hamburg, Iowa 51640

October 16, 2014

Amy Williamson, Bureau Chief for School Improvement  
Iowa Department of Education  
400 E. 14th Street  
Des Moines, Iowa 50319-0146

Dr. Williamson,

The following documents comprise the Hamburg Community School District's Response and Corrective Action Plan that has been developed to address the issues identified in the Phase I Finance and Phase II Accreditation Report that was submitted to Hamburg Community Schools on September 17, 2014. It is our intention to fully respond, to the best of our ability, to each issue identified in the Department of Education's report. Hopefully we have.

The Hamburg Community School District is committed to fully complete all corrections and actions that have been identified and requested by the Department of Education, to provide every document, policy, handbook or other information that has been requested. If for some reason our answers are not complete or if you need additional information to support our response please do not hesitate to contact me and I will see that we correct whatever is lacking or find whatever is missing.

I want to thank you and the other members of the site visit team for all of your help and support throughout this process. The cooperation that we have received from the Department of Education has been fantastic and without it we would have had trouble completing this process.

Again, on behalf of the Hamburg Community School District, I want to express our thanks to the Department of Education. If there is anything further that we need to do please don't hesitate to let us know and we will comply in a timely manner.

Sincerely,

Terry Kenealy  
Superintendent  
Hamburg Community School District  
712-382-2703 (office)  
641-330-6521 (cell)

Summary Document of the Department of Education's Final Report from Previous Site Visits and the Phase I and II Site Visits in June of 2014:

Noncompliance Items:

1. Equity Report Statement #9: Availability of Grievance Forms

The district needs to demonstrate that it has grievance forms available for students, parents, patrons related to the districts Harassment and Bullying policies and identify where they are located.

Grievance Forms/Complaint Forms are available in the student handbook, the staff handbook, on the district website and in each building administrative office as of October 7, 2014.

[Harassment and Bullying Policies and Forms](#)

Persons Responsible: Mr. Wathen and Mr. Kenealy

2. Equity Report Statement #11: Nondiscrimination Notifications

The district needs to be able to show that it has included a formal Nondiscrimination Notification Statement on the district's website, in the district's newsletter, in student and staff handbooks, etc., that includes all 'protected' classes as identified by the federal government.

The district Nondiscrimination Statement is now on the district website located in the student and staff handbooks and will be included in the next district series of newsletters and in the local paper with all 'protected classes' inserted into the text. This will all be completed by the end of November 15, 2014. Copies of the statement will be attached.

Persons Responsible: Mr. Kenealy and Mr. Wathen

3. Equity Report Statement #21: Monitoring of Multi-cultural and Gender Fair Administered Programs

The district must be able to show that it has Professional Development scheduled to train and review the importance of providing academic and co-curricular programs that are available to all students in a multicultural and gender fair manner. Lesson need to demonstrate how multi-cultural and gender issues are addressed in the curriculum.

The district has provided professional development to train and review the importance of providing academic and co-curricular programs that are available to all students in a multi-cultural and gender fair manner and lesson plans do demonstrate how multi-cultural and gender issues are addressed in the curriculum.

Persons Responsible: Mr. Wathen will submit documentation to support the district efforts to be compliant with this issue by October 16, 2014

#### Equity Statement 21 Response

#### 4. Equity Report Statement #32: Accessibility Items

The Hamburg School District Accessibility Plan:

The Hamburg Community School District recognizes that in our pre-1977 portions of our facilities our programs may be inaccessible to students, staff, parents and community members with disabilities due to the multiple levels within the facilities, in particular, the Middle School. The district will address all items identified in Appendix B, pages 52-56, within the planning to be developed within the ninety (90) day period as outlined in the Department of Education Final Report.

During the remainder of the 2014-2015 school year programs and services will be made available to the students, staff, parents and community members in the pre-1977 portions of the Middle School building by bringing programs down to the ground floor level the building so that students, staff, parents and community members with disabilities can access those programs when or if the situation arises causing a need to move the programs or services sooner than the end of the school year.

If it isn't possible to bring the program down to the ground floor level of the Middle School building the program will be moved to the Marnie Simons Elementary School so that students, staff, parents and community members with disabilities can have access to the program.

Beginning with the 2015-2016 school year the Hamburg Community School District will cease to provide educational programming for any grade levels in the pre-1977 portions of the Middle School building. All educational programs and services will be provided for all students PreK-12 at the Marnie Simons Elementary Building site in fully accessible facilities, in additional facilities that will be provided at the Marnie Simons Elementary Building site and/or at other fully accessible facilities in other communities that the Hamburg Community School District may partner with or consolidate with in the near future.

The Hamburg Community School District has also begun to utilize the services of Facilities Cost Management to assist the district in developing building plans that will

address the educational programming and facility needs of the school district including program accessibility issues. The initial report from Facilities Cost Management is expected to be received by the end of October 2014.

The Hamburg Community School District will begin to review and initiate the necessary steps to make all facilities that will be used beginning with the next school year, 2015-2016 fully accessible to all students, staff, parents and community members with disabilities no later than the first day of classes in August 2015. The Superintendent of Schools, Mr. Terry Kenealy, and the Hamburg Community School District Board of Directors will be responsible for the completion of this Handicapped Accessibility Transition Plan. The Hamburg Community School District Board of Directors has retained the services of Facilities Cost Management to assist the district in developing appropriate facility plans to address the educational programming needs and the accessibility needs of the district. The Hamburg Community School District Board of Directors and Facilities Cost Management will work together to develop the plans, request proposals, initiate the necessary bidding processes and finalize the construction and renovation processes that may be required to complete this plan.

All handicapped accessibility issues will be appropriately addressed and all educational programs and services will be fully accessible to all students, staff, parents and community members by August 2015, the beginning of the 2015-2016 school year.

The following is a summary of the identified accessibility issues and their current status as of October 16, 2014. Those items marked 'To be determined' are items associated with the current pre-1977 Middle School building and it is the intent of the Hamburg Community School District to no longer utilize that facility after the conclusion of the 2014-2015 school year.

The following is a link to a statement about the accessibility review process [Hamburg Facilities Accessibility Review](#)

Middle School 1924 and 1970 Building Items:

- Properly Identified and Reserved Handicapped Parking Spaces - **Completed**
- Handicapped Van Accessible Parking Spaces - **Completed**
- Handicapped Accessible walking surface to Industrial Tech building (gratings are too wide) - **To be determined - will vacate the facility at the conclusion of the school year.**
- Appropriate signage for Handicapped Accessible Parking Zones - **Completed**

- Slope of the ramp near the entrance to the auditorium at middle school is too steep - **To be determined - will vacate the facility at the conclusion of the school year.**
- There are no railings on Handicapped Accessible Ramps near auditorium and lunchroom - **Will be completed on inside of building by Oct. 23, 2014**
- Steps between the 1924 building and 1970 building are not accessible to Handicapped students, parents, patrons and visitors - **To be determined - will vacate the facility at the conclusion of the school year.**
- The lower level of the 1924 building is not Handicapped Accessible - **To be determined - will vacate the building at the conclusion of the school year.**
- The main level of the 1924 building is not Handicapped Accessible to the gym, locker rooms and stage - **To be determined - will vacate the facility at the conclusion of the school year.**
- The upper level of the 1924 building is not Handicapped Accessible - **To be determined - will vacate the building at the conclusion of the school year.**
- The Industrial Technology Building does not have a Handicapped Accessible route to and from the middle school building which makes it inaccessible - **To be determined - will vacate the facility at the conclusion of the school year.**
- Need signs at all Handicapped In-accessible entrances indicating location of nearest Handicapped Accessible entrance. When entrances are not accessible the accessible entrances need to be identified by the international symbol of Handicapped Accessibility. - **Completed**
- The restrooms on the main floor of the 1924 building are not handicapped accessible. Since they are the restrooms near the auditorium they need to be handicapped accessible as handicapped in-accessibility causes program handicapped in-accessibility so restrooms needed to be updated to make them handicapped accessible - **To be determined - will vacate the facility at the conclusion of the school year.**
- The boys and girls shower rooms are inaccessible in the 1924 building causing a program Handicapped Accessibility issue. Need to update the shower rooms to make them Handicapped Accessible - **To be determined - will vacate the facility at the conclusion of the school year.**

#### Marnie Simons Elementary School:

- Need two Handicapped Accessible parking spaces for the outdoor athletic facility near the concession stand - **Completed**
- Need one Handicapped Accessible Van parking space in the main parking lot that is of the proper width and depth - **Completed**
- Need Handicapped Accessible Van Parking signage - **Completed**
- Need a sign displaying the international symbol of Handicapped Accessibility at the accessible passenger loading zone - **Completed**

- Need signs at all Handicapped In-accessible entrances indicating the location of the nearest Handicapped Accessible entrance. When all entrances are not Handicapped Accessible the Handicapped Accessible entrances need to be identified by the international symbol of Handicapped Accessibility - **Completed**

District Items:

- The Hamburg CSD needs to provide Handicapped Accessibility information on it's website - **The Hamburg Community School District Handicapped Accessibility Plan will be posted on the district website by October 16, 2014**
- Handicapped Accessible restrooms need to be provided on each level of the 1924 building - **To be determined - will vacate the facility at the conclusion of the school year.**
- A written transition plan must be developed to address the Handicapped Accessibility issues and identify how the district will become compliant with the requirements that have been identified. The plan must describe in detail the methods that will be used to make the facilities and/or programs accessible along with a schedule outlining when the process will start, who will be responsible for supervising the process, who will be responsible for completing the work and when the project will be scheduled for completion. - **The transition plan is included earlier in our response to this report.**

5. Equity Report Statement #50: Updated Equal Employment Opportunity and Affirmative Action Plan. (EEO/AA)

An updated Equal Employment Opportunity and Affirmative Action Plan and the related Board Policies will be completed by October 16, 2014.

The Board needs to revise Board Policy 401.1 to update the policy to include required language that has been provided by the Department of Education. [Board Policy 401.1 Hamburg EEO-Affirmative Action Plan](#)

Mr. Kenealy, Mr. Wathen and the Board of Directors will complete by Oct. 16, 2014.

6. Accreditation Chapter 12.3(3): EV3: Teacher Evaluation Procedures

The school district must show that all teachers are being evaluated in accordance with the state guidelines for teacher evaluation and professional growth. The record review during the site visit was not able to find that all teachers had been evaluated during the last three years.

The individual files of all teachers are being reviewed to determine what items may be missing. All evaluations will be placed on an updated evaluation cycle and each

teacher will have an individual career development plan, appropriate classroom evaluations completed and individual conferences completed with their building principal in accordance with Board Policy and State Statutes.

All evaluation files will be reviewed by November 1, 2014 to determine what is available and what is missing. Mr. Kenealy and Mr. Wathen will complete.

The district will have all teachers on an appropriate evaluation scheduled by December 15, 2014. Copies of completed evaluations will be provided that will demonstrate that evaluations were being completed in previous school years by December 15, 2014.

7. Accreditation Chapter 12.5(4): JHP1: 7th and 8th grade Health class

The schedule provided did not show that a 7th and 8th grade Health class was being offered and taught. Health must be offered and taught in grades 7 and 8.

The Middle School Schedule has been updated to show all classes that are being taught each period of the day. Health is being offered and taught for grades 7 and 8.

Mr. Wathen will submit documentation to support this response by October 16, 2014 [Table I JHP1, Middle School Schedules](#)

8. Accreditation Chapter 12.5(4): JHP1: 7th and 8th grade Visual Arts

The schedule provided did not show that 7th and 8th grade Visual Arts was being offered and taught. Visual Arts must be offered and taught in grades 7 and 8.

The Middle School Schedule has been updated to show all classes that are being taught each period of the day. Visual Arts is being offered and taught in grades 7 and 8.

Mr. Wathen will submit documentation to support this response by October 16, 2014. [Middle School Schedules](#)

9. Accreditation Chapter 12.5(4): JHP1: 7th and 8th Grade Technology

The schedule provided did not show that a 7th and 8th grade Technology class was being offered and taught. Technology must be offered and taught in grades 7 and 8.

The Middle School Schedule has been updated to show all classes that are being taught each period of the day. Technology is being offered and taught in grades 7 and 8.

Mr. Wathen will submit documentation to support this response by October 16, 2014.  
[Middle School Schedules](#)

10. Accreditation Chapter 12.5(12): GT6: Talented and Gifted Personnel

The schedule provided did not show that a qualified staff member was assigned to administer the Talented and Gifted Program. Talented and Gifted instruction must be provided by a licensed staff member.

The Middle School Schedule has been updated to show all classes that are being taught each period of the day. An instructor licensed to teach Talented and Gifted does offer and teach the Talented and Gifted Program.

Mr. Wathen will submit documentation to support this response by October 16, 2014.  
[Middle School Schedules](#), [Table 3 Gt5](#), [Hamburg TAG Plan](#)

11. Accreditation Chapter 12.5(19): PA2: 120 Minutes of Physical Activity

Students in grades 6-12 are required to engage in physical activity for at least 120 minutes per week in which there are at least five days of school. The district was not able to demonstrate that students in grades 6-8 were engaging in 120 minutes per week of physical activity.

Physical Education class may count towards the 120 minute requirement.

The Middle School Schedule has been revised to add in regular Physical Education classes taught to all students in grades 6-8 beginning with the 2014-2015 school year.

Mr. Wathen will submit documentation to support this response by October 16, 2014.  
[Middle School Schedule with P.E. Time](#), [Table I PA2](#)

12. Accreditation Chapter 12.7(1)(a)a: PD1: Professional Development for Teachers

The school district did not demonstrate that it was providing professional development opportunities for all staff who are responsible for delivering instruction. No schedule was provided showing the Monday early dismissals and the other days of scheduled professional development during each school year.

An up-to-date report on the Professional Development opportunities provided to our instructional staff over the past several years will be provided to support the district's response to the Department of Education.

Mr. Wathen will submit documentation to support this response by October 16, 2014.

13. Accreditation Chapter 12.7 (1)(a)a: PD4: Professional Development/Multicultural

The district did not provide sufficient evidence that professional development was provided to instructional staff to prepare them to work with diverse learners and to implement multicultural, gender fair approaches to the educational program.

Documentation will be provided demonstrating the professional development that has been provided and how instruction has been adapted to comply with the code.

Mr. Wathen will submit documentation to support this response by October 16, 2014.  
[Table 1 PD4](#)

14. Accreditation Chapter 12.7(1)(c) IPDP1: Career Development Plans - Teachers

The district did not provide sufficient evidence that individual professional development plans are in place for each career (non-beginning) teacher.

Documentation will be provided that demonstrates that individual professional development plans have been developed in collaboration with the teacher and the building principal in accordance with Board Policy and State Statutes. Examples of actual plans will be submitted.

Mr. Wathen will submit documentation by December 15, 2014.  
[Table 3 IPDP1, Individual Career Development Plans](#)

15. Accreditation Chapter 12.7(1)(c) IPDP2.1: Career Development Plans - Teachers

The district did not provide sufficient evidence that individual career professional development plans have been developed for each teacher that are based on the Iowa Teaching Standards that support the student achievement goals of the attendance center and school district.

Documentation will be provided that demonstrates that individual career professional development plans have been developed for each teacher through collaboration with the building principal that are based on the Iowa Teaching Standards that support the student achievement goals of the attendance center and school district. Examples of actual plans will be submitted.

Mr. Wathen will submit documentation by December 15, 2014.  
[Individual Career Development Plans, Table 3 IPDP1](#)

16. Accreditation Chapter 12.7(1)(c) IPDP2.2: Career Development Plans - Teachers

The district did not provide sufficient evidence that individual professional development plans are based on the needs of the teacher.

Documentation will be provided that demonstrates that individual professional development plans, after collaboration between the teacher and the building principal, are based on the needs of the teacher and the teacher's efforts to support the student achievement goals of the attendance center and school district.

Mr. Wathen will submit documentation by December 15, 2014.  
[Individual Career Development Plans, Table 3 IPDP1](#)

17. Accreditation Chapter 12.7(1)(c) IPDP2.3: Career Development Plans - Teachers

The district did not provide sufficient evidence that individual professional development plans went beyond those required under the attendance center professional development plan.

Documentation will be provided that demonstrates that individual professional development plans incorporate the Iowa Teaching Standards and benchmarks above and beyond the goals associated with the student achievement goals identified for the attendance center and school district.

Mr. Wathen will submit documentation by December 15, 2014.  
[Table 3 IPDP1, Individual Career Development Plans](#)

18. Accreditation Chapter 12.7(1)(c) IPDP2.4: Career Development Plans - Teachers

The district did not provide sufficient evidence that individual professional development plans are developed by the teacher in collaboration with the teacher's evaluator.

Documentation will be submitted that demonstrates that individual professional development plans have been developed in collaboration between the teacher and the building principal or evaluator.

Mr. Wathen will submit documentation by December 15, 2014.  
[Individual Career Development Plans, Table 3 IPDP1](#)

19. Accreditation Chapter 12.7(1)(c) IPDP2.5: Career Development Plans - Teachers

The district did not provide sufficient evidence that an annual meeting is held between the teacher and the teacher's evaluator (building principal) to review the goals and refine the individual professional development plan.

Documentation will be submitted that demonstrates that each teacher and the teacher's evaluator (building principal) have met to review goals and refine the individual professional development plan.

Mr. Wathen will submit documentation by December 15, 2014.

[Table 3 IPDP1, Individual Career Development Plans](#)

20. Iowa Code 279.49/280.3A: Early Childhood Education Preschool Programs

Insufficient evidence was provided by the district that would identify what preschool program standards, as defined by the Iowa Department of Education, are being implemented by the district's Voluntary Preschool Program.

Mr. Wathen will submit documentation or evidence that demonstrates that the district utilizes the Iowa Quality Preschool Program Standards by October 16, 2014.

[Table 3 Early Childhood](#)

21. Accreditation Chapter 281-IAC 12.5(8) MCGF1: Multicultural Gender Fair Board Policy

The district's Board Policy: 603.4 Multicultural and Nonsexist Education, did not include the protected classes of "American Indians" and "European Americans".

The district will revise Board Policy 603.4 by October 16, 2014 [Board Policy 603.4](#)

22. Title IX 34 CFR 106.9, Section 504 34 CFR EQD1: Board Policies

The district's Board Policy: 302.1 Superintendent Qualifications, Recruitment, Appointment did not include the protected classification of creed, Board Policy: 303.2 Administrator Qualifications, Recruitment, Appointment did not include the protected classifications of creed, sexual orientation and gender identity, Board Policy: 405.2 Licenses Employee Qualifications, Recruitment, Selection did not include the classifications of sexual orientation and gender identity and Board Policy: 411.2 Classified Employee - Qualifications, Recruitment, Selection did not include the protected classes of sexual orientation and gender identity.

The district will revise Board Policy 302.1, Board Policy 303.2, Board Policy 405.2 and Board Policy 411.2 no later than October 16, 2014. [Board Policy 302.1](#), [Board Policy 303.2](#), [Board Policy 401.1](#), [Board Policy 405.2](#), [Board Policy 411.2](#)

23. Accreditation Chapter 12.3(3) and Iowa Code 279.23A PE6: Administrator Evaluations

The district did not provide evidence that proper criteria or evaluation forms existed for building administrators and the superintendent.

The district will revise Board Policy 302.5: Superintendent Evaluation and Board Policy 303.6: Administrator Evaluation to incorporate the Iowa Standards for School Leaders and evaluation forms to support those standards from IASB and SAI.

The district will revise Board Policy 302.5 and Board Policy 303.6 no later than October 15, 2014. Mr. Kenealy will submit evidence to the Department of Education at that time. [Board Policy 302.5](#), [Board Policy 303.6](#)

24. Accreditation Chapter 12.5(12) GT3: Talented and Gifted

The district's talented and gifted identification procedures were not designed to potentially identify gifted and talented students throughout the school age population.

The district will submit an updated Talented and Gifted Program Student Identification Process that allows all students to be considered for identification..

Mr. Wathen will submit documentation no later than November 15, 2014.

[Table 3 GT3](#), [TAG Student List](#)

25. Accreditation Chapter 12.5(12) GT5: Talented and Gifted

The district did not provide sufficient evidence that demonstrated the district provides a qualitatively differentiated program for talented and gifted students.

The school district does offer a qualitatively differentiated program for talented and gifted students.

Mr. Wathen will submit documentation by November 15, 2014

[Hamburg TAG Plan](#)

26. Accreditation Chapter 12.5(12) GT7: Talented and Gifted

The school district was not able to demonstrate that it had provided professional development with regard to gifted and talented programming.

The district will submit evidence that it has provided gifted and talented professional development for instructional staff and continues to do so.

Mr. Wathen will submit documentation by November 15, 2014.

[Table 3 GT7](#)

27. Accreditation Chapter 12.5(13) AR1: At-Risk Identification Procedures

The school district did not demonstrate that it had a process in place to identify at-risk students throughout the school age population.

The district does have in place identification procedures to potentially identify at-risk students throughout the school age population.

Mr. Wathen will submit documentation by November 15, 2014.

[Table AR1](#)

28. Accreditation Chapter 12.5(13) AR2: At-Risk Identification Procedures

The school district was unable to demonstrate that it used multiple criteria to identify at-risk students throughout the school age population.

The district does have in place multiple criteria it uses to identify at-risk students throughout the school age population.

Mr. Wathen will submit documentation by November 15, 2014.

[At Risk Document](#), [Table 3 AR2](#)

29. Accreditation Chapter 12.5(13) AR3: At-Risk Educational Strategies

The school district was unable to demonstrate that it utilizes educational strategies to meet the needs of at-risk students.

The district does have in place multiple educational strategies designed to address the needs of at-risk students.

Mr. Wathen will submit documentation by November 15, 2014.

[Table 3 AR3](#)

30. Accreditation Chapter 12.5(13) AR4: At-Risk Program Evaluation

The school district was unable to demonstrate that the district evaluates the effectiveness of the at-risk program and includes that evidence in it's CSIP (Comprehensive School Improvement Plan) is provided.

The district will provide evidence that the district does evaluate the effectiveness of it's at-risk program and will submit that evidence into the CSIP.

Mr. Wathen will submit documentation of the effectiveness of the at-risk program to the school board, SIAC Committee and submit that documentation to the CSIP no later than November 15, 2014.

[Table 3 AR4](#)

31. Accreditation Chapter 12.8(1)(a)(2): School Improvement Advisory Committee (SIAC2, SIAC6, and SIAC5)

The school district was unable to demonstrate that the district SIAC committee was comprised of a diverse group of stakeholders that includes parents, students, teachers, administrators and community members nor that the committee was composed of a balanced representation of a diverse district population nor was evidence provided that the SIAC committee made recommendations to the Board regarding educational needs, student learning goals, long range goals, achievement scores, bullying and harassment goals and other programs.

The Hamburg Community School District does have an appropriate SIAC committee that is comprised of a diverse group of stakeholders and the district will provide evidence that the SIAC committee has provided recommendations to the Board on educational needs, student learning goals, long range goals, achievement scores, bullying and harassment goals, etc.

The district will submit documentation by November 15, 2014.

Mr. Kenealy and Mr. Wathen are responsible to complete this task.

[SIAC Membership Matrix](#), [Table 3 SIAC2](#), [Table 3 SIAC6](#), [Table 3 SIAC5](#)

32. Accreditation Chapter 12.1(1) EQ4: Disaggregation of Data

The district was unable to provide evidence that it gathered data on district, attendance center and course enrollment on the basis of gender, disability, race and/or national origin.

The district will submit documentation that will demonstrate that it does review the data on district, attendance center and course enrollment on the basis of gender, disability, race and/or national origin by November 15, 2014.

Mr. Wathen and Mr. Kenealy are responsible for submitting this documentation.

[Table 3 EQ4](#)

33. Accreditation Chapter 12.1(1) EQ3: Review of Data

The district was unable to provide evidence that the district annually reviews district, attendance center and course enrollment data.

The district will submit documentation that it does review the data on an annual basis with the SIAC committee and the Board. Mr. Kenealy and Mr. Wathen will submit this documentation no later than November 15, 2014.

[Table 3 EQ3](#), [Hamburg Equity Report 2011-2012](#), [Hamburg Equity Report 2012-2013](#)

34. Accreditation Chapter 12.1(1) EQ5: Equity Coordinator

The district was unable to provide evidence that it had one Equity Coordinator identified in the district publications or the activities the Equity Coordinator would be involved in.

Mr. Wathen is currently identified as the district's Equity Coordinator and he will submit documentation to support his status and his activities by October 16, 2014.

[Table 3 EQ5](#)

35. Accreditation Chapter 12.5(3) EPRO1: Elementary Program

The district was unable to provide evidence that it provided all of the required educational and curricular areas.

Mr. Wathen will submit documentation that will support the fact that the district does provide the fully required educational and curricular programs no later than November 15, 2014.

[Elementary Schedules](#)

36. Accreditation Chapter 12 12.5(4) JHP1: 7th and 8th Grade Career Education

The schedule provided did not show that 7th and 8th grade Career Education was being offered and taught. Career Education must be offered and taught in grades 7 and 8.

The Middle School Schedule has been updated to show all classes that are being taught each period of the day. Career Education is being taught for grades 7 and 8.

Mr. Wathen will submit documentation by November 15, 2014  
[Middle School Schedules](#)

37. Accreditation Chapter 12 12.5(19)(d) PA4: Physical Activity Requirements

The schedules provided did not show how the district supports the Physical Activity requirements established by the state.

The Elementary and Middle School Schedules have been updated to show all classes that are being offered and taught each period of the day. The updated schedule will demonstrate how the school district is helping students meet the Physical Activity requirements.

Mr. Wathen will submit documentation by November 1, 2014.  
[Middle School Schedules](#)

38. Accreditation Chapter 12.4(10) RPL1: Records of Licenses

The district was unable to demonstrate that all staff members had the appropriate license or certification for the responsibilities they had been assigned.

The district will submit evidence that all staff members are licensed and/or certified for the duties that they currently are assigned by the district and those records will be located in the employee's personnel file located in the business office. Evidence to support this will be submitted by Mr. Kenealy and Mrs. Wood by October 16, 2014.

As of October 16, 2014 all staff members are licenses and/or certified for the duties that they are currently assigned with the exception of one teacher whose paperwork is at the BOEE and should be cleared by Friday, October 17, 2014.

39. ESEA Title I 1119(c): Highly Qualified Paraeducators

The district was unable to provide evidence that all paraeducators were certified as highly qualified which is required in a school wide Title I program.

Mr. Wathen has provided that evidence to the Department of Education in September of 2014.  
[Hamburg Highly Qualified Para, Title I Highly Qualified Para](#)

40. Accreditation Chapter 12.3(3) PE8: Principal Evaluation

The district was unable to provide evidence that the building principals had been evaluated.

The criteria for evaluating building principals will be updated in Board Policy no later than November 1, 2014 and the building principals will be evaluated by the superintendent by December 15, 2014. Mr. Kenealy will be responsible for completing this task. [Board Policy 303.6](#)

41. Iowa Administrative Code 281-33.3 HCY4: Homeless Definition

The district was unable to demonstrate that the district handbooks contain the appropriate definition of homeless students.

The homeless definition has been updated in the district handbooks and are now available on the district's website. [Homeless Definition, Table 3 HCY4](#)

42. Iowa Administrative Code 281-60.3 ELL1, ELL2, ELL3: Limited English

The district was unable to provide sufficient evidence that its English Language Learners Policy was up to date, that the policy documented the options available English Language Instruction programs in the district and no exit criteria could be found for limited English proficient students.

The updated Hamburg Community School District English Language Learners Program Policy will be provided to the Department of Education that addresses each of the identified concerns.

Mr. Wathen will submit documentation by November 15, 2014.  
[Table 3 ELL, LAU Plan](#)

43. Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.0 and V.C. EQD2 and EQD3: Annual Notification of Non-Discrimination

The district was unable to provide sufficient evidence that it published an annual notification in the newspaper or newsletter of the district's non-discrimination policy. The district also did not show the non-discrimination policy in its handbooks, web site, registration material, etc.

The district will annually publish the district's non-discrimination policy on the district website, in the local newspaper and in the district newsletter by November 16, 2014. In addition the non-discrimination will be updated and added to the district's

handbooks, registration material and any other publication distributed by the district.

Mr. Kenealy will be responsible for completing this task.

[Non-discrimination notification](#), [Table 3 EQD2](#), [Nishnabotna Student Handbook](#)

44. Iowa Code 19B.11, 281-IAC Chapter 95: EQD4: Board Policy 401.1

The district's Board Policy 401.1: Equal Employment Opportunity did not include all of the protected classifications.

The Hamburg Community School District Board of Directors will revise Board Policy 401.1: Equal Employment Opportunity to include the protected classes including sexual orientation, gender identity and socioeconomic status no later than October 15, 2014. Mr. Kenealy will be responsible to see that this task is completed.

[Board Policy 401.1](#)

45. Title VI Civil Rights Act and IAC 281-60: EQD5: Registration Forms

The district's student registration/enrollment forms did not include questions to determine the student's primary home language.

The district has updated its student registration/enrollment forms and they now include questions designed to determine or identify the student's primary home language as of October 6, 2014.

[Home Language Survey - English](#), [Home Language Survey - Spanish](#), [Table 3 EQD5](#)

46. P.L. 107-110 ESEA Sec.1111(h)(6) T12: Highly Qualified Teacher Notification

The district was not able to demonstrate that it provided a statement of assurances to parents that notification would occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified.

This statement will be added to the district's handbooks, website and newsletter no later than November 15, 2014. Mr. Kenealy will complete this task.

[Highly Qualified Teacher Statement of Assurance](#) [Table 3 T12](#)

47. Iowa Code 284.8 PRS1: Teacher Peer Review Requirement

The district was not able to demonstrate that it has developed and implemented a teacher peer review process as required by State Statutes.

The district initiated the planning process to develop and implement a district wide teacher peer review process on October 6, 2014. The planning process is a collaborative effort of teachers and district administrators and will be implemented by December 15, 2014.

Mr. Kenealy and Mr. Wathen are responsible for completing this task. [Peer Review Notes](#), [Peer Observation Form](#), [Peer Review Form](#)  
[Table 3 PRS1](#)

48. Iowa Code, Section 284.6(8) PC1: Practitioner Collaboration

The district was unable to provide evidence that the district was providing for a minimum of thirty-six (36) hours of practitioner collaboration time during the school year. Evidence was missing for faculty members who teach special areas.

The district will submit documentation that demonstrates how all faculty members participate for no less than thirty-six (36) hours of practitioner collaboration during the school year. Mr. Wathen and Mr. Kenealy are responsible for submitting evidence no later than December 1, 2014.

[Table 3 PC1](#), [2014-2015 Calendar](#)

49. The Hamburg Community School District has substantial financial issues to address.

The Hamburg Community School District will submit several financial corrective action plans to the Department of Education and the School Budget Review Committee by November 14, 2014.

One plan will propose a corrective action plan that is based on a new school district called Nishnabotna that would be based on a successful vote to merge the two districts of Farragut and Hamburg. A reorganization vote is now scheduled for Tuesday, December 2, 2014.

A second plan will propose a corrective action plan that is based on a continued whole-grade sharing arrangement with Farragut with significant budget reductions and a realignment of how educational programming is delivered including abandoning portions or all of some of the buildings/facilities we now utilize.

A third plan will propose a corrective action plan that is based on a new school district called Nishnabotna with new sharing agreements with one or more districts located in Fremont County.

Each plan will propose closing down one or two of the educational facilities currently located in the two communities of Farragut and Hamburg. The plans will include cost

savings in building efficiencies and staff reduction efficiencies to stay within budget.

Each plan will be submitted with a corrective action plan that will reduce spending in any of the plans equal to the amount the district will request in modified growth.

Each plan will be designed to meet accreditation requirements yet work within the authorized budget authority allowed by formula.

Examples of plans being considered and discussed with some cost saving estimates are linked/attached below to demonstrate the types of conversations underway.

[Advisory Committee Discussion Summary on Facilities, Updated Cost Savings](#)

Each plan will look at additional sharing opportunities with neighboring districts. The school district has begun to have conversations with the Superintendents and Board Presidents of three Fremont County schools to discuss a vision for the future, sharing opportunities and what ifs.

The school district is also working with Facilities Cost Management to develop plans how to best serve kids, deliver educational programs at an affordable cost in our community.

The following are the Board Minutes that finalized the Board Policy Changes that were required to complete this response to the Department of Education.

[Board Minutes from October 15](#)

Iowa Department of Education  
Recommended Changes to  
Hamburg Community School District  
Correction Plan

October 27, 2014

Iowa Department of Education Response to Hamburg CSD Correction Plan  
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**General recommendation:**

It is the recommendation of the Iowa Department of Education that Hamburg CSD be allowed to implement the corrective actions below, in addition to the corrective actions regarding facilities accessibility stated in Appendix B of the site visit report, as amended in the last column, if applicable. The recommended deadline for all corrective action is February 16, 2015.

*Table 1: Summary of Noncompliance Citations from 2010 and Subsequent Action*

<b>Noncompliance Items Both Equity and Accreditation</b>	<b>Citation</b>	<b>Date of Citation</b>	<b>Evidence required</b>	<b>Completion Date or Plan for Completion</b>	<b>DE Proposed Amendments as of 10/27/14</b>
Equity Report Statement #7: Corrections in protected classes in nondiscrimination policies.	Code of Iowa Section 216.9 Iowa Administrative Code 12.5(8)	6/7/10	Updated policy #401.1	8/29/13	None
Equity Report Statement #8: Role of Equity Coordinator	Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.7 Title IX of the Education Amendments of 1972 34 CFR Part 106.8 Iowa Administrative Code 95.4(3)	6/7/10	Report to Board	7/24/12	None
Equity Report Statement #9: Availability of grievance forms	Americans with Disabilities Act, 1990 280.28(3) Harassment and Bullying Prohibited.	6/7/10	Copy of form and locations	Grievance forms were submitted in proposed corrective action plan. These forms are for Farragut CSD and are insufficient to meet the requirement,	Hamburg CSD is required to submit evidence that the district is in compliance with this requirement by 2/16/2015.

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
Equity Report Statement # 10: grievance notification in Handbooks	Section 504 of the Rehabilitation act of 1973 34 CFR Part 104.7 Title IX of the Education Amendments of 1972 34 CFR Part 106.8	6/7/10	Copies of Handbooks	8/29/13	None
Equity Report Statement #11 – nondiscrimination notifications in handbooks and website <b>EDQ2.</b> The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks that includes all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C. <b>EQD3.</b> The district does not have a non-discrimination	34 CFR Part 104.8 Notice; 34 CFR Part 106.9 Section IV.O. Public Notification.	6/7/10	Website and Copies of Handbooks	<p>The district posted a nondiscrimination statement on the website, included it in the student and staff handbooks, and plans to include the statement in the next series of newsletters and the local newspaper.</p> <p>Annual notification is not on the homepage of the district website. The link has policy that is incorrect. Although the non discrimination policy is correct, the anti-bullying statement is missing some protected classes in the sample provided.</p>	Hamburg CSD is required to submit evidence that the district is in compliance with this requirement by 2/16/2015.

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
<p>statement in major written publications: Parent, student, employee handbooks, registration handbook, coaches; handbooks, brochures about the district, web site, and school newsletters that include all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>					
<p>Equity Report Statement #21 – monitoring of MCGF</p>	<p>Code of Iowa Section 256.11; Iowa Administrative Code 12.5(8); Code of Iowa 12.7(256).</p>	<p>6/7/10</p>	<p>PD agenda items and lesson plans or examples</p>	<p>The district submitted in their corrective action plan that they have provided professional development on this topic and that documentation to support these efforts will be submitted to the DE. This will be accepted when materials used in PD are provided.</p>	<p>Hamburg CSD is required to submit the materials used in delivering the PD by 2/16/2015.</p>

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
Equity Report Statement #22 – media center support <b>LP1.</b> The school district has not established a K-12 library program. 281- IAC 12.3(12)	Iowa Administrative Code 281-12.3(1).	6/7/10	Copy of Library plan	6/26/14	None
Equity Report Statement #23 – K-12 counseling program	Iowa Administrative Code 281-12.39(11)	6/7/10	NA – Hamburg high school students now go to NHS	8/29/13	None
Equity Report Statement #27: weight training by gender		6/7/10	NA – Hamburg high school students now go to NHS	7/24/12	None
Equity Report Statement #28: nondiscrimination notification in coaches handbook	Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.8; Title IX of the Education Amendments of 1972 34 CFR Part 106.9; Office of Civil Rights Guidelines 1979 Section IV.O.	6/7/10	Copy of Coaches' Handbook	6/25/14	None
Equity Report Statement #29 – annual review of extra- curricular activities	Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.34; Title IX of the Education Amendments of	6/7/10	NA – Hamburg high school students now go to NHS	8/29/13	None

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
	1972 34 CFR Part 106.3; 34 CFR Part 106.34; Office of Civil Rights Guidelines 1979 Section V.B.; Section V.C.; Section V.E.				
Equity Report Statement #32: accessibility items	Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22; 34 CFR Part 104.23; Americans with Disabilities Act 1990 – 28 CFR Section 35.150(d); 28 CFR Section 35.151.	6/7/10	On-Site Observation	The district has a plan to bring the educational program to the student if the program is currently inaccessible to a student by using the Marnie Simons Elementary School building. The district also has a plan to change the use of the buildings in the district at the beginning of the following year to meet accessibility requirements. This plan is acceptable as long as all items are addressed, including a written accessibility plan, within 90 days of State Board Action, as stated in the DE's original report.	Fulfill obligations in report as stated.
Equity Report Statement # 34: gender typed enrollments	Section 504 of the Rehabilitation Act of 1973 – 34 CFR Part 104.34; Title IX of the Education	6/7/10	NA– Hamburg high school students now go to NHS	8/29/13	None

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
	Amendments of 1972 – 34 CFR part 106.34; 34 CFR Part 106.36; Iowa Administrative Code 12.1(256) General standards.				
Equity Report Statement # 46: district committee diversity	Section 504 of the Rehabilitation Act of 1973 – 34 CFR Part 104.4; Title VI – Civil Rights Act, 1964 – 34 CFR Part 100.3; Code of Iowa Section 258.9; Section 69.16A; Iowa Administrative Code 12.2(256)	6/7/10	Summary of outreach and new SIAC membership	7/24/12	None
Equity Report Statement # 50: EEO/AA plan inadequate <b>EQD4.</b> Plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281-IAC Chapter 95	Iowa Administrative Code 95.3(256)	6/7/10	Updated EEO/AA Plan provided on 6/26/14 but needs Policy #401.1 to be revised	10/16/2014	None

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
Equity Report Statement # 51: SIAC membership diversity	Iowa Administrative Code 12.2(256); 12.3(2); Code of Iowa Section 258.9; Section 69.16A.	6/7/10	SIAC Agenda from 3/4/13	8/29/13	None
<b>CL8.</b> Graduating seniors are being released more than five days early, excluding weather related extensions. 281-IAC 12.1(7)	<b>CL8.</b> Graduating seniors are being released more than five days early, excluding weather related extensions. 281-IAC 12.1(7)	6/10/10		6/10/10	None
<b>PM3.</b> The school or school district cannot demonstrate that the board has reviewed its policies on at least a five-year cycle. 281-IAC 12.3(2)	<b>PM3.</b> The school or school district cannot demonstrate that the board has reviewed its policies on at least a five-year cycle. 281-IAC 12.3(2)	6/10/10		6/10/10	None
<b>EV3.</b> The school district does not implement its evaluation procedures for all teachers. 281-IAC 12.3(3) and Iowa Code 279.14	<b>EV3.</b> The school district does not implement its evaluation procedures for all teachers. 281-IAC 12.3(3) and Iowa Code 279.14	6/10/10	Review all evaluations	The district will review all evaluation files by 11/1/14. The district will have all teachers on an appropriate evaluation scheduled by 12/15/14.	None

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	6/10/10	A schedule was provided but it does not meet 281-IAC 12.5(4)	The district provided appropriate evidence.	None
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	6/10/10	A schedule was provided but it does not meet 281-IAC 12.5(4)	The district provided appropriate evidence.	None
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	6/10/10	A schedule was provided but it does not meet 281-IAC 12.5(4)	The district provided appropriate evidence.	None
<b>VED2.</b> The vocational (CTE) program for grades 9-12 does not contain at least three sequential units in at least four service areas. 281-IAC 12.5(5)(i)	<b>VED2.</b> The vocational (CTE) program for grades 9-12 does not contain at least three sequential units in at least four service areas. 281-IAC 12.5(5)(i)	6/10/10	Vocational Program moved to Farragut.	Does not apply.	None
<b>GT1.</b> The district has not established gifted and talented program	<b>GT1.</b> The district has not established gifted and talented	6/10/10		11/2010	None

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
goals. 281-IAC 12.5(12)	program goals. 281-IAC 12.5(12)				
<b>GT3.</b> The district identification procedures are not designed to potentially identify gifted and talented students throughout the school age population. 281-IAC 12.5(12)	<b>GT3.</b> The district identification procedures are not designed to potentially identify gifted and talented students throughout the school age population. 281-IAC 12.5(12)	6/10/10		11/2010	None
<b>GT4.</b> The district's identification procedures for gifted and talented students do not contain at least two criteria. 281-IAC 12.5(12)	<b>GT4.</b> The district's identification procedures for gifted and talented students do not contain at least two criteria. 281-IAC 12.5(12)	6/10/10		11/2010	None
<b>GT5.</b> The district has no qualitatively differentiated program for identified gifted and talented students. 281-IAC 12.5(12)	<b>GT5.</b> The district has no qualitatively differentiated program for identified gifted and talented students. 281-IAC 12.5(12)	6/10/10		11/2010	None
<b>GT6.</b> The district has no personnel designated to	<b>GT6.</b> The district has no personnel designated to	6/10/10		A list of classes and the times taught was provided.	The district must submit a copy of the instructor's license or

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
administer the gifted and talented program for identified students. 12.5(12)	administer the gifted and talented program for identified students. 12.5(12)				provide verification through BEDS by 2/16/2015.
<b>GT7.</b> The district does not provide any professional development with regard to gifted and talented programming. 281-IAC 12.5(12)	<b>GT7.</b> The district does not provide any professional development with regard to gifted and talented programming. 281-IAC 12.5(12)	6/10/10		11/2010	None
<b>PA2.</b> Pupils in grades 6 through 12 do not engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. 281-IAC 12.5(19) (grades 9-12)	<b>PA2.</b> Pupils in grades 6 through 12 do not engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. 281-IAC 12.5(19) (grades 9-12)	6/10/10	Student Contract	The district provided appropriate evidence.	None
<b>PD1.</b> The school or school district does not provide professional development for all staff responsible for delivery of instruction. 281-IAC 12.7(1)(a)a, 281-IAC 12.7(2)(a)	<b>PD1.</b> The school or school district does not provide professional development for all staff responsible for delivery of instruction. 281-IAC	6/10/10		Evidence provided does not meet requirements.	The district needs to develop a PD plan that follows all of the components listed in Chapter 12 by 2/16/2015.

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
	12.7(1)(a)a, 281-IAC 12.7(2)(a)				
<b>PD4.</b> No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281-IAC 12.7(1)(a)	<b>PD4.</b> No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281-IAC 12.7(1)(a)	6/10/10		Evidence provided does not meet requirements.	The district needs to develop a PD plan that follows all of the components listed in Chapter 12 by 2/16/2015.
<b>IPDP1.</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281-IAC 12.7(1)(c)	<b>IPDP1.</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281-IAC 12.7(1)(c)	6/10/10		The Individual Professional Development Plan (IPDP) provided did not appear to have all the components required by Chapter 12. There were some blank pages and lack evidence of yearly collaboration with administrator.	The district must provide a plan that demonstrated compliance with this requirement by 2/16/2015.
<b>IPDP2.1</b> No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the student achievement goals of	<b>IPDP2.1</b> No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the	6/10/10		The Individual Professional Development Plan (IPDP) provided did not appear to have all the components required by Chapter 12. There were some blank pages and lack evidence of yearly	The district must provide a plan that demonstrated compliance with this requirement by 2/16/2015.

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
the attendance center and school district. 281-IAC 12.7(1)(c)	student achievement goals of the attendance center and school district. 281-IAC 12.7(1)(c)			collaboration with administrator.	
<b>IPDP2.2</b> No evidence exists that individual professional development plans are based on the needs of the teacher. 281-IAC 12.7 (1)(c)	<b>IPDP2.2</b> No evidence exists that individual professional development plans are based on the needs of the teacher. 281-IAC 12.7 (1)(c)	6/10/10		The Individual Professional Development Plan (IPDP) provided did not appear to have all the components required by Chapter 12. There were some blank pages and lack evidence of yearly collaboration with administrator.	The district must provide a plan that demonstrated compliance with this requirement by 2/16/2015.
<b>IPDP2.3</b> No evidence exists that individual professional development plan goals go beyond those required under the attendance center professional development plan. 281-IAC 12.7(1)(c)	<b>IPDP2.3</b> No evidence exists that individual professional development plan goals go beyond those required under the attendance center professional development plan. 281-IAC 12.7(1)(c)	6/10/10		The Individual Professional Development Plan (IPDP) provided did not appear to have all the components required by Chapter 12. There were some blank pages and lack evidence of yearly collaboration with administrator.	The district must provide a plan that demonstrated compliance with this requirement by 2/16/2015.
<b>IPDP2.4</b> No evidence exists that individual professional development plans are	<b>IPDP2.4</b> No evidence exists that individual professional	6/10/10		The Individual Professional Development Plan (IPDP) provided did not appear	The district must provide a plan that demonstrated compliance with this requirement by 2/16/2015.

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
developed by the teacher in collaboration with the teacher's evaluator. 281-IAC 12.7(1)(c)	development plans are developed by the teacher in collaboration with the teacher's evaluator. 281-IAC 12.7(1)(c)			to have all the components required by Chapter 12. There were some blank pages and lack evidence of yearly collaboration with administrator.	
<b>IPDP2.5</b> No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional development plan. 281-IAC 12.7(1)(c)	<b>IPDP2.5</b> No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional development plan. 281-IAC 12.7(1)(c)	6/10/10		The Individual Professional Development Plan (IPDP) provided did not appear to have all the components required by Chapter 12. There were some blank pages and lack evidence of yearly collaboration with administrator.	The district must provide a plan that demonstrated compliance with this requirement by 2/16/2015.
<b>SIAC1.</b> No evidence exists that the School Improvement Advisory Committee is board appointed. 281-IAC 12.8(1)(a)(2)	<b>SIAC1.</b> No evidence exists that the School Improvement Advisory Committee is board appointed. 281-IAC 12.8(1)(a)(2)	6/10/10		Combined with Farragut	None
<b>SIAC2.</b> The School Improvement Advisory C committee does not consist of members representing all of the	<b>SIAC2.</b> The School Improvement Advisory C committee does not consist of members	6/10/10		Combined with Farragut	None

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
following: parents, students, teachers, administrators, and community members.	representing all of the following: parents, students, teachers, administrators, and community members.				
<b>SIAC3.</b> The School Improvement Advisory Committee does not meet at least once a year. 281-IAC 12.8(1)(a)(3)	<b>SIAC3.</b> The School Improvement Advisory Committee does not meet at least once a year. 281-IAC 12.8(1)(a)(3)	6/10/10		Combined with Farragut	None
<b>SIAC4.</b> The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, and annual improvement goals for the next school year. 281-IAC 12.8(1)(a)(3)	<b>SIAC4.</b> The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, and annual improvement goals for the next school year. 281-IAC 12.8(1)(a)(3)	6/10/10		Combined with Farragut	None
<b>PE1.</b> Personnel files show no evidence of	<b>PE1.</b> Personnel files show no evidence of	6/10/10		No longer required	None

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Noncompliance Items Both Equity and Accreditation	Citation	Date of Citation	Evidence required	Completion Date or Plan for Completion	DE Proposed Amendments as of 10/27/14
physical exams before or within six weeks of the beginning of service. 281-IAC 12.4(14)(substitutes)	physical exams before or within six weeks of the beginning of service. 281-IAC 12.4(14)(substitutes)				
<b>TL1.</b> The school or school district employs [REDACTED] who is not endorsed/certificated for content area(s) (Second Chance Reading) 281-IAC 12.4(8)	<b>TL1.</b> The school or school district [REDACTED] who is not endorsed/certificated for content area(s) (Second Chance Reading) 281-IAC 12.4(8)	6/10/10		11/2010	None

*Table 3: Noncompliance Citations as of June 26, 2014*

Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
For districts providing early childhood special education instructional services for preschool	Iowa Code 279.49, 280.3A	No evidence provided	11/1/14	The district submitted evidence that the district uses	No concrete evidence of IQPPS standards provided. The IDE requires the district to submit additional

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<p>children on an Individualized Education Plan (IEP), <i>Iowa Code 279.49, 280.3A</i></p> <p>_____ a. Indicate which of the following preschool program standards, as defined by the Iowa Department of Education, are being implemented.</p> <p>1. Iowa Quality Preschool Program Standards (IQPPS);</p> <p>2. Head Start Program Performance Standards; or</p> <p>3. National Association for the Education of Young Children (NAEYC) Accreditation.</p>				the Iowa Quality Preschool Program Standards.	evidence by an extended deadline of 11/30/14.
<b>MCGF1</b> No MCGF board policy exists.	281—IAC 12.5(8).	Policy 603.4 reviewed 3/19/12 Multi-culture missing American	11/1/14	Policy provided.	None.

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
		Indians and European Americans. Equal opportunity paragraph is missing protected classes.			
<b>EQD1</b> The district does not have a policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation, and gender identity (EQD1).	Title IX 34CFR 106.9 Section 504 34 CFR 104.8, Iowa Code 216.6	Policy 302.1 revised 4/21/14 is still missing creed. Policy 303.2 reviewed 4/19/14 (administrators) missing creed, sexual orientation and gender identity policy 401.1 revised 3/21/11 (EEO) OK policy 405.2 reviewed 1/11/07 (licensed staff) missing sexual orientation and gender identity policy 411.2 reviewed 1/17/10 (classified) is missing	11/1/14	302.1 corrected. 303.2 corrected. 405.2 corrected. 411.2 corrected. Copies of all policies were provided.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
		sexual orientation and gender identity			
<b>PE6</b> Board policy does not address evaluation criteria for administrators.	281—IAC 12.3(3) and Iowa Code 279. 23A	Policy 302.5 reviewed 4/21/14 includes leadership standards for superintendent. No criteria or forms found for administrators	11/1/14	Criteria outlined in policies.	None
<b>GT3</b> The district's identification procedures are not designed to potentially identify gifted and talented students throughout the school age population.	281—IAC 12.5(12)	Powerpoint indicated multiple criteria for identification No list of elementary students or middle school students served was provided.	Evidence submitted by 11/15/14.	A list of students served was provided.	None
<b>GT5</b> The district has no qualitatively differentiated program for identified gifted and talented students.	281—IAC 12.5(12)	No information provided.	Evidence submitted by 11/15/14.	Evidence of a differentiated program was submitted.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<b>GT7</b> The district does not provide any professional development with regard to gifted and talented programming.	281—IAC 12.5(12)	No information provided.	Evidence submitted by 11/15/14.	Plan provided meets requirements. Proof such as agenda of PD will be needed.	The DE still needs an agenda of PD provided as evidence. To be submitted no later than 2/16/2015.
<b>AR1</b> The district's identification procedures are not designed to potentially identify at-risk students throughout the school age population.	281—IAC 12.5(13)	CRITERIA in with #9. OTHER requirements not evident.	Evidence submitted by 11/15/14.	District stated that this was addressed in the TAG plan.	This response does not meet requirements. The district is required to submit evidence of compliance by an extended deadline of 12/15/2014.
<b>AR2</b> The district's identification procedures for at-risk students do not contain at least two criteria.	281—IAC 12.5(13)	No information provided.	Evidence submitted by 11/15/14.	Evidence provided.	None
<b>AR3</b> The district has no ongoing educational strategies to meet the needs of at-risk students.	281—IAC 12.5(13)	No information provided.	Evidence submitted by 11/15/14.	The evidence provided states, "The district provides a School Based Interventionist 4 days per week to work in the middle school. If middle school families that the SBI is working	This does not provide all strategies needed for at risk students. Does not address academic needs.  The district is required to submit evidence of compliance by an extended deadline of 12/15/2014.

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
				with have children in the elementary school, the SBI may work with those children.”	
<b>AR4</b> The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates the effectiveness of its at-risk program.	281—IAC 12.5(13)	No information provided.	Evidence submitted by 11/15/14.	The district will provide evidence of evaluation of effectiveness of the program.	None
<b>SIAC2</b> The School Improvement Advisory Committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members.	281—IAC 12.8(1)(a)(2)	Membership list provided is titled “Farragut Community Schools SIAC Team.” No list titled Hamburg or shared.	Evidence provided that efforts have been made to seek balanced representation by 11/15/14.	The district will submit documentation by 11/15/2014.	None
<b>SIAC6</b> No evidence exists that the district, to the extent possible, has made an effort to seek balanced representation of race, gender, national origin, and disability for the	281-IAC 12.2	Membership list provided is titled “Farragut Community Schools SIAC Team.” No list	Evidence provided that efforts have been made to seek balanced representation by 11/15/14.	The district will submit documentation by 11/15/2014.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
school improvement advisory committee.		titled Hamburg or shared.			
<b>SIAC5</b> No evidence exists that the School Improvement Advisory Committee makes recommendations to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives.	281—IAC 12.8(1)(a)(2)	Minutes of June 2, 2014 joint meeting reflect discussion of topics, but no formulation of recommendations for the school board that meet this requirement.	Plan for engaging SIAC in making such recommendations submitted by 11/15/14.	The district will submit documentation by 11/15/2014.	None
<b>EQ4</b> Data regarding district, attendance center, and course enrollment on the basis of gender, disability, race, and/or national origin do not exist for each subgroup.	281—IAC 12.1(1)	No information provided.	Evidence submitted by 11/15/14.	The district will submit documentation by 11/15/2014.	None
<b>EQ3</b> No evidence exists for the annual review of district, attendance center,	281—IAC 12.1(1)	No information provided.	Evidence submitted by 11/15/14.	The district will submit	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
and course enrollment data.				documentation by 11/15/2014.	
<b>EQ5</b> No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.	281—IAC 12.1(1)	Board minutes dated 6/16/14 indicate a review of an Equity Report.  Board policy 102 reviewed 8/19/13. Policy states grievances should be directed to the superintendent while other publications list the elementary principal. No list of activities conducted by equity coordinator.	11/1/14	The district submitted policies.	The policies for equal opportunity in programs do not have a consistent person named as equity coordinator. The district did not address this in the response.  The district is required to address this by an extended deadline of 11/15/2014.
<b>EPRO1</b> The elementary program, grades 1-6, does not include each curricular area.	281—IAC 12.5(3)	No information provided.	Evidence submitted by 11/15/14.	The district will provide evidence by 11/15/14.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<b>JHP1</b> The junior high program, grades 7-8, does not include each curricular area.	281—IAC 12.5(4)	No information indicates Health, FCS, Career Ed, and Technology are taught at both 7 <sup>th</sup> and 8 <sup>th</sup> grade. Interviews indicated PE is the last period of the day and included sports practices/tutoring and not PE content specification as outlined in Chapter 12.	Evidence submitted by 11/15/14.	Evidence submitted.	None
<b>PA4</b> The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements.	281-IAC 12.5(19)(d)	No information provided.	11/1/14	Evidence submitted.	None
<b>RPL1</b> The school or school district has insufficient record of licenses and/or certificates of professional recognition	. 81—IAC 12.4(10)	██████████ is listed as Van Driver but does not have appropriate health checks	11/15/14	The district has submitted information.	The reading teacher does not hold a reading endorsement. She is teaching reading according to the master schedule but

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
		<p>and license. [REDACTED] [REDACTED] is scheduled as reading teacher but is not endorsed for reading and is listed in BEDS as ELA.</p>			<p>she is assigned English in BEDS.</p> <p>The district must correct this by an extended deadline of 12/1/14.</p>
<p>Title I of ESEA Section 1119(c) Highly qualified educational assistance.</p>		<p>File review lacked evidence that all paraeducators are highly qualified which is required in a school wide title I program.</p>	<p>11/15/14</p>	<p>The district will submit information by 11/15/2014.</p>	<p>None</p>
<p><b>EV3</b> The school district does not implement its evaluation procedures for all teachers.</p>	<p>281—IAC 12.3(3) and Iowa Code 279.14</p>	<p>Teachers are off cycle.</p>	<p>Must be back on cycle by 12/15/14.</p>	<p>The district will submit information by 12/15/14.</p>	<p>None</p>
<p><b>PE8</b> The school district does not implement its evaluation procedures for all administrators.</p>	<p>281—IAC 12.3(3) and Iowa Code 279.23A</p>	<p>Principals are not evaluated annually.</p>	<p>Criteria must be adopted by 11/1/14.</p> <p>All administrators must have received an</p>	<p>The district submitted a plan to comply with stated deadlines.</p>	<p>None</p>

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
			evaluation by 12/15/14.		
<p>IPDP.1 No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281—IAC 12.7(1) (c)</p> <p>IPDP2.1 No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district. 281—IAC 12.7(1) 9 (c)</p> <p>IPDP2.2 No evidence exists that individual professional development plans are based on the needs of the teacher. 281—IAC 12.7(1) (c)</p> <p>IPDP2.3 No evidence exists that individual professional development plan goals go beyond those required under the</p>	<p>281—IAC 12.7(1) (c)</p>	<p>No information provided.</p>	<p>Individual Professional Development Plans in place by 12/15/14.</p>	<p>District plans to submit evidence by 12/15/14.</p>	<p>None</p>

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<p>attendance center professional development plan. 281—IAC 12.7(1)(c) IPDP2.4 No evidence exists that individual professional development plans are developed by the teacher in collaboration with the teacher's evaluator. 281—IAC 12.7(1) IPDP2.5 No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional development plan. 281—IAC 12.7(1)</p>					
<p><b>HCY4</b> Evidence that the district-adopted definition of homeless is communicated in staff, parent, and student does not exist.</p>	281—IAC 33.3	Handbook does not contain the appropriate definition.	11/15/14	District will provide by 11/15/14.	None
<p><b>ELL1</b> Documentation of identification procedures for limited English</p>	281—IAC 60.3	Provided Farragut's ELL plan which was outdated. Plan	11/15/14	District will provide updates plan by 11/15/14.	None

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<p>proficient students does not exist.  <b>ELL2</b> Documentation of program placement options for limited English proficient students does not exist.  <b>ELL3</b> Documentation of exit criteria for limited English proficient students does not exist.</p>		<p>should be updated annually.</p>			
<p><b>EQD2</b> The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks</p>	<p>Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>No information provided.</p>	<p>11/15/14</p>	<p>District will provide by 11/15/14.</p>	<p>None</p> <p>Please note that the notification on the website for both districts lacks socioeconomic status: The board will not discriminate in its educational activities on the basis of age, race, color, national origin, gender, creed, sexual orientation, gender identity, religion, sex, disability, or marital status.</p>

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
<p><b>EQD3</b> The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters</p>	<p>Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>Middle school handbook and newsletter do not contain non-discrimination statement.</p>	<p>11/15/14</p>	<p>District will provide by 11/15/14.</p>	<p>None</p>
<p><b>EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment.</p>	<p>Iowa Code 19B.11, 281—IAC Chapter 95</p>	<p>The EEO/AA plan has a policy with missing protected classes (#401.1).</p>	<p>11/15/14</p>	<p>District will provide by 11/15/14.</p>	<p>None</p>
<p><b>EQD5</b> The district does not have an initial student registration form which identifies the student's primary home language.</p>	<p>Title VI Civil Rights Act and IAC 281-60</p>	<p>No information provided.</p>	<p>11/15/14</p>	<p>District will provide by 11/15/14.</p>	<p>None</p>
<p><b>T12</b> No evidence exists the district provides a statement of assurance to parents that notification will occur should their child be taught for four or</p>	<p>P.L. 107-110 ESEA Sec. 1111(h)(6)</p>	<p>Not present in handbook or newsletter</p>	<p>11/15/14</p>	<p>District will provide by 11/15/14.</p>	<p>None</p>

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Requirement	Citation	Additional Information	Original Deadline per DE Report	District Plan for Completion	DE Proposed Amendments as of 10/27/14
more consecutive weeks by a teacher who is not highly qualified.					
<b>PRS1</b> No evidence exists a teacher peer review system is in place.	Iowa Code 284.8	No information provided. Interviews indicate no system is in place.	12/1/14	District will provide by 12/1/14.	None
<b>PC1</b> No evidence exists the district provides 36 hours of practitioner collaboration.	Iowa Code section 284.6(8)	Content area teachers are meeting but other areas did not appear to meet 36 hours. Simple K-12 (online webinars) does not meet the collaboration requirement.	12/1/14	District will provide by 12/1/14.	None  Please note that evidence provided in the correction plan does not meet the requirement in IC284.6(8). The professional development calendar is the district calendar.

**Hamburg Community School District  
Phase I Finance and Phase II  
Accreditation Report**

**September 17, 2014**

Iowa Department of Education  
Phase I Finance and Phase II Accreditation  
Report  
Hamburg Community School District

September 17, 2014

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Appendix B: Facilities Accessibility

## Process

Members of the Iowa Department of Education's (IDE) Bureau of Finance, Facilities, Operation and Transportation Services conducted a desk audit and site visit of Hamburg CSD beginning May 27, 2014 as part of a full review of the district's finances. Members of an Accreditation Committee appointed by the director of the IDE pursuant to Iowa Code § 256.11 (10) visited the Hamburg Community School district on June 25-26, 2014 as part of a Phase II monitoring process. The Phase II monitoring process focused on the district's failure to correct several instances of noncompliance for which citations were originally delivered in 2010. Iowa Code provides for use of a Phase II process under certain circumstances, of which failure to correct noncompliance is one. The following steps complete the Phase II process:

1. The Accreditation Committee will make a report to the director of the IDE together with a recommendation whether Hamburg CSD shall remain accredited.
2. The Accreditation Committee will provide a written report to the district that includes a list of all deficiencies, the actions that must be taken to correct them, and the deadline by which corrections must be made. The Accreditation Committee will also advise the district of available resources and technical assistance.
3. Hamburg CSD will have the opportunity to respond to the Accreditation Committee's report.
4. The director of the IDE will provide the State Board with a summary report, the Accreditation Committee's report, and the district's response. The district may address the State Board at this time.
5. The State Board may accept or modify the plan for corrective action.
6. The district will implement the corrective action plan, remaining accredited while doing so.
7. The Accreditation Committee will re-visit the district and determine if all corrections have been made.
8. The Accreditation Committee will report to the director of the IDE and the State Board on the status of corrections, and recommend that the district remain accredited or have its accreditation revoked. The Committee may also recommend that the district have special conditions placed on its accreditation.
9. If the deficiencies are not corrected and the Accreditation Committee recommends un-accrediting the district, the State Board shall merge the territory of the district with one or more contiguous districts at the end of the school year. The State Board may place the district in the receivership of the AEA in which the district is located for the remainder of the year.

This report represents the Accreditation Committee's initial report to the Director of the IDE, along with a recommendation that Hamburg Community School District should not continue to remain accredited. All deficiencies with respect to the district's compliance with state or federal law discovered in the course of the Phase II visit are outlined in this report, along with actions required to correct each deficiency and a deadline for each. The district is invited to respond to

this report within 30 days of receipt. The response may be sent to Amy Williamson, Bureau Chief for School Improvement, at [amy.williamson@iowa.gov](mailto:amy.williamson@iowa.gov).

After receipt of the district's response, the Director of the IDE will provide the Accreditation Committee's report and the district's response to the State Board of Education. The director will make his own report to the State Board at that time. At this time the district may appear before or address the State Board, and the State Board may modify the district's plan for correction.

If approved by the State Board, the district will begin the corrective actions. The district will remain accredited while implementing the corrective actions.

On the date the corrective action plan is to be completed, the Accreditation Committee will revisit the district and determine whether corrections have been made. The Committee will make a subsequent report and recommendation to the Director and the state board. The Committee will recommend whether and under what conditions the district may remain accredited.

Members of the Accreditation Committee for Hamburg Community School District include:

- Janet Boyd, Consultant, Bureau of School Improvement
- Cindy Butler, Consultant, Bureau of School Improvement
- Margaret Jensen-Connet, Consultant, Bureau of School Improvement
- Steve Crew, Administrative Consultant, Bureau of School Improvement
- Sandy Johnson, Consultant, Bureau of School Improvement
- Thomas Mayes, Attorney, Division of Learning and Results
- Amy Williamson, Chief, Bureau of School Improvement

Members of the team conducting the Phase I Finance Review for Hamburg Community School District include:

- Su McCurdy, Administrative Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Janice Evans, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Denise Ragias, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Joyce Thomsen, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Bill Roederer, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services
- Gary Schwartz, Consultant, Bureau of Finance, Facilities, Operation and Transportation Services

## General Accreditation

Prior to the Accreditation Committee’s visit to Hamburg Community School District, several citations for noncompliance with state and/or federal code or regulations had remained uncorrected since the district’s previous accreditation visit in April 2010. A list of those citations and their current status is provided below.

*Table 1: Summary of Noncompliance Citations from 2010 and Subsequent Action*

<b>Noncompliance Items Both Equity and Accreditation</b>	<b>Citation</b>	<b>Date of Citation</b>	<b>Evidence needed/provided</b>	<b>Completion Date</b>
Equity Report Statement #7: Corrections in protected classes in nondiscrimination policies.	Code of Iowa Section 216.9 Iowa Administrative Code 12.5(8)	6/7/10	Updated policy #401.1	8/29/13
Equity Report Statement #8: Role of Equity Coordinator	Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.7 Title IX of the Education Amendments of 1972 34 CFR Part 106.8 Iowa Administrative Code 95.4(3)	6/7/10	Report to Board	7/24/12
Equity Report Statement #9: Availability of grievance forms	Americans with Disabilities Act, 1990 280.28(3) Harassment and Bullying Prohibited.	6/7/10	Copy of form and locations	Not done
Equity Report Statement # 10: grievance notification in Handbooks	Section 504 of the Rehabilitation act of 1973 34 CFR Part 104.7 Title IX of the Education Amendments of 1972 34 CFR Part 106.8	6/7/10	Copies of Handbooks	8/29/13
Equity Report Statement #11 – nondiscrimination notifications in handbooks and website <b>EDQ2</b> . The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks that includes all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR	34 CFR Part 104.8 Notice; 34 CFR Part 106.9 Section IV.O. Public Notification.	6/7/10	Website and Copies of Handbooks	Not done, changes needed see DRC

106.9, OCR Guidelines IV.O and V.C. <b>EQD3.</b> The district does not have a non-discrimination statement in major written publications: Parent, student, employee handbooks, registration handbook, coaches; handbooks, brochures about the district, web site, and school newsletters that include all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.				
Equity Report Statement #21 – monitoring of MCGF	Code of Iowa Section 256.11; Iowa Administrative Code 12.5(8); Code of Iowa 12.7(256).	6/7/10	PD agenda items and lesson plans or examples	Not done
Equity Report Statement #22 – media center support <b>LP1.</b> The school district has not established a K-12 library program. 281-IAC 12.3(12)	Iowa Administrative Code 281-12.3(1).	6/7/10	Copy of Library plan	6/26/14
Equity Report Statement #23 – K-12 counseling program	Iowa Administrative Code 281-12.39(11)	6/7/10	NA – Hamburg high school students now go to NHS	8/29/13
Equity Report Statement #27: weight training by gender		6/7/10	NA – Hamburg high school students now go to NHS	7/24/12
Equity Report Statement #28: nondiscrimination notification in coaches handbook	Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.8; Title IX of the Education Amendments of 1972 34 CFR Part 106.9; Office of Civil Rights Guidelines 1979 Section IV.O.	6/7/10	Copy of Coaches' Handbook	6/25/14

Equity Report Statement #29 – annual review of extra-curricular activities	Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.34; Title IX of the Education Amendments of 1972 34 CFR Part 106.3; 34 CFR Part 106.34; Office of Civil Rights Guidelines 1979 Section V.B.; Section V.C.; Section V.E.	6/7/10	NA – Hamburg high school students now go to NHS	8/29/13
Equity Report Statement #32: accessibility items	Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22; 34 CFR Part 104.23; Americans with Disabilities Act 1990 – 28 CFR Section 35.150(d); 28 CFR Section 35.151.	6/7/10	On-Site Observation	Not done
Equity Report Statement # 34: gender typed enrollments	Section 504 of the Rehabilitation Act of 1973 – 34 CFR Part 104.34; Title IX of the Education Amendments of 1972 – 34 CFR part 106.34; 34 CFR Part 106.36; Iowa Administrative Code 12.1(256) General standards.	6/7/10	NA– Hamburg high school students now go to NHS	8/29/13
Equity Report Statement # 46: district committee diversity	Section 504 of the Rehabilitation Act of 1973 – 34 CFR Part 104.4; Title VI – Civil Rights Act, 1964 – 34 CFR Part 100.3; Code of Iowa Section 258.9; Section 69.16A; Iowa Administrative Code 12.2(256)	6/7/10	Summary of outreach and new SIAC membership	7/24/12
Equity Report Statement # 50: EEO/AA plan inadequate <b>EQD4.</b> Plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281-IAC Chapter 95	Iowa Administrative Code 95.3(256)	6/7/10	Updated EEO/AA Plan provided on 6/26/14 but needs Policy #401.1 to be revised	Not done
Equity Report Statement # 51: SIAC membership diversity	Iowa Administrative Code 12.2(256); 12.3(2)I; Code	6/7/10	SIAC Agenda from 3/4/13	8/29/13

	of Iowa Section 258.9; Section 69.16A.			
<b>CL8.</b> Graduating seniors are being released more than five days early, excluding weather related extensions. 281-IAC 12.1(7)	<b>CL8.</b> Graduating seniors are being released more than five days early, excluding weather related extensions. 281-IAC 12.1(7)	6/10/10		6/10/10
<b>PM3.</b> The school or school district cannot demonstrate that the board has reviewed its policies on at least a five-year cycle. 281-IAC 12.3(2)	<b>PM3.</b> The school or school district cannot demonstrate that the board has reviewed its policies on at least a five-year cycle. 281-IAC 12.3(2)	6/10/10		6/10/10
<b>EV3.</b> The school district does not implement its evaluation procedures for all teachers. 281-IAC 12.3(3) and Iowa Code 279.14	<b>EV3.</b> The school district does not implement its evaluation procedures for all teachers. 281-IAC 12.3(3) and Iowa Code 279.14	6/10/10	Review all evaluations	Not evident
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	6/10/10	A schedule was provided but it does not meet 281-IAC 12.5(4)	Further evidence required
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	6/10/10	A schedule was provided but it does not meet 281-IAC 12.5(4)	Further evidence required
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	6/10/10	A schedule was provided but it does not meet 281-IAC 12.5(4)	Further evidence required
<b>VED2.</b> The vocational (CTE) program for grades 9-12 does not contain at least three sequential units in at least four service areas. 281-IAC 12.5(5)(i)	<b>VED2.</b> The vocational (CTE) program for grades 9-12 does not contain at least three sequential units in at least four service areas. 281-IAC 12.5(5)(i)	6/10/10	Vocational Program moved to Farragut.	Does not Apply.
<b>GT1.</b> The district has not established gifted and talented program goals. 281-IAC 12.5(12)	<b>GT1.</b> The district has not established gifted and talented program goals. 281-IAC 12.5(12)	6/10/10		11/2010
<b>GT3.</b> The district identification procedures are not designed to	<b>GT3.</b> The district identification procedures	6/10/10		11/2010

potentially identify gifted and talented students throughout the school age population. 281-IAC 12.5(12)	are not designed to potentially identify gifted and talented students throughout the school age population. 281-IAC 12.5(12)			
<b>GT4.</b> The district's identification procedures for gifted and talented students do not contain at least two criteria. 281-IAC 12.5(12)	<b>GT4.</b> The district's identification procedures for gifted and talented students do not contain at least two criteria. 281-IAC 12.5(12)	6/10/10		11/2010
<b>GT5.</b> The district has no qualitatively differentiated program for identified gifted and talented students. 281-IAC 12.5(12)	<b>GT5.</b> The district has no qualitatively differentiated program for identified gifted and talented students. 281-IAC 12.5(12)	6/10/10		11/2010
<b>GT6.</b> The district has no personnel designated to administer the gifted and talented program for identified students. 12.5(12)	<b>GT6.</b> The district has no personnel designated to administer the gifted and talented program for identified students. 12.5(12)	6/10/10		Unclear
<b>GT7.</b> The district does not provide any professional development with regard to gifted and talented programming. 281-IAC 12.5(12)	<b>GT7.</b> The district does not provide any professional development with regard to gifted and talented programming. 281-IAC 12.5(12)	6/10/10		11/2010
<b>PA2.</b> Pupils in grades 6 through 12 do not engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. 281-IAC 12.5(19) (grades 9-12)	<b>PA2.</b> Pupils in grades 6 through 12 do not engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. 281-IAC 12.5(19) (grades 9-12)	6/10/10	Student Contract	Not done
<b>PD1.</b> The school or school district does not provide professional development for all staff responsible for delivery of instruction. 281-IAC 12.7(1)(a)a, 281-IAC 12.7(2)(a)	<b>PD1.</b> The school or school district does not provide professional development for all staff responsible for delivery of instruction. 281-IAC 12.7(1)(a)a, 281-IAC 12.7(2)(a)	6/10/10		Further evidence required

<b>PD4.</b> No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281-IAC 12.7(1)(a)	<b>PD4.</b> No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281-IAC 12.7(1)(a)	6/10/10		Further evidence required
<b>IPDP1.</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281-IAC 12.7(1)(c)	<b>IPDP1.</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281-IAC 12.7(1)(c)	6/10/10		Further evidence required
<b>IPDP2.1</b> No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district. 281-IAC 12.7(1)(c)	<b>IPDP2.1</b> No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district. 281-IAC 12.7(1)(c)	6/10/10		Further evidence required
<b>IPDP2.2</b> No evidence exists that individual professional development plans are based on the needs of the teacher. 281-IAC 12.7 (1)(c)	<b>IPDP2.2</b> No evidence exists that individual professional development plans are based on the needs of the teacher. 281-IAC 12.7 (1)(c)	6/10/10		Further evidence required
<b>IPDP2.3</b> No evidence exists that individual professional development plan goals go beyond those required under the attendance center professional development plan. 281-IAC 12.7(1)(c)	<b>IPDP2.3</b> No evidence exists that individual professional development plan goals go beyond those required under the attendance center professional development plan. 281-IAC 12.7(1)(c)	6/10/10		Further evidence required
<b>IPDP2.4</b> No evidence exists that individual professional development plans are developed by the teacher in collaboration with the teacher's evaluator. 281-IAC 12.7(1)(c)	<b>IPDP2.4</b> No evidence exists that individual professional development plans are developed by the teacher in collaboration with the teacher's evaluator. 281-IAC 12.7(1)(c)	6/10/10		Further evidence required

<b>IPDP2.5</b> No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional development plan. 281-IAC 12.7(1)(c)	<b>IPDP2.5</b> No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional development plan. 281-IAC 12.7(1)(c)	6/10/10		Further evidence required
<b>SIAC1.</b> No evidence exists that the School Improvement Advisory Committee is board appointed. 281-IAC 12.8(1)(a)(2)	<b>SIAC1.</b> No evidence exists that the School Improvement Advisory Committee is board appointed. 281-IAC 12.8(1)(a)(2)	6/10/10		Combined with Farragut
<b>SIAC2.</b> The School Improvement Advisory C committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members.	<b>SIAC2.</b> The School Improvement Advisory C committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members.	6/10/10		Combined with Farragut
<b>SIAC3.</b> The School Improvement Advisory Committee does not meet at least once a year. 281-IAC 12.8(1)(a)(3)	<b>SIAC3.</b> The School Improvement Advisory Committee does not meet at least once a year. 281-IAC 12.8(1)(a)(3)	6/10/10		Combined with Farragut
<b>SIAC4.</b> The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, and annual improvement goals for the next school year. 281-IAC 12.8(1)(a)(3)	<b>SIAC4.</b> The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, and annual improvement goals for the next school year. 281-IAC 12.8(1)(a)(3)	6/10/10		Combined with Farragut
<b>PE1.</b> Personnel files show no evidence of physical exams before or within six weeks of the beginning of service. 281-IAC 12.4(14)(substitutes)	<b>PE1.</b> Personnel files show no evidence of physical exams before or within six weeks of the beginning of service. 281-IAC 12.4(14)(substitutes)	6/10/10		No longer required
<b>TL1.</b> The school or school district employs [REDACTED]	<b>TL1.</b> The school or school district [REDACTED]	6/10/10		11/2010

<p>██████████ who is not endorsed/certificated for content area(s) (Second Chance Reading) 281-IAC 12.4(8)</p>	<p>██████████ who is not endorsed/certificated for content area(s) (Second Chance Reading) 281-IAC 12.4(8)</p>			
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IDE staff notified Hamburg CSD staff of outstanding compliance issues on multiple occasions and made repeated attempts to aid Hamburg CSD staff in correcting the noncompliance issues cited in Table 1. What follows is a timeline of events from April 6-8, 2010 – the dates of the previous accreditation visit – until August, 2014.

*Table 2: Timeline of Events Regarding Noncompliance: Hamburg Community School District (FCSD)*

<p>April 6-8, 2010: HCSD received an accreditation site visit and focused equity visit. (This was incorrect on the document sent May 30)</p>
<p>June 7<sup>th</sup>, 2010: HCSD received an Equity Letter of Finding (LOF) with a list of sixteen areas of noncompliance and requesting an equity voluntary compliance plan (VCP) to include remedies to correct the noncompliances.</p>
<p>August 7<sup>th</sup>, 2010: Equity voluntary compliance plan (VCP) due.</p>
<p>July 27<sup>th</sup>, 2010: District requests extension for sending VCP. DE grants extension to October 7<sup>th</sup>, 2010.</p>
<p>October 7<sup>th</sup>, 2010: VCP not received.</p>
<p>October 29<sup>th</sup>, 2010: Letter sent to superintendent and board president regarding lack of response to non compliances.</p>
<p>December 17<sup>th</sup>, 2010: Email to superintendent that VCP was received but revisions needed, set time for phone call.</p>
<p>January 7<sup>th</sup>, 2011: Phone conference with Superintendent to finalize VCP.</p>
<p>January 17<sup>th</sup>, 2011: VCP was received and approved by DE.</p>
<p>May, 2011: All items in the plan were to be completed.</p>
<p>Summer of 2011: Follow up visit to assess completion of all noncompliance items was postponed due to flooding in Hamburg.</p>
<p>July 24<sup>th</sup>, 2012: Follow up visit conducted by DE staff. Noncompliances were not completed. District given an extension.</p>
<p>August 29<sup>th</sup>, 2013: Another Follow up visit conducted by DE staff. Some items were completed, some were not. A review of facilities was conducted to discuss options for remedies for accessibility noncompliances.</p>

September 16 <sup>th</sup> , 2013: DE staff consult OCR staff to clarify questions about accessibility issues at HCSD.
September 24 <sup>th</sup> , 2013: Letter sent to Superintendent Lutt stating nine of the sixteen noncompliance items were completed and requesting completion of seven remaining items by October 1 <sup>st</sup> , 2013, with the exception of the accessibility items which were to be completed by December 31 <sup>st</sup> , 2013. HCSD indicated an architect had been hired to develop accessibility plan, i.e. renovate or build new building.
December 31 <sup>st</sup> , 2013: Items not received.
January 21 <sup>st</sup> , 2014: Superintendent Lutt called DE to inform us that the Hamburg School Board has not yet taken action to complete the accessibility items in the VCP.
February 7 <sup>th</sup> , 2014: Seven remaining items still not complete, including accessibility.

As part of the Phase II visit, the Accreditation Team took the following steps:

- Reviewed documents relating to past and present district compliance with state and federal requirements, including
  - Data reported to the IDE on enrollment and staffing
  - School schedules
  - Board policies
  - Board meeting minutes
  - Staff evaluations
  - Course enrollment data
  - Course offerings and requirements
  - Student records
  - Student handbooks
- Interviewed district staff, including:
  - Superintendent
  - Building Principal(s)
  - Board members
  - School Improvement Advisory Committee (SIAC) Members
  - Teachers
  - Equity Coordinator
  - Director of Special Education
- Toured the school facilities

Table 3 presents the new citations for noncompliance for Hamburg CSD resulting from the reviews conducted during the Phase II visit.

Table 3: Noncompliance Citations as of June 26, 2014

Requirement	Citation	Additional Information	Corrective Action w/ Deadline
<p>For districts providing early childhood special education instructional services for preschool children on an Individualized Education Plan (IEP), <i>Iowa Code 279.49, 280.3A</i></p> <p>_____ a. Indicate which of the following preschool program standards, as defined by the Iowa Department of Education, are being implemented.</p> <p>1. Iowa Quality Preschool Program Standards (IQPPS);</p> <p>2. Head Start Program Performance Standards;</p> <p>or</p> <p>3. National Association for the Education of Young Children (NAEYC) Accreditation.</p>	<p>Iowa Code 279.49, 280.3A</p>	<p>No evidence provided</p>	<p>11/1/14</p>
<p><b>MCGF1</b> No MCGF board policy exists.</p>	<p>281—IAC 12.5(8).</p>	<p>Policy 603.4 reviewed 3/19/12 Multi-culture missing American Indians and European Americans. Equal opportunity paragraph is missing protected classes.</p>	<p>11/1/14</p>
<p><b>EQD1</b> The district does not have a policy on non-discrimination in</p>	<p>Title IX 34CFR 106.9 Section 504 34 CFR</p>	<p>Policy 302.1 revised 4/21/14 is still missing creed.</p>	<p>11/1/14</p>

<p>employment on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation, and gender identity (EQD1).</p>	<p>104.8, Iowa Code 216.6</p>	<p>Policy 303.2 reviewed 4/19/14 (administrators) missing creed, sexual orientation and gender identity  policy 401.1 revised 3/21/11 (EEO) OK  policy 405.2 reviewed 1/11/07 (licensed staff) missing sexual orientation and gender identity  policy 411.2 reviewed 1/17/10 (classified) is missing sexual orientation and gender identity</p>	
<p><b>PE6</b> Board policy does not address evaluation criteria for administrators.</p>	<p>281—IAC 12.3(3) and Iowa Code 279. 23A</p>	<p>Policy 302.5 reviewed 4/21/14 includes leadership standards for superintendent. No criteria or forms found for administrators</p>	<p>11/1/14</p>
<p><b>GT3</b> The district's identification procedures are not designed to potentially identify gifted and talented students throughout the school age population.</p>	<p>281—IAC 12.5(12)</p>	<p>Powerpoint indicated multiple criteria for identification  No list of elementary students or middle school students served was provided.</p>	<p>Evidence submitted by 11/15/14.</p>
<p><b>GT5</b> The district has no qualitatively differentiated program for identified gifted and talented students.</p>	<p>281—IAC 12.5(12)</p>	<p>No information provided.</p>	<p>Evidence submitted by 11/15/14.</p>
<p><b>GT7</b> The district does not provide any professional development with regard to gifted and talented programming.</p>	<p>281—IAC 12.5(12)</p>	<p>No information provided.</p>	<p>Evidence submitted by 11/15/14.</p>

<b>AR1</b> The district's identification procedures are not designed to potentially identify at-risk students throughout the school age population.	281—IAC 12.5(13)	CRITERIA in with #9. OTHER requirements not evident.	Evidence submitted by 11/15/14.
<b>AR2</b> The district's identification procedures for at-risk students do not contain at least two criteria.	281—IAC 12.5(13)	No information provided.	Evidence submitted by 11/15/14.
<b>AR3</b> The district has no ongoing educational strategies to meet the needs of at-risk students.	281—IAC 12.5(13)	No information provided.	Evidence submitted by 11/15/14.
<b>AR4</b> The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates the effectiveness of its at-risk program.	281—IAC 12.5(13)	No information provided.	Evidence submitted by 11/15/14.
<b>SIAC2</b> The School Improvement Advisory Committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members.	281—IAC 12.8(1)(a)(2)	Membership list provided is titled "Farragut Community Schools SIAC Team." No list titled Hamburg or shared.	Evidence provided that efforts have been made to seek balanced representation by 11/15/14.
<b>SIAC6</b> No evidence exists that the district, to the extent possible, has made an effort to seek balanced representation of race, gender, national origin, and disability for the school improvement advisory committee.	281-IAC 12.2	Membership list provided is titled "Farragut Community Schools SIAC Team." No list titled Hamburg or shared.	Evidence provided that efforts have been made to seek balanced representation by 11/15/14.
<b>SIAC5</b> No evidence exists that the School	281—IAC 12.8(1)(a)(2)	Minutes of June 2, 2014 joint meeting	Plan for engaging SIAC in making such recommendations

<p>Improvement Advisory Committee makes recommendations to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives.</p>		<p>reflect discussion of topics, but no formulation of recommendations for the school board that meet this requirement.</p>	<p>submitted by 11/15/14.</p>
<p><b>EQ4</b> Data regarding district, attendance center, and course enrollment on the basis of gender, disability, race, and/or national origin do not exist for each subgroup.</p>	<p>281—IAC 12.1(1)</p>	<p>No information provided.</p>	<p>Evidence submitted by 11/15/14.</p>
<p><b>EQ3</b> No evidence exists for the annual review of district, attendance center, and course enrollment data.</p>	<p>281—IAC 12.1(1)</p>	<p>No information provided.</p>	<p>Evidence submitted by 11/15/14.</p>
<p><b>EQ5</b> No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed.</p>	<p>281—IAC 12.1(1)</p>	<p>Board minutes dated 6/16/14 indicate a review of an Equity Report.</p> <p>Board policy 102 reviewed 8/19/13. Policy states grievances should be directed to the superintendent while other publications list the elementary principal.</p> <p>No list of activities conducted by equity coordinator.</p>	<p>11/1/14</p>

<b>EPRO1</b> The elementary program, grades 1-6, does not include each curricular area.	281—IAC 12.5(3)	No information provided.	Evidence submitted by 11/15/14.
<b>JHP1</b> The junior high program, grades 7-8, does not include each curricular area.	281—IAC 12.5(4)	No information indicates Health, FCS, Career Ed, and Technology are taught at both 7 <sup>th</sup> and 8 <sup>th</sup> grade. Interviews indicated PE is the last period of the day and included sports practices/tutoring and not PE content specification as outlined in Chapter 12.	Evidence submitted by 11/15/14.
<b>PA4</b> The school or school district does not have documentation that pupils are being provided support to complete the physical activity requirements.	281-IAC 12.5(19)(d)	No information provided.	11/1/14
<b>RPL1</b> The school or school district has insufficient record of licenses and/or certificates of professional recognition	. 81—IAC 12.4(10)	██████████ is listed as Van Driver but does not have appropriate health checks and license. ██████████ is scheduled as reading teacher but is not endorsed for reading and is listed in BEDS as ELA.	11/15/14
Title I of ESEA Section 1119(c) Highly qualified educational assistance.		File review lacked evidence that all paraeducators are highly qualified which is required in a school wide title I program.	11/15/14
<b>EV3</b> The school district does not implement its	281—IAC 12.3(3) and Iowa Code 279.14	Teachers are off cycle.	Must be back on cycle by 12/15/14.

<p>evaluation procedures for all teachers.</p>			
<p><b>PE8</b> The school district does not implement its evaluation procedures for all administrators.</p>	<p>281—IAC 12.3(3) and Iowa Code 279.23A</p>	<p>Principals are not evaluated annually.</p>	<p>Criteria must be adopted by 11/1/14.  All administrators must have received an evaluation by 12/15/14.</p>
<p>IPDP.1 No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281—IAC 12.7(1) (c) IPDP2.1 No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district. 281—IAC 12.7(1) 9 (c) IPDP2.2 No evidence exists that individual professional development plans are based on the needs of the teacher. 281—IAC 12.7(1) (c) IPDP2.3 No evidence exists that individual professional development plan goals go beyond those required under the attendance center professional development plan. 281—IAC 12.7(1)(c) IPDP2.4 No evidence exists that individual professional development plans are developed by the teacher in</p>	<p>281—IAC 12.7(1) (c)</p>	<p>No information provided.</p>	<p>Individual Professional Development Plans in place by 12/15/14.</p>

<p>collaboration with the teacher's evaluator.  281—IAC 12.7(1)  IPDP2.5 No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional development plan. 281—IAC 12.7(1)</p>			
<p><b>HCY4</b> Evidence that the district-adopted definition of homeless is communicated in staff, parent, and student does not exist.</p>	281—IAC 33.3	Handbook does not contain the appropriate definition.	11/15/14
<p><b>ELL1</b> Documentation of identification procedures for limited English proficient students does not exist.  <b>ELL2</b> Documentation of program placement options for limited English proficient students does not exist.  <b>ELL3</b> Documentation of exit criteria for limited English proficient students does not exist.</p>	281—IAC 60.3	Provided Farragut's ELL plan which was outdated. Plan should be updated annually.	11/15/14
<p><b>EQD2</b> The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks</p>	Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.	No information provided.	11/15/14
<p><b>EQD3</b> The district does not have a nondiscrimination notification in major written publications:</p>	Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.	Middle school handbook and newsletter do not contain non-	11/15/14

Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters		discrimination statement.	
<b>EQD4</b> The district does not have a plan that addresses equal employment opportunity and affirmative action in employment.	Iowa Code 19B.11, 281—IAC Chapter 95	The EEO/AA plan has a policy with missing protected classes (#401.1).	11/15/14
<b>EQD5</b> The district does not have an initial student registration form which identifies the student's primary home language.	Title VI Civil Rights Act and IAC 281-60	No information provided.	11/15/14
<b>T12</b> No evidence exists the district provides a statement of assurance to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified.	P.L. 107-110 ESEA Sec. 1111(h)(6)	Not present in handbook or newsletter	11/15/14
<b>PRS1</b> No evidence exists a teacher peer review system is in place.	Iowa Code 284.8	No information provided. Interviews indicate no system is in place.	12/1/14
<b>PC1</b> No evidence exists the district provides 36 hours of practitioner collaboration.	Iowa Code section 284.6(8)	Content area teachers are meeting but other areas did not appear to meet 36hours. Simple K-12 (online webinars) does not meet the collaboration requirement.	12/1/14

## Finance

The Hamburg Community School District has incurred a negative unspent balance three times in the past twenty-five years: fiscal years 1995 and 2010, and again beginning in fiscal year 2013. The district had unspent balances of less than \$10,000 in fiscal years 2008 and 2009 before becoming negative in fiscal year 2010 with an unspent balance of -\$254,903. The SBRC has granted \$254,903 in modified allowable growth to this district to assist in reaching a positive unspent balance, but this did not seem to have a lasting effect as the district again incurred a negative unspent balance just two years later at -\$46,350. Had the SBRC not granted this previous modified allowable growth, the Hamburg district would have a negative unspent balance at the end of fiscal year 2013 in the amount -\$301,253 with a \$3.5M budget. This indicates that the district did not maintain progress on its previous corrective action plan.

The expectation is that a district reduce expenditures in the subsequent fiscal year by at least the amount it was negative in the prior year in order to receive a first year of modified allowable growth. The expectation for a second and final year of modified allowable growth is that the district has reduced expenditures sufficiently to incur a positive unspent balance at the end of the fiscal year without regard to any modified allowable growth that could be granted.

At the request of the Phase II accreditation site visit team, an on-site fiscal study of the Hamburg Community School District was completed. The Phase I desk review and on-site visit took place beginning on May 27, 2014.

### **Enrollment Projections**

The district's certified student enrollment has declined in the past year and is projected to continue to decline slowly in each of the next five years, according to the Department's enrollment projections. The certified student enrollment of the district's sharing partner is also declining slowly and is only slightly lower than Hamburg. Their combined enrollment is approximately 420, down from 614 in fiscal year 2006. The number of students actually served is just over 300 students combined.

### **District Cost per Pupil**

The district's fiscal year 2015 district cost per pupil (DCPP) is \$6,507, which is higher than the state cost per pupil of \$6,366.

### **Taxable Valuation per Pupil**

The district has the second highest taxable valuation per pupil in the area, at \$317,020, which is higher than the state average of \$211,356.

### **General Fund Tax Rate**

The district has the second lowest General Fund tax rate in the area at \$9.04 per \$1000, a decrease from the rate in fiscal year 2009 which was \$12.11.

The district levies cash reserve in the \$200,000-\$500,000 tax rate annually. However, in fiscal year 2014, the cash reserve levy in Hamburg was \$31,091. The district also has the instructional support program at the full ten percent, funded through an income surtax of around 10% in addition to some property tax.

The copy of the Aid & Levy section 17, Summary of General Fund Budget Authority provided by the district was not completed with the estimated miscellaneous income and unspent authority balance from the previous year. The district appeared to have the line item budget at more than the published budget for the General Fund.

### **District Income Taxes Paid Per Budget Enrollment**

The district has the second highest district income taxes paid per budget enrollment in the area at \$5,848 in fiscal year 2014, and is higher than the state average of \$5,773.

### **Special Education Excess Balances**

The district had a special education carryover and small to zero excess balances in each of the past six years.

### **Property Tax Levies**

The district does not have a debt service levy; however, it has the regular physical plant and equipment levy (PPEL), voter-approved PPEL (VPPEL), and Management Fund levy, in addition to the General Fund.

### **Unspent Balance**

The district had small unspent balances in fiscal year 2008 (\$6,364) and fiscal year 2009 (\$5,347), before becoming negative by \$254,903 in fiscal year 2010. The district remained positive in fiscal year 2011 at \$320,575 and fiscal year 2012 at \$434,758 before becoming negative by \$46,350 in fiscal year 2013.

Total budget authority for the district for fiscal year 2013 was \$3,500,391, and expenditures were \$3,546,741, exceeding the limit by \$46,350 or 1.32%. From fiscal year 2007 to fiscal year 2013, the district's authority increased by 16.44%, while the expenditures increased 25.59% over the same period of time.

### **Buses**

The district has five buses on record, three of which is at least ten years old. Statewide, 40.76% of buses are in the age range of 1995 to 2004.

## **Publications**

Proofs of publication for the district's budget documents were found for:

August 2013 – Salaries

November 2013 – Bills

December 2013 – Bills

January 2014 – Bills

February 2014 – Bills

March 2014 – Bills and Minutes

April 2014 – Bills and Minutes

Proofs of publication were not found for the months of July, September, October, or May. Of the months that had proofs of publication, most proofs did not show that minutes had been published.

## **Assets to Liabilities and Fund Balances**

The district had sufficient assets to cover liabilities in the past three years, an improvement over the previous three years. Fund balances in the past three years have been positive, but the previous three years were increasingly negative from fiscal year 2008 through fiscal year 2010.

## **Contracts**

As of May 28, 2014, the district had not been billed by the Farragut Community School District for shared positions. According to a document provided by the incoming business manager, the district owes Farragut \$283,462.43 for the year. A member of the site visit team found that the first semester payment for the majority of the shared employee positions had been made. There was no evidence of payment for the first semester of whole grade sharing.

Multiple inaccuracies in the sharing contracts with Farragut were discovered. For example, Farragut's document of payments due from Hamburg noted it owed for .4 full time equivalent (FTE) and the contract stated .2 FTE was being shared; the document noted the district owed .2 FTE, and the contract had both .1 FTE and .2 FTE; the document noted .25 FTE and the contract stated .5 FTE; and a contract for a shared nurse was not listed on the document. Other items noticed included an agreement stating Hamburg employs a position, but further in the contract it states Hamburg pays for the position; another agreement stated that sharing is at 50/50, but further in the contract it states that Hamburg pays at .2 FTE. The district does not have written agreements for all the sharing arrangements.

The contracts for district superintendent and PK-4 and 9-12 Principal/HR (human resources (HR) is shared) note "Other: School Fees for the Administrator's children shall be waived (i.e., registration, book fees, preschool, and preschool transportation)." Exempting administrators' children from fees is a violation of Iowa Code section 282.20.

## **Insurance**

The district's insurance coverage included lower than recommended per occurrence limits for employee theft (\$101,000), computer fraud (\$50,000), and funds transfer fraud (\$50,000). It was mentioned that EMC is not allowing higher limits on certain coverages unless the audit comment on segregation of duties is addressed by the district.

## **Fees**

It was noted that Chrome Book fees were being charged, and districts are not allowed to charge a fee for technology.

## **Medicaid Reimbursement Plan**

The district has participated in the Special Education Medicaid Reimbursement Program in the past. The district was last paid in fiscal year 2006. The district is not currently an enrolled Medicaid provider, which means it chose to not re-enroll during calendar year 2012. The district has not received a Medicaid audit by Department of Human Services (DHS) staff.

## **Special Education**

A general education fourth grade teacher was improperly coded to 1200 211 3301 121 as a Level I Special Education Teacher. This teacher is special education certified; however, the assignment was not in the special education classroom. The teacher's assignment for the 2013-2014 school year was in a general education fourth grade classroom. Therefore, none of the teacher's costs should have been coded as a special education expenditure. Some special education supplies and equipment also were not properly coded. There were computers purchased with special education funds that should have been coded as general education expenditures. In addition, there were elementary resource supplies that are more appropriately general education rather than special education expenditures.

While reviewing the district's preschool program, the team was told there was a special education student enrolled in the program. The Superintendent was to verify this information, but the team did not receive this information before or after the conclusion of the visit. If an IEP student is enrolled in the program, then that student's instruction is not being delivered by a certified special education teacher as is required. The preschool teacher is not special education certified. The district, correctly, did not code the teacher as a special education cost.

## **Certified Annual Report**

The district had several coding errors in its accounting records that could cause reports used during the fiscal year to be misleading. The district's Chart of Accounts needs to be updated for valid account codes and proper descriptions. Several employees are coded as teachers although they are not. The lease purchase of a bus was not properly coded. Payments made for the maintenance and repairs of technology, maintenance of the gym floor, and Skills Iowa program renewal have incorrectly been paid from the capital projects funds. There were many things

coded to equipment, dues and fees, supplies, and purchased services that should be coded elsewhere. Scholarships paid out of the trust fund are paid directly to the student, whereas they should be paid to the college/university. Categorical funding such as Individuals with Disabilities Education Act (IDEA), Teacher Salary Supplement (TSS), and Early Intervention were not coded through the payroll process at the time the expenditures occurred, but rather through a single journal entry. The district needs to code categorical transactions properly throughout the year, rather than making numerous adjustments at year end, as noted by the auditor in the fiscal year 2013 audit.

Although recorded as a payable, the district did not pay its fiscal year 2013 second semester whole grade sharing bill or shared contracts to Farragut CSD, and did not receive the second semester payment from Farragut (which was recorded as a receivable) until September of the following fiscal year. The district had not paid or billed Farragut for any whole grade sharing in fiscal year 2014 at the time of the site visit.

Accurate coding is necessary to enable the district to have correct information when making financial decisions for the district. Other issues related to coding and accounting observed during the on-site visit will be provided in a report to the business manager to use when working with the auditor and software provider.

**Student Population**

Open enrolled in	4
Open enrolled out	30, plus 2 dual enrolled students (30.2)
Tuitioned in	5
Tuitioned out	9
Whole grade sharing out	42
Whole grade sharing in	45
Home schooled	1 (dual enrollment, October 2013)
Non-public shared time	0
Limited English proficient	1 first year and 4 second year
Statewide Voluntary Preschool Program	14 count

The district has 12.21% of its certified enrollment open enrolling out of the district, while only 1.62% of its enrollment is open enrolling in. The same calculation for the smallest enrollment size category (less than 300) statewide had 20.22% open enrolling out and 9.66% open enrolling in. The calculation at the state total level shows 5.98% for both in and out categories.

**Change in Enrollment to Change in Teacher FTE**

From 1999 to 2013, student enrollment declined from 341.8 to 259.0, a 24.22% decline. Teacher FTE in that same time period declined from 27.7 to 20.5, a 25.99% decline.

**Payroll Reporting**

Evidence supported that the district is timely in filing payroll taxes. In the documentation for payment of the taxes, there were checks generated by the accounting system which had not been voided that were missing one of the required signatures, as well as some that had the two required signatures, making them negotiable checks. Generating the checks appears to be an issue with the accounting system, but the checks need to be voided properly.

### **Job Descriptions**

The district's job description for a bus driver states that "FCSD is a program of opportunity..." The job description needs to identify the correct district. Board Policy 403.1, Employee Physical Examinations, does not mention a requirement for custodians to have a physical after employment, but the job description requires a physical every three years. The same requirement for Director of Operations, Kitchen Worker, and various other positions is on the job description but not in board policy. The job description for Director of Operations is titled as for Hamburg, but lists Farragut requirements/preference. The district should update the job descriptions to be applicable for Hamburg and to reflect board policy. Board policy should be updated if the job description requirements are to be mandated.

### **Perspective on Required Reductions**

The district's average teacher salary was \$42,530. The ratio of benefits to salaries, as reported on the fiscal year 2013 CAR, was 30%, making a reasonable estimated total teacher cost of \$55,289. If the district were to make reductions in teachers to bring it back to a positive position, it would need to reduce .84 FTE (\$46,350/\$55,289). As reported in fiscal year 2014 BEDS, the district has 19 full-time teachers, and the reductions would leave the district with 18.16 FTE.

### **Findings and conclusions**

The following findings, conclusions, and recommendations are given to the district:

- It is recommended the district board and administration continue to solidify their knowledge of district finances, including continuing education on financial position in relation to published budget control lines and spending authority.
- It is recommended the district review contracts, job descriptions, and agreements to be certain that each exists, as appropriate, and is applicable to the correct district.
- It is recommended the district take seriously the implications of cutting the number of staff that would be required to bring the unspent balance into a positive position. If the reductions will jeopardize the district's accreditation, the district will have to make serious consideration to increasing its whole grade sharing, moving into a reorganization, or dissolution. Actions taken by the board to correct the deficiencies will not be easy, but it is better for the decisions to be made locally than by state agencies.
- It is recommended the district be vigilant in monitoring the combined enrollment of Farragut and Hamburg. The anticipated continued decline in enrollment may necessitate a change in whole grade sharing partners, or necessitate reorganization or dissolution to maintain sufficient opportunities for students and a stable fiscal environment.

- The district has facility accessibility issues and will need to consult an architect and follow through with the required corrections. If any costs are allowed from the General Fund and will be paid from that fund, each district will need to determine the cost of correcting those issues and include those costs from the appropriate fund and funding stream on the next corrective action plan to the SBRC in December 2014. Painting and signage, and possibly other costs, are paid from the General Fund.
- The district has accreditation issues and will need to determine the cost of correcting those issues and include those costs from the appropriate fund and funding stream on the next corrective action plan to the SBRC in December 2014. Most costs will be paid from the General Fund.
- The district is commended for the staff reductions and sharing implemented to date; however, the site visit did not support that the district has its spending under control and did not support the SBRC granting any further modified allowable growth.

## Conclusion

Upon review of outstanding noncompliance items, new noncompliance items, interview information, and all other data and information available to us, the Accreditation Team submits the following general concerns for the students, staff, and community members of Hamburg CSD:

1. Improvements have not been made to bring facilities into compliance with the requirements of the Americans with Disabilities Act (ADA), despite repeated attempts by the Iowa Department of Education (IDE) to bring the district into compliance. Interviews with school administrative staff confirmed that they were aware of the deficiencies in the facilities, and had made the board members aware of the deficiencies, but that improvements were not made. Interviews with board members indicated that they had limited or no knowledge of the deficiencies in the facilities or the Voluntary Compliance Plan (VCP) that the district had entered into with the IDE and Office of Civil Rights (OCR). Several board members expressed surprise that the facilities accessibility corrections had a deadline. The Accreditation Committee is concerned that after interviews with multiple staff and board members from the district we were unable to find reasonable cause to delay correction of ADA compliance for more than four years.
2. Community concerns regarding the whole grade sharing agreement and the possibility of reorganization between Farragut and Hamburg have taken precedent over concerns for children and students' best interest.
3. Though the district was aware that the site visit was pending, the Accreditation Team was not provided with any of the documents requested from the Hamburg Elementary School and many of the documents requested from the Hamburg Middle School. These requests were made well in advance of the visit. Because no evidence of compliance with these items was provided the district has been cited for each item in Table 2 below. The district may provide evidence in response to this report to correct these citations.
4. The district's finances are likely to prevent them from making improvements to their facilities that are required to continue to operate.
5. In addition to facilities inaccessibility, the district has several more outstanding items of noncompliance remaining from the April 2010 accreditation visit related to bullying and harassment, equity (non-discrimination, multicultural gender fair education, equal opportunity employment and affirmative action), administrator evaluation, teacher evaluation, offer and teach requirements, gifted and talented program, minimum physical activity requirement, provision of professional development, and professional development plans for career teachers.
6. Some of the items of noncompliance for which the district was cited in April 2010 were not corrected until June 2014 when IDE staff returned for a Phase II visit to the district. These corrections were delayed despite persistent attempts on the part of IDE staff to help the district comply.
7. While Hamburg CSD reported via the BEDS data system that two principals were evaluated during the 2013-14 school year using SAI's Principal Performance Review Form, no evidence exists that the principals at Hamburg elementary or middle schools were

evaluated at all. Neither principal from Hamburg reported having received an evaluation in at least five years.

8. Spending authority for Hamburg CSD fiscal year 2013 was \$3,500,391, and expenditures were \$3,546,741, exceeding the limit by \$46,350. The percentage of total authority that the amount exceeded is 1.32%. No percentage of authority that needs to remain unspent at the end of a fiscal year has been set by Iowa Code or Iowa Administrative Code, but Iowa Code is clear that expenditures exceeding authority is illegal (IC 257.7(1)). School finance professionals studying the level of authority that should remain have determined that five to ten percent of authority remaining unspent is a reasonable level. From fiscal year 2007 to fiscal year 2013 Hamburg's authority increased by 16.44%, while the expenditures increased 25.59% over the same period of time. Expenditure increases paired with decreased spending authority are unsustainable and present significant fiscal challenges for the district.
9. Hamburg has experienced declining enrollment over the last 15 years. The resident enrollment for the district for 2014 is 166 students, and the actual enrollment is 247. With 30 students open enrolling out of district and only four open enrolling into the district, the total students served for 2014 is 220. These enrollment numbers and the trend of declining enrollment and increasing open enrollments out of district do not present a sustainable future for the district. A disproportionately high percentage of students open enroll out of the district, even for a small district of less than 300 students.
10. Hamburg's average teacher salary is \$42,530. The ratio of benefits to salaries, as reported on the fiscal year 2013 CAR, is 30%, making a reasonable total teacher cost of \$55,289. If the district were to make reductions in teachers to bring it back to a positive position, it would need to reduce .84 FTE (46,350/55,289). As reported in fiscal year 2014 BEDS, the district has 19 full-time teachers, and the reductions would leave the district with 18.16 FTE.
11. The district's finances are likely to prevent them from making improvements to their facilities that are required to continue to operate in compliance with the ADA. The middle school is out of compliance with ADA requirements and in need of significant changes to make it accessible and safe. The specific cost of these improvements is unknown, but of a magnitude that outweighs the resources available to the district.
12. Hamburg CSD is currently in a Whole Grade Sharing (WGS) agreement with Farragut CSD. The combined number of students served between the two districts for 2014 is 374, after accounting for open enrollments in and out of the districts. While the Accreditation Committee understands that the two districts are currently discussing a possible merger, it is important to note that a combined enrollment of 374 students is not sustainable. As enrollment continues to decline, which is predicted given the enrollment trends for both districts, even a merged district will need to engage in WGS with a third district or re-merge with one or more schools to continue to be able to meet all of the requirements of accreditation.

After reviewing all information available, is it the opinion of the Accreditation Committee that it is in the best interests of the children and students in the community to find a proactive,

sustainable solution to the financial and educational problems facing the district. The options available to the district at this time are:

- (a) Correct all of the noncompliance citations in Table 3 and Appendix B on the timeline provided, either
  - a. Independently, as Hamburg Community School District
  - b. As part of a Whole Grade Sharing agreement with Farragut and/or one or more other neighboring districts
  - c. As part of a new, merged district with one or more other, contiguous districts.
- (b) Dissolve the district, either voluntarily or by order of the State Board of Education, merging the territory of the district with one or more contiguous districts at the end of the school year.

Hamburg Community School District is invited to submit a response to this report, including a detailed description of how the district will correct each noncompliance citations listed in Table 3 of the main report and Appendix B on Facilities Accessibility, no later than 30 days from receipt. The district's answer may be submitted to:

Amy J. Williamson  
Chief  
Bureau of School Improvement  
Iowa Department of Education  
Grimes State Office Building  
400 East 14<sup>th</sup> Street  
Des Moines, IA 50319  
[amy.williamson@iowa.gov](mailto:amy.williamson@iowa.gov)

## Appendix A: Feasibility Information

### **HAMBURG**

<b>Year</b>	<b>Resident Public</b>	<b>Open Enroll Out</b>	<b>Tuition Out</b>	<b>Actual Enrollment</b>	<b>Open Enrolled In</b>	<b>Tuitioned In (9)</b>	<b>DE Approved Preschool (10)</b>	<b>Total Served by District (11)</b>
1999	331.80	8.00	2.00	341.80	4.20	0.00	0.00	336.00
2000	320.00	8.00	3.00	331.00	5.00	0.00	0.00	330.00
2001	318.40	7.00	4.00	329.40	1.00	0.00	0.00	323.40
2002	325.40	8.00	2.00	335.40	5.00	0.00	0.00	333.40
2003	341.10	6.00	2.00	349.10	7.00	0.00	0.00	353.10
2004	316.80	3.00	3.00	322.80	8.00	0.00	0.00	329.80
2005	298.30	6.00	6.00	310.30	8.00	0.00	0.00	312.30
2006	303.20	6.00	4.00	313.20	5.00	0.00	0.00	313.20
2007	301.70	8.10	2.00	311.80	5.00	5.00	0.00	311.70
2008	272.30	9.20	2.00	283.50	10.80	5.00	0.00	288.10
2009	280.10	7.10	8.00	295.20	7.90	5.00	12.00	305.00
2010	242.0	9.0	3.0	254.0	12.2	1.0	16.8	272.0
2011	239.0	15.0	3.0	257.0	5.0	0	11.4	244.0
2012	161.0	25.0	56.0	242.0	7.0	49.0	7.5	217.0
2013	166.0	42.0	51.0	259.0	4.0	47.0	10.5	217.0
2014	166.1	30.2	51	247.3	4	50	7	220.1

<b>Budget Enrollment</b>	<b>FY06 Actual</b>		<b>FY09</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>	<b>FY15 Actual</b>
FARRAGUT	304.3		261.3	263.4	248.0	217.6	223.4	211.2	197.2
HAMBURG	310.3		283.5	295.2	254.0	257.0	242.0	259.0	247.3
SIDNEY	376.7		377.5	354.8	371.6	352.5	344.3	327.2	322.6
SHENANDOAH	1,066.3		1,063.2	1,010.3	1,013.3	1,046.7	990.1	986.3	975.6
FREMONT-MILLS	470.1		478.0	469.0	442.0	423.4	423.3	446.6	449.0
STATE TOTAL	482,388.2		480,233.6	477,019.0	474,227.3	473,493.4	473,504.2	476,245.0	478,920.9

- The budget enrollment is used for funding through the Iowa School Foundation Formula Program. The budget enrollment is the same number as the certified enrollment in the previous school year.
- Budget enrollments have declined in all but two districts in the comparison group. Because of the declines, two districts noted have reached enrollment numbers which can adversely affect budgeting and limit the capacity to support the educational programming and maintain accreditation.
- A minimum number of 300 students is required to reorganize as a new district.

<b>District Cost Per Pupil (DCPP)</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>	<b>FY15 Actual</b>
FARRAGUT	\$5,017		\$5,632	\$5,854	\$5,969	\$5,969	\$6,087	\$6,207	\$6,452
HAMBURG	\$5,072		\$5,687	\$5,909	\$6,024	\$6,024	\$6,142	\$6,262	\$6,507
SIDNEY	\$4,943		\$5,558	\$5,780	\$5,895	\$5,895	\$6,013	\$6,133	\$6,378
SHENANDOAH	\$4,931		\$5,546	\$5,768	\$5,883	\$5,883	\$6,001	\$6,121	\$6,366
FREMONT-MILLS	\$4,931		\$5,546	\$5,768	\$5,883	\$5,883	\$6,001	\$6,121	\$6,366
STATE TOTAL	\$4,931		\$5,546	\$5,768	\$5,883	\$5,883	\$6,001	\$6,121	\$6,366

- The district cost per pupil (DCPP) is the amount of budget authority each student will generate under the school finance formula. The DCPP for every district is between 100 percent and 105 percent of the state cost per pupil.

<b>Regular Program District Cost (Without Budget Adjustment)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$1,526,673	\$1,471,642	\$1,541,944	\$1,480,312	\$1,298,854	\$1,359,836	\$1,310,918
HAMBURG	\$1,573,842	\$1,612,265	\$1,744,337	\$1,530,096	\$1,548,168	\$1,486,364	\$1,621,858
SIDNEY	\$1,862,028	\$2,098,145	\$2,050,744	\$2,190,582	\$2,077,988	\$2,070,276	\$2,006,718
SHENANDOAH	\$5,257,925	\$5,896,507	\$5,827,410	\$5,961,244	\$6,157,736	\$5,941,590	\$6,037,142
FREMONT-MILLS	\$2,318,063	\$2,650,988	\$2,705,192	\$2,600,286	\$2,490,862	\$2,540,223	\$2,733,639
STATE TOTAL	\$2,393,226,421	\$2,676,877,821	\$2,762,688,790	\$2,800,991,984	\$2,796,608,755	\$2,852,500,203	\$2,926,121,952

- The regular program district cost (RPDC) is calculated by the budget enrollment times the DCPP.

<b>Budget Adjustment (Guarantee) Adopted</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$68,677	\$122,151	\$28,230	\$77,051	\$196,261	\$25,268	\$62,516
HAMBURG	\$78,398	\$111,596	\$0	\$231,684	\$24,734	\$77,286	\$0
SIDNEY	\$66,634	\$0	\$68,382	\$0	\$134,500	\$28,492	\$84,261
SHENANDOAH	\$0	\$11,759	\$128,062	\$0	\$0	\$277,723	\$0
FREMONT-MILLS	\$0	\$0	\$0	\$131,958	\$135,427	\$0	\$0
STATE TOTAL	\$19,463,208	\$12,123,808	\$11,840,355	\$25,075,561	\$47,714,952	\$16,189,424	\$11,174,352

- The effects of the budget adjustment decline and the decline in enrollment create a budgetary position that must be closely monitored by districts.

<b>Combined District Cost</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$1,900,222	\$1,917,280	\$2,119,988	\$2,251,133	\$2,115,020	\$1,888,128	\$1,779,276
HAMBURG	\$2,021,909	\$2,162,143	\$2,384,832	\$2,461,197	\$2,353,735	\$2,173,941	\$2,195,656
SIDNEY	\$2,385,884	\$2,808,027	\$3,130,576	\$3,319,086	\$3,181,331	\$3,093,543	\$3,074,104
SHENANDOAH	\$6,467,988	\$7,164,877	\$7,976,263	\$8,069,711	\$8,516,147	\$8,406,675	\$8,126,619
FREMONT-MILLS	\$2,781,151	\$3,266,897	\$3,697,114	\$3,817,150	\$3,538,688	\$3,515,789	\$3,870,635
STATE TOTAL	\$3,011,098,096	\$3,385,922,280	\$3,808,035,508	\$3,881,797,447	\$3,887,337,944	\$3,910,734,483	\$3,997,236,619

- The Combined District Cost is the sum of a district's regular program cost, budget guarantee adjustment, weighted funding including the following:
  - Regular Program District Cost
  - Regular Program Budget Adjustment Adopted
  - District Cost for Supplementary Weighting
  - Special Education Instruction District Cost
  - Teacher Salary Supplement District Cost
  - Professional Development Supplement District Cost
  - Early Intervention Supplement District Cost
  - AEA Special Ed Support District Cost
  - AEA Special Ed Support Adjustment
  - AEA Media Services District Cost
  - AEA Ed Services District Cost
  - AEA Sharing District Cost
  - AEA Teacher Salary Supplement District Cost
  - AEA Professional Development Supplement District Cost

- AEA Statewide State Aid Reduction
- SBRC Allowable Growth - Dropout
- Enrollment Audit Adjustment

<b>Combined District Cost Per Budget Enrollment</b>	<b>FY07 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$6,245	\$7,337	\$8,049	\$9,077	\$9,720	\$8,452	\$8,425
HAMBURG	\$6,516	\$7,627	\$8,079	\$9,690	\$9,159	\$8,983	\$8,477
SIDNEY	\$6,334	\$7,438	\$8,823	\$8,932	\$9,025	\$8,985	\$9,395
SHENANDOAH	\$6,066	\$6,739	\$7,895	\$7,964	\$8,136	\$8,491	\$8,240
FREMONT-MILLS	\$5,916	\$6,835	\$7,883	\$8,636	\$8,358	\$8,306	\$8,667
STATE TOTAL	\$6,242	\$7,051	\$7,983	\$8,186	\$8,210	\$8,259	\$8,393

- This table considers Combined District Costs and Budget Enrollment data to compare the per pupil cost of the whole educational program, including at-risk and drop-out prevention programs, additional special education services, gifted and talented programs, AEA flow-through funding, and open enrollment out tuition. These costs per pupil are generally significantly higher than the previously noted District Costs per Pupil.

<b>Taxable Valuation Per Pupil</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$255,132	\$298,868	\$307,932	\$368,752	\$356,786	\$347,523	\$367,598
HAMBURG	\$264,609	\$299,884	\$295,583	\$372,402	\$319,487	\$339,290	\$317,020

SIDNEY	\$224,731	\$228,907	\$251,804	\$266,095	\$240,159	\$245,879	\$258,729
SHENANDOAH	\$181,344	\$194,847	\$210,906	\$219,029	\$184,740	\$195,301	\$196,053
FREMONT-MILLS	\$208,613	\$218,370	\$232,611	\$272,622	\$231,622	\$231,677	\$219,590
STATE TOTAL	\$208,665	\$238,460	\$251,819	\$264,419	\$212,584	\$212,580	\$211,356

- Taxable Valuation per pupil is a reflection of both the pupil enrollment in the district and its relative property wealth. It is calculated by dividing the Taxable Valuation for the Budget Year by the Budget Enrollment for that Budget Year. On average, districts with smaller enrollments have higher per pupil taxable valuations than larger districts.

General Fund Tax Rate	FY06 Actual	FY09 Actual	FY10 Actual	FY11 Actual	FY12 Actual	FY13 Actual	FY14 Actual
FARRAGUT	\$9.11105	\$14.16561	\$13.55950	\$13.72436	\$14.65780	\$13.50087	\$16.98419
HAMBURG	\$12.20627	\$12.10764	\$13.83953	\$16.08810	\$15.09041	\$14.11384	\$9.03733
SIDNEY	\$13.63912	\$11.68763	\$9.72701	\$9.74381	\$10.20019	\$9.13216	\$15.37785
SHENANDOAH	\$12.15800	\$12.34509	\$12.71348	\$13.29656	\$13.09390	\$13.87585	\$14.14318
FREMONT-MILLS	\$12.52177	\$13.94145	\$13.96331	\$13.83536	\$11.58922	\$9.03999	\$8.94768
STATE TOTAL	\$4,281.16935	\$4,369.53363	\$4,425.38881	\$4,570.88126	\$4,447.97520	\$4,134.73367	\$3,881.29735
IOWA (calculated average)	\$11.82643	\$12.07053	\$12.22483	\$12.62674	\$12.28722	\$11.42192	\$10.81141

- The General Fund (GF) tax rate reflects the levy necessary to fund the combined district cost and the optional instructional support and educational improvement levy programs. In addition, the levy can be increased or decreased by the local board by including a cash reserve levy or by requesting on its certified budget to use fund balance on hand to reduce the levy, and thereby the tax rate.

<b>Cash Reserve Levy</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$0		\$225,794	\$300,000	\$333,900	\$375,000	\$539,901	\$980,416
HAMBURG	\$50,000		\$11,556	\$264,126	\$325,000	\$480,000	\$509,793	\$31,091
SIDNEY	\$250,000		\$21,000	\$0	\$0	\$0	\$0	\$637,849
SHENANDOAH	\$49,000		\$51,280	\$226,059	\$549,493	\$433,817	\$437,659	\$952,825
FREMONT-MILLS	\$243,095		\$293,000	\$324,000	\$295,000	\$134,867	\$0	\$0
STATE TOTAL	\$97,565,951		\$154,418,943	\$194,327,650	\$298,278,645	\$274,120,078	\$31,484,557	\$22,523,230
District cash reserve levy per budget enrollment –								
FARRAGUT	\$0.00		\$864.12	\$1,138.95	\$1,346.37	\$1,723.35	\$2,416.75	\$4,642.12
HAMBURG	\$50,000		\$11,556	\$264,126	\$325,000	\$480,000	\$509,793	\$31,091

SIDNEY	\$250,000		\$21,000	\$0	\$0	\$0	\$0	\$637,849
SHENANDOAH	\$49,000		\$51,280	\$226,059	\$549,493	\$433,817	\$437,659	\$952,825
FREMONT-MILLS	\$517.11		\$612.97	\$690.83	\$667.42	\$318.53	\$0.00	\$0.00
Iowa average per budget enrollment of those levying cash reserve	\$202		\$324	\$410	\$630	\$579	\$66	\$47

- The cash reserve levy generates local property tax revenue to be used to put cash behind budget authority. Budget authority could exceed actual budget revenues generated due to delinquent property taxes, programs funded by law off the top of state aid such as Juvenile Homes, and requests for modified allowable growth from the School Budget Review Committee (SBRC) for unique or unusual circumstances. The cash reserve levy does not increase budget authority.
- Although cash reserve levy is within the limits set by the SBRC, it must be emphasized the cash reserve levy does not increase budget authority. When a district has more cash on hand in the General Fund than it has budget authority, it must exercise great care not to spend cash in excess of budget authority
- In FY14, 219 districts, or 63.3% percent, levied for cash reserve.

<b>Instructional Support Authority</b>	<b>FY06 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$136,614		\$135,171	\$131,448	\$130,932	\$126,113	\$118,163	\$118,390
HAMBURG	\$137,116		\$146,294	\$144,833	\$148,399	\$128,883	\$131,534	\$133,755
SIDNEY	\$161,400		\$168,208	\$169,705	\$170,721	\$168,990	\$165,404	\$165,877
SHENANDOAH	\$419,488		\$453,176	\$453,916	\$436,308	\$421,805	\$439,830	\$429,120
FREMONT-MILLS	\$191,069		\$209,983	\$212,199	\$214,367	\$202,014	\$199,661	\$211,064
STATE TOTAL	\$151,201,350		\$181,318,070	\$189,873,711	\$190,067,995	\$185,557,383	\$189,896,936	\$199,998,422

- The Instructional Support Program provides additional funding to a district's General Fund. Additionally, the Instructional Support Program increases budget authority in the General Fund.
- The Instructional Support Program must be approved through board action or a referendum. If the Instructional Support Program is approved through a referendum, it may be imposed for up to ten years. Board enactment will allow the program to be in place for up to five years.
- The Instructional Support Program can be no more than 10 percent of the regular program district cost (shown in an earlier table). The program is funded by either property tax or a combination of property tax and income surtax.
- By 2013-2014 nearly 96 percent of all Iowa school districts had implemented the Instructional Support Program.

<b>Income Surtax Rate FARRAGUT</b>	<b>FY07 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
Instructional Support Income Surtax Rate	13%		13%	11%	11%	10%	8%	8%
Educational Improvement Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%
Total Income Surtax Rate (cannot exceed 20 percent)	13%		13%	11%	11%	10%	8%	8%

<b>Income Surtax Rate HAMBURG</b>	<b>FY07 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
Instructional Support Income Surtax Rate	4%		4%	4%	4%	4%	4%	4%
Educational Improvement Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%

Voter-Approved PPEL Income Surtax Rate	0%		0%	0%	0%	0%	0%	3%
Total Income Surtax Rate (cannot exceed 20 percent)	4%		4%	4%	4%	4%	4%	7%

<b>Income Surtax Rate SIDNEY</b>	<b>FY07 Actual</b>		<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
Instructional Support Income Surtax Rate	10%		10%	10%	10%	11%	11%	11%
Educational Improvement Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	0%		0%	0%	0%	0%	0%	0%
Total Income Surtax Rate (cannot exceed 20 percent)	10%		10%	10%	10%	11%	11%	11%

<b>Income Surtax Rate SHENANDOAH</b>	<b>FY07 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
Instructional Support Income Surtax Rate	3%	5%	7%	7%	7%	8%
Educational Improvement Income Surtax Rate	0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	6%	7%	6%	6%	6%	7%
Total Income Surtax Rate (cannot exceed 20 percent)	9%	12%	13%	13%	13%	15%

<b>Income Surtax Rate FREMONT-MILLS</b>	<b>FY07 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
Instructional Support Income Surtax Rate	10%	10%	10%	10%	10%	10%	10%
Educational Improvement Income Surtax Rate	0%	0%	0%	0%	0%	0%	0%
Voter-Approved PPEL Income Surtax Rate	4%	4%	5%	6%	5%	6%	6%
Total Income Surtax Rate (cannot exceed 20 percent)	14%	14%	15%	16%	15%	16%	16%

- Income surtax is a funding source used by a majority of school districts. A surtax is a tax on a tax. The income surtax rate is a percentage of tax applied on the income tax liability reported on the Iowa Individual Income Tax form.
- A referendum or board resolution will indicate if the Instructional Support Program, Educational Improvement Program, or Voter-Approved Physical Plant and Equipment Levy (PPEL) will be funded with an income surtax component. However, the board annually sets the income surtax rate.
- Some districts in the state utilize the Educational Improvement Program surtax. The Educational Improvement Program is a program authorized by the voters and only available in a school district where the regular program district cost per pupil for a budget year is 110% of the regular program state cost per pupil for the budget year, or the district had adopted an enrichment levy of 15% prior to July 1, 1992, and the district participates in the Instructional Support Program. If a district is eligible to implement the Educational Improvement Program, it may be expended for any purpose allowed from the General Fund.

<b>District Income Taxes Paid Per Budget Enrollment</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>	<b>FY14 Actual</b>
FARRAGUT	\$2,413	\$3,503	\$4,229	\$4,578	\$5,575	\$6,129	\$6,247
HAMBURG	\$2,893	\$4,030	\$4,018	\$5,281	\$5,203	\$6,276	\$5,848
SIDNEY	\$2,615	\$3,220	\$3,619	\$3,642	\$4,279	\$4,331	\$4,360
SHENANDOAH	\$3,108	\$3,835	\$4,268	\$4,316	\$3,825	\$3,963	\$4,428
FREMONT-MILLS	\$2,387	\$2,947	\$3,271	\$3,884	\$4,204	\$3,968	\$4,193
STATE TOTAL	\$3,931	\$4,954	\$5,472	\$5,420	\$5,343	\$5,599	\$5,773

<b>Special Ed Deficit Modified Allowable Growth (Positive Balance Reduction)</b>	<b>FY06</b>		<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
	<b>Actual</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
FARRAGUT	\$28,664		(\$36,189)	(\$88,385)	(\$150,190)	\$22,274	\$55,754
HAMBURG	(\$2,475)		\$0	(\$12,253)	(\$19,874)	(\$5,449)	\$0
SIDNEY	\$7,521		\$0	(\$37,333)	\$133,038	\$178,883	\$268,263
SHENANDOAH	\$49,450		\$132,845	\$59,735	\$0	\$77,769	\$17,218
FREMONT-MILLS	\$38,071		\$39,722	(\$55,906)	(\$98,802)	\$30,429	\$162,894
STATE TOTAL	\$21,593,178		\$41,312,448	\$32,225,329	\$23,834,439	\$48,322,730	\$64,605,462

- A district which has a negative special education balance (deficit) may request supplemental aid and modified allowable growth to the extent of the deficit. Most districts request the full amount of the deficit in modified allowable growth so regular education authority is not used for special education costs. Districts can request less than the full deficit or not request any modified allowable growth for the deficit.
- A district that has a positive special education balance may carryover 10 percent of its special education receipts from weighting into the next budget year. Any positive balance in excess of the 10 percent allowable carryover is reduced from budget authority in the next year, and state aid and property taxes are adjusted accordingly.
- A special education deficit balance will not harm a district as long as the district makes a request to the SBRC for modified allowable growth.
- Districts with a positive balance in excess of the 10 percent allowable need to be very watchful of their financial position, because of the reduction in spending authority that follows as a result of the excess.

<b>Other SBRC Modified Allowable Growth</b> (FY06 includes one-time GAAP hold-harmless)	<b>FY06</b>		<b>FY09</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>
	<b>Actual</b>		<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>
FARRAGUT	\$253,923		\$11,827	\$0	\$0	\$65,212	\$408,834
HAMBURG	\$0		\$69,950	\$0	\$296,047	\$24,857	\$107,116
SIDNEY	\$0		\$0	\$97,104	\$0	\$21,540	\$20,295
SHENANDOAH	\$214,162		\$100,836	\$105,648	\$224,082	\$94,128	\$88,245

FREMONT-MILLS	\$67,910	\$0	\$0	\$0	\$52,947	\$139,823
STATE TOTAL	\$240,240,563	\$61,596,372	\$53,582,834	\$54,690,743	\$69,034,882	\$72,296,410

- In FY06 there was a one-time hold-harmless amount of modified allowable growth granted to districts in the exact amount of the difference between budgeting on the cash basis and budgeting on the Generally Accepted Accounting Principles (GAAP) basis. This was provided to implement Administrative Rules that require all districts to budget on the GAAP basis here forward. Although this modified allowable growth increased budget authority, the increase is only temporary because the FY06 unspent balance calculation will show increased expenditures to be taken from budget authority in the same amount to complete the budget basis conversion.
- Districts could also request an additional amount of modified allowable growth, if necessary, to complete the budget basis conversion. These requests are included in the FY06 column with other requests that the districts made to the SBRC. Other requests to the SBRC would include the application form for modified allowable growth for increased enrollment, open enrollment out not on the prior year's count, and costs of providing a Limited English Proficient program. Requests would also include unusual or unique circumstances in the district for which it needs modified allowable growth. Although Returning Dropout and Dropout Prevention Programs and special education deficits are also covered by Modified Allowable Growth, those two items are not included in the above table.
- Modified allowable growth, other than for Returning Dropout and Dropout Prevention Programs, is not granted until the budget year begins for which the growth is requested.
- The request for increasing enrollment and open enrollment out students not on the previous count are actually "on-time" budget authority for which the subsequent year's budget is no longer adjusted. In effect, this results in the district receiving budget authority for these students in the first year of enrollment, as well as in subsequent years' budgets. This is one more year of budget authority for a resident student than is normally provided.

### **Federal Maintenance of Effort**

When a district has to reduce expenditures due to exceeding budget authority, economic conditions, declining enrollment, or local decisions, this can result in a failure to maintain local effort related to federal funding. Maintenance of Effort regulations require a district to maintain state and local effort (expenditures) from year to year in order to receive the full allocation of federal funding. The federal regulations require Maintenance of Effort at the 90 percent level either in total expenditures or on a per pupil basis.

As a district has to cut costs, this also will impact their maintenance of effort calculation, resulting in a reduction in federal funding, e.g., Title I. As it continues to reduce costs to remain within its budget and to move toward a positive unspent balance, the district should expect to continue to see its federal funding reduced.

## Property Tax Levies

Other than the General Fund Levies, a district may also have a Management Levy and a Regular PPEL levy (maximum 33 cent per \$1000 valuation) implemented by the board as well as a Voter-Approved PPEL (VPPEL) levy (maximum \$1.34 per \$1000 valuation), PERL (Playground) levy (maximum 13.5 cents per \$1000 valuation), and Debt Service levy approved by the district patrons.

Property Tax Levies FY14	General Fund Actual	Management Actual	VPPEL Actual	PPEL Actual	PERL Actual	Debt Service Actual	Total Actual
FARRAGUT	\$16.98419	\$0.00000	\$0.00000	\$0.33000	\$0.00000	\$0.00000	\$17.31419
HAMBURG	\$9.03733	\$4.57594	\$0.96015	\$0.33000	\$0.00000	\$0.00000	\$14.90342
SIDNEY	\$15.37785	\$1.06790	\$0.00000	\$0.12654	\$0.00000	\$2.21639	\$18.78868
SHENANDOAH	\$14.14318	\$0.79295	\$0.16468	\$0.33000	\$0.00000	\$1.08627	\$16.51708
FREMONT-MILLS	\$8.94768	\$0.51758	\$0.56467	\$0.33000	\$0.00000	\$1.03670	\$11.39663
STATE TOTAL	\$3,881.29735	\$387.17673	\$195.49209	\$112.40635	\$2.43000	\$362.68053	\$4,941.48305

- In the event of a reorganization, the Voted PPEL (VPPEL), PERL, and Instructional Support Programs are continued in the newly reorganized district at the least number of years remaining, the lowest percent for the instructional support program or the lowest property tax rate for VPPEL or PERL, and the lowest percent of income surtax of the former districts that are a party to the reorganization. If there is a debt obligation against the VPPEL, then it will continue in the newly reorganized district without regard to the previous information until the debt is paid.
- In the event of reorganization, debt service is a negotiable issue. Generally, it remains as a levy on the property that was in the former school district with the debt service levy. However, it can be spread across all property in the newly reorganized district if that is what the reorganization referendum indicates. The debt service levy continues until the debt is paid.
- In the event of a dissolution, the debt service levy (or the VPPEL if there is a debt obligation against it) continues against the property in the former district until the debt is paid; in addition areas of a dissolved school district which are attached to a school district that is levying a debt service tax will also be liable for that tax. All other levies cease to exist in the dissolved district. Patrons residing in the dissolved school district will pay the levies implemented (current and future) in the school district to which their properties are attached.

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
FARRAGUT	\$1,193,002	\$648,636	\$326,646	\$28,124	-\$385,302	-\$511,482
District unspent balance as a percent of expenditures	43.59%	24.14%	10.62%	0.94%	-9.59%	-14.59%
Iowa unspent balance as a percent of expenditures	18.24%	14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
HAMBURG	\$339,277	\$5,347	-\$254,903	\$320,575	\$434,758	-\$46,350
District unspent balance as a percent of expenditures	11.15%	0.18%	-8.00%	11.22%	14.36%	-1.31%
Iowa unspent balance as a percent of expenditures	18.24%	14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
SIDNEY	\$403,216	\$602,202	\$869,970	\$1,109,533	\$1,104,968	\$1,119,948
District unspent balance as a percent of expenditures	11.22%	15.79%	21.86%	25.80%	24.04%	23.87%
Iowa unspent balance as a percent of expenditures	18.24%	14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
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SHENANDOAH	\$1,161,793	\$1,471,890	\$1,588,647	\$2,162,301	\$2,439,360	\$2,443,543
District unspent balance as a percent of expenditures	14.43%	15.25%	16.38%	22.65%	24.34%	24.37%
Iowa unspent balance as a percent of expenditures	18.24%	14.92%	17.36%	20.67%	22.25%	20.48%

<b>Unspent Balance (of Authorized General Fund Budget)</b>	<b>FY06 Actual</b>	<b>FY09 Actual</b>	<b>FY10 Actual</b>	<b>FY11 Actual</b>	<b>FY12 Actual</b>	<b>FY13 Actual</b>
FREMONT-MILLS	\$221,950	\$286,397	\$646,238	\$1,307,124	\$1,511,533	\$1,469,493
District unspent balance as a percent of expenditures	5.37%	6.88%	16.15%	32.49%	35.93%	30.56%
Iowa unspent balance as a percent of expenditures	18.24%	14.92%	17.36%	20.67%	22.25%	20.48%

- Iowa school districts are funded under a school foundation finance formula. Iowa is unique compared to other states in that maximum spending authority is controlled in each district through the foundation plan. The funding sources include state aid, property taxes, unspent balances from the prior year, plus actual miscellaneous income. Once spending authority has been granted, it generally is not removed even if authorized state aid or property taxes revenues are not actually received. A district may levy for a cash reserve (property taxes) to replace any revenues not received, but this does not increase budget authority. It only provides cash to fund the budget authority. The district may request modified allowable growth from the SBRC, which if granted, will increase budget authority, but does not increase cash to the district. At the end of the fiscal year, the amount the district actually expended in its General Fund is subtracted from its total authorized budget authority in the General Fund to determine the amount that is unspent.
- It is illegal for any district to spend more than its authorized budget authority. Negative unspent balance is a serious financial situation for a school district and is a violation of Iowa Code subsection 257.7(1).
- If a district spends less than its authorized budget authority in the General Fund, it may carryover that amount to be added to its authorized budget authority in the following budget year. The table above shows the amount of carryover authority, called unspent balance, in the district.
- When evaluating the district's financial position, it can be a valuable exercise to determine the overall drop in enrollment and compare that with the corresponding drop in staff that should have occurred in response to the declining enrollment.
- The School Budget Review Committee may consider additional modified allowable growth if necessary to make reorganization possible. Need bigger font size

- When evaluating the district’s financial position, it can be a valuable exercise to determine the overall drop in enrollment and compare that with the corresponding drop in staff that should have occurred in response to the declining enrollment. This point may have been the cause of District A’s unspent balance decline to a negative position in FY09 to FY11.
- The School Budget Review Committee may consider additional modified allowable growth if necessary to make reorganization possible.

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
FARRAGUT						
Fiscal Year 2004	\$1,026,466	-\$3,273	-\$7,318	\$0	\$181,075	\$0
Fiscal Year 2005	\$689,922	\$41,717	\$16,373	\$0	\$197,013	\$0
Fiscal Year 2006	\$344,737	\$133,097	\$65,963	\$0	\$247,049	\$0
Fiscal Year 2007	\$161,485	\$152,036	\$32,588	\$0	\$245,571	\$0
Fiscal Year 2008	\$72,255	\$111,403	\$46,447	\$0	\$144,030	\$0
Fiscal Year 2009	\$172,434	\$82,988	\$70,386	\$0	\$245,964	\$0
Fiscal Year 2010	\$96,316	\$93,861	\$45,202	\$0	\$390,486	\$0
Fiscal Year 2011	\$88,690	\$89,201	\$59,915	\$0	\$442,015	\$0
Fiscal Year 2012	-\$106,118	\$68,893	\$91,918	\$0	\$573,852	\$77,017
Fiscal Year 2013	-\$197,925	\$153,470	\$96,502	\$0	\$575,845	\$75,456

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
HAMBURG						
Fiscal Year 2004	\$249,707	\$80,712	\$74,536	\$0	\$145,401	\$0
Fiscal Year 2005	\$482,942	\$83,413	\$79,748	\$0	\$127,066	\$0
Fiscal Year 2006	\$288,280	\$82,169	\$196,023	\$0	\$217,901	\$0
Fiscal Year 2007	\$111,483	\$94,711	\$246,538	\$0	\$419,020	\$0
Fiscal Year 2008	-\$52,341	\$109,991	\$363,700	\$0	\$602,865	\$0
Fiscal Year 2009	-\$166,414	\$128,447	\$465,642	\$0	\$772,454	\$0
Fiscal Year 2010	-\$288,229	\$116,554	\$308,196	\$0	\$926,199	\$0
Fiscal Year 2011	\$215,385	\$87,986	\$232,060	\$0	\$1,003,476	\$0

Fiscal Year 2012	\$778,684	\$41,938	\$404,285	\$0	\$842,209	\$0
Fiscal Year 2013	\$694,529	\$14,697	-\$7,204	\$0	\$640,248	\$0

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
SIDNEY						
Fiscal Year 2004	\$67,436	\$32,591	\$34,297	\$0	\$374,430	\$2,234,469
Fiscal Year 2005	\$219,401	\$22,729	\$7,418	\$0	\$115,485	\$2,372,327
Fiscal Year 2006	\$456,657	\$34,224	\$14,444	\$0	\$91,972	\$2,425,595
Fiscal Year 2007	\$590,229	\$77,607	\$7,005	\$0	\$152,247	\$389,714
Fiscal Year 2008	\$800,698	\$102,179	\$20,102	\$0	\$201,493	\$475,324
Fiscal Year 2009	\$856,288	\$128,425	-\$882	\$0	\$261,161	\$550,339
Fiscal Year 2010	\$684,621	\$74,269	\$7,836	\$0	\$191,835	\$637,169
Fiscal Year 2011	\$554,946	\$76,896	\$21,309	\$0	\$122,895	-\$2,188
Fiscal Year 2012	\$319,255	\$54,935	-\$2,979	\$0	\$126,452	-\$7,265
Fiscal Year 2013	\$42,929	\$72,975	-\$2,979	\$0	\$279,479	-\$7,309

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
SHENANDOAH						
Fiscal Year 2004	\$1,330,782	\$167,738	\$911,803	\$0	\$109,815	\$909,216
Fiscal Year 2005	\$1,442,094	\$205,759	\$870,245	\$0	\$851,910	\$837,943
Fiscal Year 2006	\$1,473,894	\$136,611	\$813,801	\$0	\$626,666	\$786,676
Fiscal Year 2007	\$1,496,341	\$136,226	\$599,928	\$0	\$525,090	\$923,925
Fiscal Year 2008	\$1,377,863	\$115,993	\$343,140	\$0	\$614,031	\$1,057,337
Fiscal Year 2009	\$998,124	\$130,944	\$358,730	\$0	\$741,863	\$1,128,624
Fiscal Year 2010	\$445,163	\$169,606	\$427,433	\$0	\$700,906	\$939,284

Fiscal Year 2011	\$959,635	\$305,892	\$348,210	\$0	\$3,815,307	\$742,070
Fiscal Year 2012	\$1,459,984	\$298,692	\$400,442	\$0	\$2,241,221	\$1,073,133
Fiscal Year 2013	\$1,763,278	\$274,151	\$549,709	\$0	\$1,549,651	\$1,070,699

<b>Fund Balances in Selected Funds</b>	<b>General Fund Actual</b>	<b>Management Actual</b>	<b>PPEL Actual</b>	<b>PERL Actual</b>	<b>Capital Projects Actual</b>	<b>Debt Service Actual</b>
FREMONT-MILLS						
Fiscal Year 2004	\$251,066	\$36,772	\$197,469	\$0	-\$48,652	\$0
Fiscal Year 2005	\$105,988	\$14,611	\$56,425	\$0	\$108,185	\$0
Fiscal Year 2006	\$20,194	-\$5,243	\$96,177	\$0	\$81,325	\$0
Fiscal Year 2007	-\$58,195	-\$16,572	\$45,486	\$0	\$138,505	\$0
Fiscal Year 2008	\$288,105	-\$4,014	\$112,240	\$0	\$229,481	\$0
Fiscal Year 2009	\$598,394	\$46,843	\$181,348	\$0	\$1,647,984	\$874
Fiscal Year 2010	\$1,112,444	\$79,832	\$69,136	\$0	\$765,654	\$3,586
Fiscal Year 2011	\$1,962,569	\$92,812	\$112,907	\$0	\$301,989	\$1,254,851
Fiscal Year 2012	\$2,092,756	\$111,309	\$52,720	\$0	\$378,504	\$2,507
Fiscal Year 2013	\$1,767,999	\$101,965	\$25,851	\$0	\$397,250	\$3,435

- The amount of fund balance, as recorded by the districts, is controllable and a local decision. A negative fund balance is indicative of having more liabilities than assets and may result in a district having to pay higher interest costs, when borrowing.
- Districts' management and board of directors need to address the appropriate levels of fund balance and take the steps necessary to achieve those levels.

<b>Number of Buses by Year</b>	<b>1977-1984 Oldest</b>	<b>1985-1994 Older</b>	<b>1995-2004 Old</b>	<b>2005-2013 Current</b>	<b>Total Number of Buses</b>	<b>% of Oldest Buses</b>	<b>% of Older Buses</b>	<b>% of Old Buses</b>	<b>% of Current Buses</b>
FARRAGUT	0	0	1	2	3	0.00%	0.00%	33.33%	66.67%
HAMBURG	0	0	3	2	5	0.00%	0.00%	60.00%	40.00%
SIDNEY	0	0	4	2	6	0.00%	0.00%	66.67%	33.33%
SHENANDOAH	0	0	6	6	12	0.00%	0.00%	50.00%	50.00%
FREMONT-MILLS	0	0	2	5	7	0.00%	0.00%	28.57%	71.43%
STATE TOTAL	2	184	1,940	2,633	4,759	0.04%	3.87%	40.76%	55.33%

<b>Last Bond or PPEL Issues Elections</b>	<b>Bond Issues FY96-10</b>	<b>PPEL Issues FY02-10</b>
FARRAGUT	1/0/00	1/0/00
HAMBURG	3/25/08	4/9/13
SIDNEY	4/22/97	1/0/00
SHENANDOAH	12/9/99	1/0/00
FREMONT-MILLS	3/25/08	9/13/11
STATE TOTAL	1/0/00	1/0/00

## Appendix B: Facilities Accessibility Review

The Hamburg Community School District has two attendance centers that were reviewed for accessibility: Nishnabotna Middle School (6-8) and Marnie Simons Elementary School (PK-5). The Nishnabotna Middle School is a three-story building with a lower level basement built in 1924. The middle school had two building additions: west addition of classrooms and food service area built in 1958 and addition of classrooms, library, and administration offices built in 1970.

The Marnie Simons Elementary School is a one-story building built in 1950 with two building additions. Additions to the elementary school were the north addition of classrooms and the 1970 addition of classrooms and gymnasium. Hamburg Community School District has a whole-grade sharing arrangement with Farragut Community School District. Grades 9-12 attend classes in the Farragut Community School District. Hamburg Community School District had an equity site visit during April 2010. This facility accessibility review compared progress made toward improving facilities accessibility and program accessibility to the 2010 equity site visit report.

Accessibility was reviewed in the following areas: parking, passenger loading zones, exterior route of travel, ramps, stairs, lifts, entrances, lobbies and corridors, elevators, rooms and spaces, restrooms, shower rooms, assembly areas, cafeterias, and libraries.

### **Nishnabotna Middle School, 105 E Street, Hamburg, IA 51640 (Grades: 6-8)** **Building Information:**

<b>Building / Additions</b>	<b>Year built and number of levels</b>	<b>Applicable standards</b>
Original construction	1924 – three levels with lower level basement (no elevator)	Programs within facility must be readily accessible
West addition of classrooms and food service area	1958 – one level	Programs within facility must be readily accessible
Addition of classrooms, library, and administration offices	1970 – one level	Programs within facility must be readily accessible
Street parking		ADA standards

<b>Nishnabotna Middle School Accessibility Compliance Plan 2011</b>			
<b>Accessibility Corrections</b>	<b>Completion Time Frame</b>	<b>Completed</b>	<b>Deadline Recommended to State Board</b>
Add two additional parking spaces with one being a van accessible space with a 96" wide access aisle	November 2010	Yes	–

on the north side of the building.			
Van accessible parking space will have appropriate signage.	November 2010	Yes	--
ADA approved grates will be installed to the junior high north entrance walking surface to the Industrial Technology building.	May 2011	Yes	--
A sign designating the accessible passenger loading zone will be installed.	November 2010	Yes	--
A new ramp to the exterior entrance of the auditorium meeting ADA standards will be built.	April 2011	No	90 days after SBE meeting
An architect will be hired to develop a plan to deal with all inaccessibility issues on all levels of the 1924 building.	Plan developed by January 2011 & implementation beginning May 2011	No	90 days after SBE meeting
Appropriate signage installed at all inaccessible entrances indicating direction of accessible entrances.	March 2011	No	30 days after SBE meeting
Accessible men's restroom created by the auditorium and signage to accessible women's restroom installed.	March 2011	Yes	--
Plan developed to create accessible shower rooms.	Plan implementation started May 2011	No	90 days after SBE meeting

**Compliance Issues:** All levels of the 1924 building are inaccessible denying students and staff appropriate program accessibility. The three sets of steps between 1970 and 1924 facilities are an accessibility issue for students and staff. For any person with a mobility issue, there is a problem with program accessibility because of the many different inaccessible levels.

Area of non-compliance	Compliance issue	Standard
------------------------	------------------	----------

Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the middle school that are inaccessible are made available to students, staff, parents, and community members with disabilities.	Programs within facility must be readily accessible
Accessible Routes	<p>The slope of the ramp near the exterior entrance to the auditorium is non-compliant because it is greater than 1:12.</p> <p>There are no railings on the exterior ramp near the auditorium and the interior ramp near lunch room.</p> <p>From the 1970 addition to the 1924 building, there are three sets of steps that are inaccessible, lower level or basement of the 1924 building is inaccessible, main level of 1924 building has inaccessible issues for the gymnasium, locker rooms, and stage, and upper level of 1924 building is inaccessible. Shower rooms in the 1924 building are inaccessible which causes a program accessibility issue.</p>	<p>2010 ADA Standards – 405.2 Slope</p> <p>2010 ADA Standards – 405.8 Handrails</p> <p>2010 ADA Standards – 206.2.4 Spaces and Elements and 206.2.3 Multi-Story Buildings and Facilities</p>
Toilet Rooms	Urinals and lavatories in the restrooms on the main floor of the 1924 section of the building are inaccessible. Since restrooms are near the auditorium, the restrooms need to be accessible for the public. New partitions were installed for an accessible stall.	<p>2010 ADA Standards – 605 Urinals and 606 Lavatories and Sinks</p> <p>Restrooms should comply with 2010 ADA Standards – 603 Toilet and Bathing Rooms</p>
Entrances	<p>Inaccessible entrances need signs indicating the location of the nearest accessible entrance.</p> <p>Accessible entrances need signs identified by the international symbol of accessibility.</p>	<p>ADA Standards 4.1.2(7)(c); 4.30</p> <p>ADA Standards 4.1.2(7)(c); 4.30</p>

**Marnie Simons Elementary School, 309 S St., Hamburg, IA 51640 (Grades: PK-5)**  
**Building Information:**

Building / Additions	Year built and number of levels	Applicable standards
Original construction	1950 – one level	Programs within facility must be readily accessible

North addition of classrooms	1962 – one level	Programs within facility must be readily accessible
Addition of classrooms and gymnasium – restrooms in 1970 addition near gymnasium were updated for ADA compliance	1970 – one level	Programs within facility must be readily accessible
Parking lot		2010 ADA standards – 502 Parking Spaces

<b>Marnie Simons Elementary Accessibility Compliance Plan 2011</b>			
<b>Accessibility Corrections</b>	<b>Completion Time Frame</b>	<b>Completed</b>	<b>Deadline Recommended to State Board</b>
Add two accessible parking spaces to the outdoor athletic complex near the concession stand	October 2010	Yes	--
One van accessible parking space will be appropriately painted and have a sign designating van accessible parking space.	November 2011	Yes	--
Add sign at passenger loading zone displaying the international symbol of accessibility.	November 2010	Yes	--
Add inaccessible entrance signs which indicate direction of accessible entrance.	March 2011	No	30 days after SBE meeting

**Compliance Issues:** Hamburg Elementary School is accessible. The school district has improved accessible parking and installed accessible bleachers at the football field adjacent to the elementary school.

<b>Area of non-compliance</b>	<b>Compliance issue</b>	<b>Standard</b>
Written accessibility plan	For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs must be readily accessible. The school district is required to have a written plan that describes how the programs and services in the pre-1977 portions of the Hamburg Elementary that are inaccessible are made available to students, staff,	Programs within facility must be readily accessible

	parents, and community members with disabilities.	
Entrances	Inaccessible entrances need signs indicating the location of the nearest accessible entrance.  Accessible entrances need signs identified by the international symbol of accessibility.	ADA Standards 4.1.2(7)(c); 4.30  ADA Standards 4.1.2(7)(c); 4.30

### **Hamburg Facility Accessibility Summary**

Hamburg Community School District has made accessibility improvements at the elementary but the middle school has many facility and program accessibility issues. Programs are inaccessible in the middle school because of the many different levels within the building. Middle school classrooms, gymnasium, and programs are not accessible. For facilities or parts of facilities that were constructed or altered before June 4, 1977, programs are required to be readily accessible. A written plan is required that describes how inaccessible programs and services in pre-1977 portions of facilities will be made available to students, staff, parents, and community members with disabilities. Based on the numerous deficiencies of the Nishnabotna Middle School, it may be in the district's best interest to combine the middle school and elementary grades in the Marnie Simons facility.

The written transition plan must be developed to address the accessibility concerns and compliance issues. For the accessibility transition plan, the district must:

- Describe in detail the methods that will be used to make the facilities and/or programs accessible; and
- Specify the schedule for taking steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify the steps that will be taken during each year of the transition period; and indicate the person responsible for implementation of the plan.

The main recommendation that could help resolve a large majority of the inaccessibility issues of the Hamburg school district would be to consider moving all students attending the Nishnabotna Middle School to the Marnie Simons facility to be educated.

**Hamburg Community School District  
Phase II Letter**

**May 30, 2014**



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
BRAD A. BUCK, DIRECTOR

May 30, 2014

Jay Lutt Superintendent  
Hamburg CSD  
105 E Street  
Hamburg, IA 51640

Dear Superintendent Lutt:

You had previously been notified by the Iowa Department of Education (Department) of a combined fiscal visit for Hamburg Community School District (CSD) and Farragut Community School District. This is to notify you that the combined fiscal visit has been expanded to include a Phase II review of both districts' ongoing noncompliance issues, including but not limited to uncorrected noncompliance from site visits in 2009 (Hamburg CSD) and 2011 (Farragut CSD). See attached document outlining the continued efforts of the Department to attain compliance by the two districts. Due to the whole-grade sharing agreement, the Department will conduct the Phase II visit concurrently and after the combined fiscal review of both districts. This additional component of the Phase II visit is scheduled for June 23-26, 2014.

Authority for the Phase II visit comes from Iowa Code section 256.11(10)(b)(1)(a). That code provision requires a Phase II visit whenever "either the annual monitoring or the comprehensive site visit indicates that a school or school district is deficient and fails to be in compliance with accreditation standards." The procedures and consequences from a Phase II visit are outlined in Iowa Code section 256.11 and the Department's General Accreditation Standards (Iowa Administrative Code chapter 281—12). After the visit, the team will compile recommendations or citations and will send those written comments to the district for review and response prior to submitting the document to the Director of the Department.

The list below identifies documents the Department will review. Please have hard copies of all documents available to the Phase II team on site.

- All of the items required of the Document Review Checklist and Non-Regulatory Guidance for School Districts. This document can be accessed at: <https://www.educateiowa.gov/sites/files/ed/documents/2013-2014DocumentReviewChecklistAndNon-RegulatoryGuidanceForSchoolDistricts.pdf>.
- All of the items required of the Equity Related Documents: Document Review Checklist 2013-2014. This document can be accessed at: <https://www.educateiowa.gov/sites/files/ed/documents/Equity%20Related%20Documents%20-%20Document%20Review%20Checklist%202013-2014.pdf>
- Evidence of action for each of the findings of the noncompliance on the attached document

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Additional documents to be reviewed on-site:

- 28E agreements
- List of employees retiring or leaving
- List of current employees
- Contracts and agreements for sharing and for community college classes
- Board minutes for current year
- Board policy manual
- Board reports for current year
- Job descriptions of all staff
- Professional development schedules
- Proofs of district publications
- Organizational structure
- Each and every citation of noncompliance by any agency or accrediting body, together with evidence corrective action
- Each and every audit report, together with evidence of correction of any negative audit finding
- Equity Voluntary Compliance Plan for Hamburg CSD

In addition, the team will require a space with secure internet access during the period the team is on-site, access to facilities for facility check, access to stakeholders such as, but not limited to superintendent and board members.

If you have questions regarding this visit, please notify Amy Williamson at 515-339-4122 or [Amy.Williamson@iowa.gov](mailto:Amy.Williamson@iowa.gov).

Sincerely,



Amy Williamson, Chief  
Bureau of School Improvement

cc: School Board President(s)  
Jeff Berger, Deputy Director  
Bureau of Finance, Facilities, Operation and Transportation Services  
David Tilly, Deputy Director  
Department of Education School Improvement Team

**Hamburg Community School District  
Educational Equity Review  
Summary of Team Findings**

**April 6-8, 2010**



# STATE OF IOWA

CHESTER J. CULVER, GOVERNOR  
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
KEVIN FANGMAN, ACTING DIRECTOR

June 7, 2010

Jay Lutt, Superintendent  
Hamburg Community School District  
105 E Street  
Hamburg, IA 51640

Dear Superintendent Lutt:

The Department of Education would like to express appreciation for the courtesies extended to Tom Andersen, Cynthia Knight, Gary Schwartz, and Mary Sullivan, during the educational equity review conducted in conjunction with the comprehensive school improvement site visit at your school district on December 15-19, 2009. The purpose of the on-site review was to ascertain the compliance status of your district in accordance with federal and state civil rights laws including the Vocational Education Program Guidelines for Eliminating Discrimination.

The primary purpose of this letter is to set forth the findings of the visit. These findings are organized into three components: areas of strength and observations, concerns and recommendations, and areas of noncompliance. Legal citations are included where compliance is an issue.

The second purpose of this letter is to formally request a **voluntary compliance plan** be submitted to Del Hoover within 60 calendar days of the date of this letter, on or before **August 7, 2010**. The compliance plan must directly address each area of noncompliance identified in the letter and must contain the components listed in **Attachment A**, an enclosure with this letter and be **signed and dated by the Superintendent**. In the event you disagree with the findings of noncompliance, the procedure for an appeal is also enclosed (**See Attachment B**).

If you desire clarification of the contents of this letter, please contact Del Hoover, Deputy Administrator, Division of PreK-12 Education (515/281-8402) or Tom Andersen, Consultant for Equity in School Improvement, Division of PreK-12 Education (515/281-3769). Continued technical assistance for any issue or concern that may arise within your district is available through the Department of Education. Thank you for your cooperation in this matter and your continued interest in ensuring that our educational programs effectively serve all our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Del Hoover".

Del Hoover, Deputy Division Administrator  
Division of Early Childhood, Elementary and Secondary Education

cc: School Board President  
Equity Review Team Members  
Equity Review File

Enclosures: A - Components of Voluntary Compliance Plan  
B - Appeal Process  
C - Legal Citations

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# Educational Equity Review

Hamburg Community School District

Summary of Team Findings



DATE: April 6-8, 2010

**Iowa Department of Education  
Grimes State Office Building  
Des Moines, Iowa 50319-0146**

## **Equity Policy, Process, and Procedures**

This section includes issues related to the board policies, the functioning of the equity coordinator, the grievance procedure, and the dissemination of information regarding those three items to parents, to staff, to students, and to the community.

### **Strengths and/or Observations**

1. The Hamburg Community School District (HCSD) has an enrollment of 270 students, fifty-five percent (55%) of whom are males and forty-five percent (45%) of whom are females. Fifty-four percent (54%) of the HCSDs students qualify for free and reduced price lunches. Approximately sixteen percent (16%) of the students have Individual Education Plans (IEPs) and receive special education services. Both the percentage of students who qualify for free and reduced price lunches and the percentage of students in special education are above the State average. There are fourteen (14) English language learners enrolled who are receiving English language assistance. Twelve percent (12%) of the HCSD's students represent minority racial / ethnic groups. This includes six (6) Asian American, twenty-two (22) Hispanic, and four (4) African American students.
2. The school board has adopted a policy related to non-discrimination in programs and employment. The policy provides support and direction for administrators and staff to implement a proactive equity program. (See related area of non-compliance)
3. The school board has updated its policies related to harassment, bullying, and hazing of students and staff. The policy includes all the necessary protected classes including sexual orientation and gender identity. It provides direction for the staff to provide a safe and secure learning environment for all students.
4. The Board has adopted a policy which commits the HCSD to implement affirmative strategies to recruit and to hire persons from diverse racial / ethnic groups, men and women, and persons with disabilities in job categories where they are underrepresented within the HCSD. The policy recognizes the value of diverse role models for students in achieving the HCSD's educational goals.
5. The school board has adopted a grievance procedure for processing complaints of discrimination, harassment, bullying, and hazing of and by employees, students, parents, and volunteers. The process is aligned with the HCSD's non-discrimination and harassment policies. The grievance process provides for an impartial third-party hearing for disability-related

complaints related to the identification and the provision of accommodations for students with disabilities.

6. Several months ago Ken Wathen, the elementary school principal, was appointed as equity coordinator for the HCSD. He has responsibility for coordinating the Agency's efforts to comply with Title IX of the Education Amendments of 1972 (Gender Equity), Title VI of the Civil Rights Act of 1964 (Race and National Origin Equity), Section 504 of the Vocational Rehabilitation Act of 1973, and State of Iowa Equal Employment Opportunity / Affirmative Action requirements. The coordinator has worked hard over the past three months to prepare for this equity visit. (See related concern).

### **Concerns and Recommendations**

No concerns were identified during the course of the visit.

### **Areas of Non-Compliance**

7. The non-discrimination policy for employees has not been updated to include gender identity. The policy on non-discrimination in programs related to students does not include the protected classes of sexual orientation, gender identity, and socio-economic status. These policies must be updated to conform to the Iowa Code. *Code of Iowa Section 216.9 Unfair or discriminatory practices – education; Iowa Administrative Code 12.5(8) Multicultural and gender fair approaches to the educational program.*
8. Interviews and a review of documents indicate that the equity coordinator was only appointed recently and for several years before that no one in the HCSD was actually functioning in that role. When asked about their expectations for the equity coordinator, board members stated they had none. They knew very little about the role of the coordinator and their legal responsibilities to appoint and to ensure that the coordinator was functioning. Most staff, students, and parents interviewed, could not identify the coordinator and his role and function are unclear to them. The responsibilities of the coordinator should be more clearly delineated in the elementary principal's job description. The HCSD needs to clarify his role and responsibilities as equity coordinator in meetings with students, parents, and staff. The coordinator could be more proactive in a number of areas including:
  - Communicating annually with parents, students, and staff about their rights and responsibilities related to non-discrimination and harassment policies.

- Monitoring student course enrollment and achievement trends by racial / ethnic background, gender, disability, and facilitating period conversations with administrators and staff regarding those trends.
  - Making an annual equity report with recommendations to the school board.
  - Facilitating periodic conversations with students and staff on ways the HCSD might respect, reflect, and celebrate diversity.
  - Plan periodic professional development for staff on diversity and equity related issues.
  - Monitoring membership on district advisory committees to ensure that there is gender balance, representation of diverse racial / ethnic groups, and persons with disabilities.
  - Annually monitoring the HCSD's website and publications to insure that they include current information about the HCSD's non-discrimination and harassment policies, the identity and contact information for the equity coordinator, and information about the civil rights-related grievance procedure. *Section 504 of the Rehabilitation act of 1973 34 CFR Part 104.7 Designation of responsible employee and adoption of grievance procedure; Title IX of the Education Amendments of 1972 34 CFR Part 106.8 Designation of responsible employee and adoption of grievance procedure; Iowa Administrative Code 95.4(3) Assignment of responsibility.*
9. There is no record of formal grievances related to the non-discrimination policy or the harassment / bullying / hazing policy filed or investigated in the past year. Interviews indicated that some informal harassment complaints have been filed at the building level, but there is no documentation to show the numbers of those investigations or the related findings. An effective grievance procedure provides an opportunity to ensure that conflicts are settled fairly and quickly. This is true only if staff, students, and parents are aware of the process and it is used. Parents, students, and staff should be clearly notified that there is a district-level grievance process available, if the efforts to resolve grievances are not successful at the building level. The HCSD should do more to make grievance forms readily available at the central office, at each school site, and on the HCSD's website. The equity coordinator could collect and monitor documentation of building-level investigations to ensure that harassment conflicts are being settled in a just and timely manner. A periodic review of harassment-related complaints at the building level is also one way to monitor the need for climate-related interventions. *Americans with Disabilities Act, 1990 280.28(3) Harassment and Bullying Prohibited.*
10. The grievance process itself was found in the board policies, but it is not published in student and staff handbooks. Interviews with students, staff, and parents indicated there is still some confusion about the appropriate

process for handling student, staff, and parent complaints. *Section 504 of the Rehabilitation act of 1973 34 CFR Part 104.7 Designation of responsible employee and adoption of grievance procedure; Title IX of the Education Amendments of 1972 34 CFR Part 106.8 Designation of responsible employee and adoption of grievance procedure.*

11. The High School Registration / Course Description Handbook and the Coach's Handbook did not include notice of the non-discrimination policy, the identity of the equity coordinator, or information about the non-discrimination grievance procedure. Most of the other handbooks, major annual publications, and the website did not contain accurate, up-to-date, and consistent versions of the non-discrimination policy, the name and phone number of the current equity coordinator and information about the grievance procedure. One role of the equity coordinator is to monitor district publications and brochures to ensure that they include the required notifications and that they are accurate and current. *34 CFR Part 104.8 Notice; 34 CFR Part 106.9 Dissemination of policy; Section IV.O. Public Notification.*

### **Equity, School Improvement, and the Educational Program**

This section includes equity issues related to the school improvement process, curriculum, instruction, assessment, student achievement, achievement gaps, media services, and the counseling program. Equity issues related to the Comprehensive School Improvement Plan (CSIP), the Annual Progress Report (APR), and the School Improvement Advisory Committee (SIAC) might also be included here.

#### **Strengths and/or Observations**

12. The Board maintains its policy committing the HCSD to implementing multicultural, gender-fair (MCGF) approaches to the entire educational program. The policy commits the HCSD to include the contributions of both men and women, persons from diverse racial / ethnic groups, and persons with disabilities across all areas of the curriculum. The policy provides a supportive climate for staff to implement an educational program which reflects, respects, and celebrates diversity.
13. The HCSD provides an early childhood center in Hamburg. This center houses a preschool program and encourages district residents to keep their young children in the HCSD. The program maintains strong relationships with families and with the greater Hamburg community. Parents report that the preschool also facilitates easier transition to kindergarten.

14. The HCSD collects and reviews disaggregated achievement data of all fourth, eighth, and eleventh grade students in reading, mathematics, and science. The data is disaggregated by gender, socioeconomic status, and disability. The HCSD shared trend-line data on achievement gaps with the visiting team
15. The HCSD has recently made the decision to share all athletic programs with the Farragut Community School District. This coming year, the schools' combined teams will compete as the Nishnabotna Blue Devils. Multiple groups discussed the strength of working together with Farragut for sharing athletics and future goals of whole grade sharing and reorganization. This is a positive example of sharing resources and academic programs to provide broader opportunities for students. The HCSD is to be commended for the efforts to move this forward.

### **Concerns and Recommendations**

16. The HCSD has experienced frequent turnover of administrators at the district and the high school levels. Interviews with staff, students, and parents expressed concern about the negative impact this has had on the academic program and the climate at the junior-senior high school. It is also may be one reason why the HCSD has struggled to implement consistent systemic academic and climate-related interventions PreK-12. There were sentiments expressed that the situations at the junior-senior high school have improved under the direction of the current principal. They are hopeful that he would stay and work with the elementary principal to better coordinate district-wide programs and provide stability over time. Turnover in the central office and the superintendent position, which in most districts is the influence for ensuring systemic implementation, has made district-wide programming difficult.
17. Interviews indicated that while some teachers were able to use data to identify and to articulate needs and actions on a student-by-student basis, they were not able to engage in a conversation about data regarding disaggregated sub-groups or aggregated data. The HCSD is encouraged to develop and to implement procedures system-wide to create greater teacher access and ownership of academic and climate-related data, to build greater staff capacity to analyze and to interpret data, and to use the data to direct academic and climate-related interventions. Systemic prompts and monitoring should be put in place to ensure that this review and analysis of disaggregated data occurs on an annual basis.
18. In interviews, it was difficult to tell how well or how uniformly MCGF issues and approaches are being addressed in daily instruction. The responses received when teachers were asked how they implemented MCGF

approaches in the classroom varied greatly from teacher to teacher. There has been no recent professional development related to MCGF approaches to instruction and curriculum. MCGF approaches and differentiation of instruction are universal characteristics of effective instruction that apply in all areas of the curriculum. The HCSD might consider including MCGF and differentiation components in all the HCSD's professional development efforts. MCGF curriculum and instructional approaches in the classroom provide a valuable way of connecting the learner and the curriculum and making that curriculum relevant to the learners' lives. Given the increasing diversity in the HCSD, it is essential that the HCSD revitalize the staff's understanding and commitment to MCGF curriculum and instruction.

There is currently no systemic process for monitoring teachers' implementation of MCGF approaches to instruction and the curriculum. The HCSD is encouraged develop a tool for more closely monitoring the implementation of MCGF approaches in the classroom. The HCSD might consider the following strategies:

- Building an MCGF reminder into lesson plan templates;
- Including MCGF elements into administrative walk-throughs;
- Including an MCGF/diversity component into staff and program evaluations.

19. There is no documentation that the HCSD's needs assessment process includes feedback from recent graduates. This information can prove very valuable as the HCSD develops its short- and long-term school improvement plans. Consider strategies such as: (1) distributing surveys to district patrons who attend to athletic events and other activities sponsored by the school; (2) solicit feedback from attendees of class five- and ten-year reunions; (3) solicit electronic feedback via the HCSD website.
20. There was no documentation presented to the visiting team of the level of academic proficiency of Hispanic, African American, and Asian American, students as well as English language learners (ELL). Subgroup achievement data are not required to be publicly reported for groups with fewer than ten (10) students at a grade level; however, the HCSD should collect and internally analyze data for all subgroups, to identify strengths and areas of concern. Systemic prompts and monitoring should be put in place to ensure that this annual review occurs at both the HCSD and building level.

## **Areas of Non-Compliance**

21. There is currently no systemic process for monitoring teachers' implementation of MCGF approaches to instruction and the curriculum. There has been no recent professional development for staff on implementing MCGF approaches to the educational program. *Code of Iowa Section 256.11 Educational standards; Iowa Administrative Code 12.5(8) Multicultural and gender fair approaches to the educational program; Code of Iowa 12.7(256) Staff development.*
22. The HCSD has not maintained a fully operational K-12 media center support system for the last several years. There has been a paraprofessional who has kept the elementary media center open and signed out books to students. The junior-senior high school has not had an operational media center. The teachers have worked without the support that can be provided by a functioning media center. Students have been limited in their opportunities to build their research related skills. A media center also provides valuable support to teachers who are trying to implement MCGF approaches in their classrooms. The HCSD has employed a licensed media staff person from Farragut who is scheduled in the HCSD one day a month this school year. She has worked to lead the media center collection and is beginning to input electronic records for the materials in the center. However, the time she is allocated is insufficient to develop the media center into the instructional support center it must be. It is suggested that the HCSD either assign a paraprofessional to work in the secondary school or expand the amount of time the licensed media specialist spends in the HCSD. *Iowa Administrative Code 281-12.3(1) Library program.*
23. For the past several years, the HCSD has operated without an articulated, sequential K-12 counseling program. Students have had little access to academic and career planning support. This past year, the HCSD has hired a licensed counselor who is shared with Farragut and works two days a week in the HCSD. She is currently developing and documenting a district guidance plan. She has not been involved in the annual analysis of student enrollment data by gender, racial / ethnic background, and disability to monitor the integration and inclusion of students from subgroups into all program areas. *Iowa Administrative Code 281-12.39(11) Standards for school counseling programs.*

## **Physical Education, Extracurricular Activities, and Athletics**

This section includes equity issues related to the physical education program, the athletic program, and other extracurricular activities. It also includes the equity of locker rooms, facilities, equipment, and coaching opportunities.

## **Strengths and/or Observations**

24. Participation in all physical education activities are open to both males and females and are conducted on a co-educational basis. Students with disabilities are integrated with the general education student population during physical education classes.
25. There are equitable opportunities for both males and females to participate in interscholastic athletics. There are six (6) sports for males and five (5) sports for females at the middle school level. At the high school level, there are seven (7) sports for boys and six (6) sports for girls. Practice facilities, locker rooms, uniforms, equipment, and travel support are equitable for both boys' and girls' teams. There is a handbook for coaches.

## **Concerns and Recommendations**

26. Although the physical education program is in compliance with most Title IX requirements, interviews and review of documents indicated the program may be somewhat traditional and over-reliant on instruction related to individual and team sports. No standards and benchmarks were provided for physical education.

## **Areas of Non-Compliance**

27. The weight training component of the program is gender-typed. Girls are underrepresented in that component of the program. There was little evidence that the program policies and practices have been reviewed to ensure that they are not contributing to this gender isolation. Few documented efforts made involve girls in the weight training part of the program. *Title IX of the Education Amendments of 1972 34 CFR Part 106.31 Education programs and activities; 34 CFR Part 106.34 Access to course offerings.*
28. The coach's handbook does not include the HCSD's non-discrimination policy, the name and phone number of the HCSD's equity coordinator, or information about the HCSD's grievance procedure to be used for complaints of discrimination or harassment. *Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.8 Notice; Title IX of the Education Amendments of 1972 34 CFR Part 106.9 Dissemination of policy; Office of Civil Rights Guidelines 1979 Section IV.O. Public Notification.*
29. Student participation in extracurricular activities was reported by gender, racial / ethnic group, and disability in preparation for the site visit. The new current athletic director has begun to keep program related data. However, interviews with administrators and activities coordinators indicated this

process has not been carried out on an annual basis. The HCSD must establish a process that ensures that high school staff annually review and analyze trends in student involvement in extracurricular activities by gender, race, disability, and socio-economic status. This could be done in concert with its review of student achievement data and student data on enrollment in courses and programs. Research shows that students who are involved in extracurricular activities have academic achievement levels higher than those who do not participate. Reviewing participation data would help activities coordinators target information about their programs to students and families that have not been involved. *Section 504 of the Rehabilitation Act of 1973 34 CFR Part 104.34 Educational setting; Title IX of the Education Amendments of 1972 34 CFR Part 106.31 Education programs and activities; 34 CFR Part 106.34 Access to course offerings; Office of Civil Rights Guidelines 1979 Section V.B. Counseling and Prospects for Success; Section V.C. Student Recruitment Activities; Section V.E. Promotional Activities.*

## **Access, Integration, and Inclusion**

This section includes equity issues related to enrollment trends in buildings, programs, and courses and activities on the basis of gender, racial / ethnic background and disability. Also included is the review of accessibility of facilities and the instructional program for students, staff, parents, and community members with disabilities.

### **Strengths and/or Observations**

30. The HCSD has two attendance centers that were reviewed for accessibility: Hamburg Junior-Senior High School (Grades 7-12) and Marnie Simons Elementary School (Grades PK-6). Accessibility was reviewed in the following areas: parking, passenger loading zones, exterior route of travel, ramps, stairs, lifts, entrances, lobbies and corridors, elevators, rooms and spaces, restrooms, shower rooms, assembly areas, cafeterias, and libraries.

#### **Hamburg Junior-Senior High School, 105 E Street, Hamburg, IA**

(Grades 7-12) -- Two levels with lower level basement (no elevator), 1924; west addition of classrooms and food service to high school, 1958; addition of junior high classrooms, library, and administration offices that is one level (1970)

- Basement level programs (inaccessible) – Family & Consumer Science (FCS) Lab, art room, weight room, and boys' locker room
- Main level programs (inaccessible from 1970 addition) – Stage/gymnasium (three steps down to gymnasium), girls' locker room (three steps up to locker room from gymnasium),

- business, history, math, FCS classroom, ICN room, auditorium, and restrooms
- Second level programs (inaccessible) – Band, two science classrooms
  - Three sets of steps between 1970 junior high addition to the 1924 high school
  - Industrial Technology Building – 1970s (separate building located next to high school – no accessible exterior route from high school building)

**Marnie Simons Elementary School, 309 S Street, Hamburg, IA**  
(Grades PK-6) -- One level, 1950; north addition for classrooms, 1962; addition of classrooms and gymnasium, 1970.

Restrooms in 1970 addition near the gymnasium were recently updated for ADA compliance.

### **Concerns and Recommendations**

31. The following concerns and recommendations are made related to the accessibility of facilities to students, parents, staff, and community members with disabilities.

#### **Hamburg Junior-Senior High School, 105 E Street, Hamburg, IA**

- *Recommendation* – Add an additional accessible parking space in front of the administration office accessible entrance.
- *Recommendation* – Replace door knobs with lever door handles that are operable without tight grasping, pinching, or twisting of the wrist.
- *Recommendation* – Install signs that designate permanent rooms and spaces, such as restroom signs, signs at exit doors, and room numbers that comply with the appropriate requirements for tactile signage and meet legibility requirements regarding contrast and character proportion.
- *Recommendation* – Install signs with appropriate requirements for directional signage that provide direction to or information about functional spaces of the building.
- *Recommendation* – Provide at least one accessible restroom on the lower and upper levels of the 1924 section of the building that currently have no restrooms available.

**Marnie Simons Elementary School, 309 S Street, Hamburg, IA**  
(Grades PK-6)

- *Recommendation* – Install signs that designate permanent rooms and spaces, such as restroom signs, signs at exit doors, and room numbers that comply with the appropriate requirements for tactile signage and meet legibility requirements regarding contrast and character proportion.
- *Recommendation* – Install signs with appropriate requirements for directional signage that provide direction to or information about functional spaces of the building.
- *Recommendation* – Replace door knobs with lever door handles that are operable without tight grasping, pinching, or twisting of the wrist.

**Area of Non-Compliance**

32. The following areas of compliance remain related to accessibility of facilities to students, staff, parents, and community persons with disabilities still exist:

**Hamburg Junior-Senior High School, 105 E Street, Hamburg, IA**

- *Compliance* – Need two additional parking spaces that include one (1) van-accessible parking space with a 96-inch wide access aisle on north side of building. ADA Standards 4.1.2(5)(a)(b); 4.6.1; 4.6.5.
- *Compliance* – Need to mark “Van Accessible” parking spaces with a sign. ADA Standards 4.6.4; 4.30.7.
- *Compliance* – At the junior high north entrance, the walking surface to the Industrial Technology building has gratings with openings greater than one-half inch wide ( $\frac{1}{2}$ -inch wide) in one direction that are non-compliant. ADA Standard 4.5.4.
- *Compliance* – There is no sign displaying the international symbol of accessibility at the accessible passenger loading zone. ADA Standard 4.1.2(7)(b).
- *Compliance* – The slope of the ramp near the exterior entrance to the auditorium is non-compliant because it is greater than 1:12. ADA Standard 4.8.2.
- *Compliance* – There are no railings on the exterior ramp near the auditorium and the interior ramp near lunch room. ADA Standard 4.8.5.
- *Compliance* – From the 1970 addition to the 1924 building, there are three (3) sets of steps that are inaccessible, the lower level of the 1924 building is inaccessible, the main level of 1924 building has inaccessible issues for the gymnasium, locker rooms, and stage, and the upper level of 1924 building

is inaccessible. The Industrial Technology building located adjacent to the high school does not have an exterior accessible route from the high school to the Industrial Technology building. Inaccessibility to these areas creates problems with program accessibility. Facilities (or parts of facilities) that commenced construction/alteration before June 4, 1977, programs must be readily accessible. Need to make all programs accessible to be compliant.

- *Compliance* – Need signs at all inaccessible entrances indicating the location of the nearest accessible entrance. ADA Standards 4.1.3(8)(d); 4.30.
- *Compliance* – When all entrances are not accessible, the accessible entrances need to be identified by the international symbol of accessibility. ADA Standards 4.1.2(7)(c); 4.30.
- *Compliance* – The restrooms on the main floor of the 1924 section of the building are inaccessible. Since the restrooms are near the auditorium, the restrooms need to be accessible for the public. ADA Standards 4.1.2(6); 4.1.3(11); 4.1.6(3)(e); 4.22; Fig. 30.
- *Compliance* – The boys' and girls' shower rooms are inaccessible in the 1924 section of the building that causes a program accessibility issue. Need to update shower rooms to make them fully accessible. ADA Standards 4.1.3(11); 4.23.1.

**Marnie Simons Elementary School, 309 S Street, Hamburg, IA**  
(Grades PK-6)

- *Compliance* – Need two accessible parking spaces for the outdoor athletic complex near the concession stand. ADA Standards 4.1.2(5)(a); 4.6.1.
- *Compliance* – Need one van-accessible parking space with a 96-inch wide access aisle, and 98 inches of vertical clearance in the main parking lot. ADA Standards 4.1.2(5)(b); 4.6.5.
- *Compliance* – Need a sign reading “Van Accessible” at van space. ADA Standards 4.6.4; 4.30.7.
- *Compliance* – There is no sign displaying the international symbol of accessibility at the accessible passenger loading zone. ADA Standard 4.1.2(7)(b).
- *Compliance* – Need signs at all inaccessible entrances indicating the location of the nearest accessible entrance. ADA Standards 4.1.3(8)(d); 4.30.
- *Compliance* – When all entrances are not accessible, the accessible entrances need to be identified by the international symbol of accessibility. ADA Standards 4.1.2(7)(c); 4.30.

## Summary

32. The HCSD has many program accessibility issues. From the 1970 addition to the 1924 building, there are three sets of steps that are inaccessible, the lower level of the 1924 building is inaccessible, the main level of 1924 building has inaccessible issues for the gymnasium, locker rooms, and stage, and the upper level of 1924 building is inaccessible. There are no accessible parking spaces in the north parking lot. The Industrial Technology building that is located adjacent to the high school has no exterior accessible route to the high school. Accessibility signage needs to be reviewed throughout the HCSD. It is recommended that the HCSD provide accessibility information on the HCSD's website. Accessible restrooms need to be provided on each level of the 1924 section of the high school building. Shower rooms in the 1924 section of the high school need to be accessible for program accessibility.
33. A written transition plan must be developed to address the accessibility concerns and compliance issues. For the accessibility transition plan, the HCSD must:
  - Describe in detail the methods that will be used to make the facilities and/or programs accessible; and
  - Specify the schedule for taking steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify the steps that will be taken during each year of the transition period and indicate the person responsible for implementation of the plan. *Section 504 of the Rehabilitation Act of 1973 -- 34 CFR Part 104.22 Existing facilities; 34 CFR Part 104.23 New construction; Americans with Disabilities Act 1990 – 28 CFR Section 35.150(d) Existing facilities (transition plan); 28 CFR Section 35.151 New construction and alterations.*
34. There are gender-typed enrollments (80 percent or more male or female) in a number of classes and programs. Some are vocal music, instrumental music, school paper, and weightlifting in physical education. There are also classes and programs where minority students and students with disabilities are under- or over-represented. Although the HCSD had collected the data, it had not identified the classes and programs where this isolation is occurring. There is little documented evidence that disaggregated building and course enrollment data has been reviewed annually by counselors and teachers to monitor integration efforts. The HCSD must establish a process for ensuring that this review of course and program enrollment data occurs each year and that staff assigned to those programs are currently implementing strategies to involve students who traditionally have been underrepresented. It is suggested that the high school staff review course

enrollment data, data on involvement in extracurricular activities, and bullying / harassment data in concert with its periodic reviews of student achievement. One day each year might be designated as “Data Trend Day”. One of the roles of the equity coordinator is to make sure this process is conducted each year and to make sure that a list of gender-typed activities or activities where minority students or students with disabilities are over or under-represented is developed each year. For each activity on the list, the strategy the teacher is currently using to support the involvement of underrepresented groups of students should be documented.

Documentation might include an annual report to the school board, by the equity coordinator, inclusion in administrative policy, or by a component in an administrative job description. *Section 504 of the Rehabilitation Act of 1973 – 34 CFR Part 104.34 Educational setting; Title IX of the Education Amendments of 1972 – 34 CFR part 106.34 Access to course offerings; 34 CFR Part 106.36 Counseling and use of appraisal and counseling materials; Iowa Administrative Code 12.1(256) General standards.*

## **Support Services for Special Populations**

This section includes a review of the support services, accommodations, and educational programming provided for English language learners, students with disabilities (special education / Section 504), at-risk students, homeless students, as well as gifted / talented students.

### **Strengths and/or Observations**

35. The HCSD has adopted an English as a Second Language (ESL) plan that implements a process to identify English language learners (ELL) at the time that they are enrolled. When the student primary language is identified to be other than English, there is a process to assess their English language speaking, writing, reading, and listening skills. Assessments are also conducted to determine their academic proficiency in core skill areas. The HCSD employs an ESL teacher with the ESL endorsement to provide English language assistance to ELL students. She provides some pull-out ESL instruction and works to support those students in general education classrooms. The English language proficiency of the student is assessed on an annual basis using the IELDA assessment. There are identifiable criteria for exiting students from the English language support system. The ESL teacher continues to be involved in regional ESL workshops and state conferences to network with ESL teachers in other districts. The HCSD’s ESL plan clearly describes all stages of the English language support services available in the HCSD for teachers, students and parents.
36. The Board has adopted a policy which commits the HCSD to provide educational and other support services to homeless students when they are

identified. The policy defines homelessness as it is defined in the Iowa Code. The elementary principal has been assigned to be the homeless coordinator. The coordinator has posted information in the community regarding the support services available to homeless students. The weekend food packs and the summer food program are two examples of support provided.

37. The school board has adopted a policy governing student pregnancy and marital status. The policy communicates student options and is designed to assist students complete their high school education and become productive citizens.
38. At the elementary level, sixth grade students with disabilities are empowered to be in charge of their learning by demonstrating self advocacy skills. Students discuss their learning strengths, goals, and needs.

### **Concerns and Recommendations**

39. Although the HCSD's ESL program is quite strong, the HCSD could do more to monitor the academic and social emotional well-being of their minority students. It is important that general education staff take greater ownership in raising the academic achievement of English language learners. Staff could benefit from professional development regarding effective strategies for supporting English language learners in the general education classroom. Mary Smith, at Loess Hills Area Education Agency 13, would be an excellent resource to provide such training. Also, there is Sheltered Instruction Observation Protocol (SIOP) training available designed for content area teachers and focuses on at-risk to high-achieving ELL students.
40. The HCSD offers alternative on-line educational experiences to meet the needs of students who are struggling to complete their education. The HCSD is encouraged to explore opportunities at the high school to use an intervention team approach to meet the needs of the student within the comprehensive school program.
41. Collaborative teaching has not been implemented in Grades 7-12. Teachers need to be involved in this program. The HCSD needs to consider how to implement this program so that special education teachers, general education teachers, and para-educators are involved so that the needs of all students are met.

### **Areas of Non-Compliance**

No areas of non-compliance were identified during the visit.

## **Climate and Discipline**

This section includes equity issues related to discipline, harassment, MCGF approaches to the educational program and the maintenance of welcoming, secure, and inclusive learning environments.

### **Strengths and/or Observations**

42. Interviews with staff, parents, and students revealed that they were appreciative of the learning climate at the elementary school. Multiple groups stated the elementary principal has been a strong, stable leader in linking curriculum and assessment, data collection and analysis, community connections, and grant writing. The ESL program provides a foundation of respect and civility to the building. The environment is student-centered and diversity is clearly reflected, respected, and celebrated. At-risk support systems are in place and the Teacher Assistance Team program is supported by staff and is faithfully implemented. The library has remained open and supported by a para-professional. There is a perception that incidents of bullying and harassment are dealt with promptly, if staff are made aware of it. The stability of the leadership at the elementary level of the HCSD has contributed to this climate of respect.
43. Multiple interview groups reported improvement in discipline in the past year at the secondary level. A common assessment was that discipline was more consistent than it had been in past few years. The interpretation and implementation of stated discipline procedures has been clarified for staff, students, and parents.
44. Ten (10) hours of community service is required for graduation. This was implemented to create a sense of civic responsibility in students and to create more effective community-school relationships.
45. The high school principal uses "Paw Prints Awards" to recognize students, staff, and parents who are caught going beyond requirements and making positive contributions to the school.

### **Concerns and Recommendations**

46. A family with school-aged children considering moving into the HCSD, or a potential applicant for employment's first contact with the HCSD may often be through its website. It is recommended that the HCSD review its website for the messages and images about diversity it conveys. A diversity link which gives evidence that the HCSD models, embraces, and celebrates

diversity will make the HCSD a more welcoming option for prospective students or employees from diverse backgrounds.

47. It is imperative that the HCSD develop a strong district leadership team where the superintendent, elementary principal, and the secondary principals are visibly meeting and working collaboratively on PreK-12 programming. More direct communication from the leadership team to staff would contribute to a more aligned and articulated systemic PK-12 program implementation. The HCSD could consider developing and fostering greater opportunities for the counselor and teacher leadership roles as part of the leadership team. This expanded leadership team could plan professional development, coordinate aligned and articulated work teams across the HCSD, and review and analyze data related to student achievement, student enrollment patterns, climate-related data. Building leadership teams involving staff, parents, and students could be involved in the implementation of school improvement efforts in an effort to get broader ownership and awareness of those efforts.

### **Area of Non-compliance**

48. Interviews and a review of documents show that the HCSD has not taken steps to ensure that representatives from diverse groups in the community are included on district committees or that their voices are at the table when educational issues concerning the educational needs of their children are discussed. Developing school improvement teams at elementary and secondary levels that include administrators, teachers, parents, and students are ways of getting broader involvement in leadership and program implementation. It also opens the door to getting more diverse voices in the conversations regarding education in the HCSD. The Board might also consider revising its policy on advisory committees to set an expectation that all committee reflect gender balance and includes minority representatives and persons with disabilities. *Section 504 of the Rehabilitation Act of 1973 – 34 CFR Part 104.4 Discrimination prohibited; Title VI – Civil Rights Act, 1964 – 34 CFR Part 100.3 Discrimination prohibited; Code of Iowa Section 258.9 Local advisory council; Section 69.16A Gender balance; Iowa Administrative Code 12.2(256) Definitions.*

### **Employment, Personnel, and Advisory Committees**

This section includes equity issues related to Equal Employment Opportunity / Affirmative Action (EEO/AA) in employment, personnel practices, and the assignment of individuals to advisory councils / committees.

## Strengths and/or Observations

No strengths were noted in this area during the equity visit.

## Concerns and Recommendations

49. There is no document which outlines the steps in the employment process from the point of announcing a vacancy to the decision to name a successor. This structure helps avoid inconsistencies in the employment process that might lead to complaints of discrimination in the future. Ensuring consistency in the employment and personnel process makes the HCSD less vulnerable to charges of discrimination or favoritism. A copy of this process should be made available to all staff involved in the employment process as well as to employee applicants.

## Area of Non-Compliance

50. The school district developed and adopted an EEO/AA plan over the past six months. The plan is inadequate and there is little evidence that both men and women, representatives from diverse racial / ethnic groups, and persons with disabilities were involved in the development and implementation of the plan, or that the HCSD has implemented its policy to affirmatively seek out minority applicants for employment, even though there are no minority employees on the HCSD staff. This is despite the fact that twelve percent (12%) of the student population is minority. The plan could be strengthened by clearly spelling out the strategies that the HCSD will use to increase the diversity in its applicant pool. See the Department of Education website under "Equity Education" for guidance. *Iowa Administrative Code 95.3(256) Equal employment opportunity standards; 95.4(256) Duties of boards of directors; 95.4(1) Policy statements; 95.4(2) Written plans; 95.4(3) Assignment of responsibility; 95.4(4) Input; 95.4(5) Staff development; 95.5(256) Plan components; 95.5(1) Identification of coordinator; 95.5(2) Administrative statement; 95.5(3) Work force analysis; 95.5(4) Quantitative analysis; 95.5(5) Qualitative analysis; 95.5(6) Goals; 95.5(7) Absence of minority base; 95.5(8) Consolidation; 95.5(9) Qualitative goals; 95.6(256) Dissemination; 95.6(2) Policy statement distribution.*
51. Interviews with the HCSD SIAC indicated that they have not met in the past three years. Committee members indicated that they were unsure of their role and that they make no annual recommendations to the school board. Membership on the current committee does not reflect gender balance, representatives from the minority groups represented in the student population, or persons with disabilities. It is suggested that the school board adopt a policy on the use of *ad hoc* advisory committees to establish expectations that there will be gender balance, racial / ethnic diversity,

and persons with disabilities on all district-wide and building-level committees. One of the roles of the equity coordinator is to monitor the membership lists of the HCSD's committees to ensure that all the voices in the HCSD are being heard when educational issues are discussed. *Iowa Administrative Code 12.2(256) Definitions; 12.3(2) Policy manual; Code of Iowa Section 258.9 Local advisory council; Section 69.16A Gender balance.*

ATTACHMENT A  
STATE OF IOWA  
DEPARTMENT OF EDUCATION  
Division of PK-12 Education  
Grimes State Office Building  
Des Moines, Iowa 50319

**METHODS OF ADMINISTRATION FOR REVIEWING CIVIL RIGHTS IMPLEMENTATION  
IN LOCAL EDUCATIONAL AGENCIES**

**Components of a Compliance Plan**

**WHAT?** Clear statement of each **non-compliance issue** identified in the Letter of Findings

**HOW?** **Specific activities** to be implemented to bring the HCSD into compliance

**WHO?** The **Staff member(s)**, who will be responsible for implementation.

**WHEN?** The **timeline** for completing the implementation of the activity

Mutual agreement by the local and state education agencies must precede implementation. A follow-up visit to assess full implementation of the plan will occur within the next academic school year. **Documentation** to provide evidence of implementation is required. **The compliance plan must be dated and signed by the HCSD's superintendent**

**SAMPLE - COMPLIANCE PLAN**

GOAL STATEMENT: To develop a systemic process for annually reviewing attendance center and course enrollments by gender, disability, and racial/ethnic background to monitor for integration and inclusion into the general education program

<b>Strategies</b>	<b>Time Frame</b>	<b>Team Leader</b>	<b>Team Members</b>
1. To review attendance center and high school course enrollments by gender, disability, and racial/ethnic background.	February, 2008	Joe Cook, Superintendent	Joe Cook Sam Moore Maria Lopez Jim Black
2. Identify all courses and programs with gender typed enrollments or enrollments where minority students and/or students with disabilities are over/under-represented	March, 2008	Sue Jones, Principal	Sue Jones Maria Lopez Jim Black
3. Notify counselors and the teachers of those courses and ask them to document the current strategies they are using to recruit and enroll students from under-represented groups into their programs and courses.	April, 2008	Maria Lopez Equity Coordinator	Maria Lopez Jim Black Tom Maus
4. Collect documented strategies and monitor enrollments. Coordinate the implementation of the process annually	May 2008 (Ongoing)	Maria Lopez Equity Coordinator	Joe Cook Sue Jones Sam Moore Jim Black Tom Maus

**ATTACHMENT B**  
State Of Iowa  
DEPARTMENT OF EDUCATION  
Division of PK-12 Education  
Grimes State Office Building  
Des Moines, Iowa 50319

**METHODS OF ADMINISTRATION FOR REVIEWING CIVIL RIGHTS  
COMPLIANCE IN LOCAL EDUCATIONAL AGENCIES**

**APPEAL PROCESS**

In the event that the local education agency contests one or more the findings of the equity on-site review, the following procedures and timelines have been established by the Department of Education for attaining resolution:

1. Local education agency may challenge one or more of the findings by submitting a written statement to the state director within twenty (20) calendar days of receipt of the letter of findings.
2. The state director will appoint a panel to be chaired by the Deputy Administrator of the Division of PK-12 Education and include a school improvement consultant from the Division of PK-12 Education and a consultant from the Bureau of Community Colleges and Career & Technical Education. The Deputy Administrator of the Division of PK-12 Education will transmit a written decision in the contested issue to the local education agency. The statement may be either a change in the report or an affirmation of the original report, in whole or part, within 20 calendar days.
3. The local education agency may indicate a desire to continue the appeal (in writing) to the equity review coordinator within 10 calendar days.
4. A meeting will be scheduled with the Administrator of the Division of PK-12 Education; the Chief of the Bureau of Community Colleges and Career & Technical Education, and the Deputy Administrator of the Division of PK-12 Education within 10 calendar days.
5. The administrator will make a decision and transmit the decision to the local education agency in writing within 20 calendar days.
6. In the event that this process does not result in resolution, the state director will notify:
  - Federal Law: The Office of Civil Rights within the United States Department of Education
  - State Law: The Iowa Attorney General's Office and/or the Iowa Civil Rights Commission
  - Chapter12: Initiation of Phase II Visitation Process

# CITATIONS FROM CIVIL RIGHTS LAWS & GUIDELINES

## Section 504 of the Rehabilitation Act of 1973

### 34CFR Part 104.6 Remedial action, voluntary action, and self-evaluation

- (c) *Self-evaluation*
- (1) A recipient shall, within one year of the effective date of this part:
- (i) Evaluate, with the assistance of interested persons, including handicapped persons or organizations representing handicapped persons, its current policies and practices and the effects thereof that do not or may not meet the requirements of this part.
- (ii) Modify, after consultation with interested persons, including handicapped persons or organizations representing handicapped persons, any policies and practices that do not meet the requirements of this part; and
- (iii) Take, after consultation with interested persons, including handicapped persons or organizations representing handicapped persons, appropriate remedial steps to eliminate the effects of any discrimination that resulted from adherence to these policies and practices.
- (2) A recipient that employs fifteen or more persons shall, for at least three years following completion of the evaluation required under paragraph (c)(1) of this section, maintain on file, make available for public inspection, and provide to the Assistant Secretary upon request: (i) a list of the interested persons consulted (ii) a description of areas examined and any problems identified, and (iii) a description of any modifications made and of any remedial steps taken.

### 34CFR Part 104.7 Designation of responsible employee and adoption of grievance procedure

- (a) *Designation of responsible employee.* A recipient that employs fifteen or more persons shall designate at least one person to coordinate its efforts to comply with this part.
- (b) *Adoption of grievance procedures.* A recipient that employs fifteen or more persons shall adopt grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by this part.

### 34CFR Part 104.8 Notice

- (a) A recipient that employs fifteen or more persons shall take appropriate initial and continuing steps to notify participants, beneficiaries, applicants, and employees, including those with impaired vision or hearing, and unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of handicap in violation of Section 504 and this part. The notification shall state where appropriate, that the recipient does not discriminate in admission or access to, or treatment or employment in its programs and activities. The notification shall also include an identification of the responsible employee designated pursuant to 104.7(a).
- (b) If a recipient publishes or uses recruitment materials or publications containing general information that it makes available to participants, beneficiaries, applicants, or employees, it shall include in those materials or publications a statement of the policy described in paragraph (a) of this section. A recipient may meet the requirement of this paragraph either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

### 34CFR Part 104.22 Existing facilities

- (a) *Program Accessibility.* A recipient shall operate each program or activity to which this part applies so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This paragraph does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.
- (b) *Methods.* A recipient may comply with the requirements of paragraph (a) of this section through such means as redesign of equipment, reassignment of classes of classes or other services to an accessible building, assignment of aides to beneficiaries, home visits, delivery of health, welfare, or other social services at alternate accessible sites, alternation of existing facilities and construction of new facilities in conformance with the requirements of 104.23, or any other methods that result in making its programs or activity accessible to handicapped persons. A recipient is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with paragraph (a) of this section. In choosing among available methods for meeting the requirement of paragraph (a) of this section, a recipient shall give priority to those methods that offer programs and activities to handicapped persons in the most integrated setting appropriate.
- (e) *Transition plan.* In the event that structural changes to facilities are necessary to meet the requirement of paragraph (a) of this section, a recipient shall develop, within six months of the effective date of this part, a transition plan setting forth the steps necessary to complete such changes. The plan shall be developed with the assistance of interested persons, including handicapped persons or organizations representing handicapped persons. A copy of the transition plan shall be made available for public inspection. The plan shall, at a minimum:

- (1) Identify physical obstacles in the recipient's facilities that limit the accessibility of its program or activity to handicapped persons;
  - (2) Describe in detail the methods that will be used to make the facilities accessible;
  - (3) Specify the schedule for taking the steps necessary to achieve full program accessibility and, if the time period of the transition plan is longer than one year, identify the steps that will be taken during each year of the transition period; and
  - (4) Indicate the person responsible for implementation of the plan.
- (f) *Notice.* The recipient shall adopt and implement procedures to ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities and facilities that are accessible to and usable by handicapped persons.

#### **34CFR Part 104.23 New Construction**

- (a) *Design and construction.* Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient shall be designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by handicapped persons, if the construction was commenced after the effective date of this part.
- (b) *Alteration.* Each facility or part of a facility which is altered by, on behalf of, or for the use of a recipient after the effective date of this part in a manner that affects or could affect the usability of the facility or part of the facility shall, to the maximum extent feasible, be altered in such manner that the altered portion of the facility is readily accessible to and usable by handicapped persons.
- (c) *Conformance with Uniform Federal Accessibility Standards.*
  - (1) Effective as of January 18, 1991, design, construction, or alteration of buildings in conformance with section 3-8 of the Uniform Federal Accessibility Standards \*UFAS) (Appendix A to 41 CFR subpart 101-19.6) shall be deemed to comply with the requirements of this section with respect to those buildings. Departures from particular technical and scoping requirements of UFAS by the use of other methods are permitted where substantially equivalent or greater access to and usability of the building is provided.
  - (2) For purposes of this section, section 4.1.6(1)(g) of UFAS shall be interpreted to exempt from the requirements of UFAS only mechanical rooms and other spaces that, because of their intended use, will not require accessibility to the public or beneficiaries or result in the employment or residence therein of persons with physical handicaps.
  - (3) This section does not require recipients to make building alterations that have little likelihood of being accomplished without removing or altering a load-bearing structural member.

#### **34CFR Part 104.34 Educational setting**

- (a) *Academic setting.* A recipient to which this subpart applies shall educate or shall provide for the education of, each qualified handicapped person in its jurisdiction with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. A recipient shall place a handicapped person in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. Whenever a recipient places a person in a setting other than the regular educational environment pursuant to this paragraph, it shall take into account the proximity of the alternate setting to the person's home.
- (b) *Nonacademic settings.* In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in 104.37(a)(2), a recipient shall ensure that handicapped persons participate with nonhandicapped persons in such activities and services to the maximum extent appropriate to the needs of the handicapped person in question.

#### **34CFR Part 106.8 Designation of responsible employee and adoption of grievance procedure**

- (a) *Designation of responsible employee.* Each recipient shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under this part, including any investigation of any complaint communicated to such recipient alleging its noncompliance with this part or alleging any actions which would be prohibited by this part. The recipient shall notify all its students and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this paragraph.
- (b) *Complaint procedure of recipient.* A recipient shall adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this part.

#### **34CFR Part 106.9 Dissemination of policy**

- (a) *Notification of Policy.*
  - (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that is required by Title IX and this part not to discriminate in such a manner. Such notification shall contain such information, and be made in such manner, as the Assistant Secretary finds necessary to apprise such persons of the protections against discrimination assured them by Title IX and this part, but shall

state at least that the requirement not to discriminate in education programs and activities extends to employment therein, and to admission thereto ...

- (b) *Publications.*
- (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.
  - (2) A recipient shall not use or distribute a publication of the type described in this paragraph which suggests, by text or illustration, that such recipient treats applicants, students, or employees differently on the basis of sex except as such treatment is permitted by this part.
- (c) *Distribution.* Each recipient shall distribute without discrimination on the basis of sex each publication described in paragraph (b) of this section, and shall apprise each of its admission and employment recruitment representatives of the policy of nondiscrimination described in paragraph (a) of this section, and require such representatives to adhere to such policy.

#### **34CFR Part 106.31 Education programs and activities**

- (a) *General.* Except as provided elsewhere in this part, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives of benefits from Federal financial assistance.
- (b) *Specific prohibitions.* Except as provided in this subpart, in providing any aid, benefit, or service to a student, a recipient shall not, on the basis of sex:
- (1) Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
  - (2) Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
  - (3) Deny any person any such aid, benefit, or service;
  - (4) Subject any person to separate or different rules of behavior, sanctions, or other treatment;
  - (5) Discriminate against any person in the application of any rules of appearance.
  - (6) Apply any rule concerning the domicile or residence of a student or applicant, including eligibility for in-state fees and tuition;
  - (7) Aid or perpetrate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
  - (8) Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

#### **34CFR Part 106.34 Access to course offerings**

(a) *General standard.* Except as provided for in this section or otherwise in this part, a recipient shall not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

(1) *Contact sports in physical education classes.* This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

(2) *Ability grouping in physical education classes.* This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(3) *Human sexuality classes.* Classes or portions of classes in elementary and secondary schools that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

(4) *Choruses.* Recipients may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

(b) *Classes and extracurricular activities.* (1) *General standard.* Subject to the requirements in this paragraph, a recipient that operates a non-vocational coeducational elementary or secondary school may provide **non-vocational** single-sex classes or extracurricular activities, if—

- (i) Each single-sex class or extracurricular activity is based on the recipient's important objective—

(A) To improve educational achievement of its students, through a recipient's overall established policy to provide diverse educational opportunities, provided that the single-sex nature of the class or extracurricular activity is substantially related to achieving that objective; or

(B) To meet the particular, identified educational needs of its students, provided that the single-sex nature of the class or extracurricular activity is substantially related to achieving that objective;

(ii) The recipient implements its objective in an evenhanded manner;

(iii) Student enrollment in a single-sex class or extracurricular activity is completely voluntary; and

(iv) The recipient provides to all other students, including students of the excluded sex, a substantially equal coeducational class or extracurricular activity in the same subject or activity.

(2) *Single-sex class or extracurricular activity for the excluded sex.* A recipient that provides a single-sex class or extracurricular activity, in order to comply with paragraph (b)(1)(ii) of this section, may be required to provide a substantially equal single-sex class or extracurricular activity for students of the excluded sex.

(3) *Substantially equal factors.* Factors the Department will consider, either individually or in the aggregate as appropriate, in determining whether classes or extracurricular activities are substantially equal include, but are not limited to, the following: the policies and criteria of admission, the educational benefits provided, including the quality, range, and content of curriculum and other services and the quality and availability of books, instructional materials, and technology, the qualifications of faculty and staff, geographic accessibility, the quality, accessibility, and availability of facilities and resources provided to the class, and intangible features, such as reputation of faculty.

(4) *Periodic evaluations.* (i) The recipient must conduct periodic evaluations to ensure that single-sex classes or extracurricular activities are based upon genuine justifications and do not rely on overly broad generalizations about the different talents, capacities, or preferences of either sex and that any single-sex classes or extracurricular activities are substantially related to the achievement of the important objective for the classes or extracurricular activities.

(ii) Evaluations for the purposes of paragraph (b)(4)(i) of this section must be conducted at least every two years.

#### **34CFR Part 106.36 Counseling and use of appraisal and counseling materials**

(a) *Counseling.* A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) *Use of appraisal and counseling materials.* A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) *Disproportion in classes.* Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

## **Office of Civil Rights Guidelines 1979**

### **Section IV.O. Public Notification**

Prior to the beginning of each school year, recipients must advise students, parents, employees and the general public that all vocational opportunities will be offered without regard to race, color, national origin, sex, or handicap. Announcement of this policy of nondiscrimination may be made, for example, in local newspapers, recipient publications and/or other media that reach the general public, program beneficiaries, minorities (including national origin minorities with limited English language skills), women and handicapped persons. A brief summary of program offerings and admission criteria should be included in the announcement; also the name, address and telephone number of the person designated to coordinate Title IX and Section 504 compliance activity.

If a recipient's service area contains a community of national origin minority persons with limited English language skills, public notification materials must be disseminated to that community in its language and must state that recipients will

take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.

#### **Section V.B. Counseling and Prospects for Success**

Recipients that operate vocational education programs must insure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap. Recipients may not counsel handicapped students toward more restrictive career objectives than nonhandicapped students with similar abilities and interests. If a vocational program disproportionately enrolls male or female students, minority or nonminority students, or handicapped students, recipients must take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.

#### **Section V.C. Student Recruitment Activities**

Recipients must conduct their student recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap. Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, the curricula and programs described should cover a broad range of occupational opportunities and not be limited on the basis of race, color, national origin, sex, or handicap of the students or potential students to whom the presentation is made. Also, to the extent possible, recruiting teams should include persons of different races, national origins, sexes, and handicaps.

#### **Section V.E. Promotional Activities**

Recipients may not undertake promotional efforts (including activities of school officials, counselors, and vocational staff) in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex or handicap. Examples of promotional efforts are career days, parents' night, shop demonstrations, visitations by groups of prospective students and by representatives from business and industry. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration. To the extent possible they should portray males or females, minorities or handicapped persons in programs and occupations in which these groups traditionally have not been represented. If a recipient's service area contains a community of national origin minority persons with limited English language skills, promotional literature must be distributed to that community in its language.

## **Code of Iowa**

### **Chapter 256-Subchapter I-Section 256.11 Educational standards**

The state board shall adopt rules under chapter 17A and a procedure for accrediting all public and nonpublic schools in Iowa offering instruction at any or all levels from the prekindergarten level through grade twelve. The rules of the state board shall require that a multicultural, nonsexist approach is used by schools and school districts. The educational program shall be taught from a multicultural, nonsexist approach. Global perspectives shall be incorporated into all levels of the educational program.

### **Chapter 216-Section 216.9 Unfair or discriminatory practices – education**

1. It is an unfair or discriminatory practice for any educational institution to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability in any program or activity. Such discriminatory practices shall include but not be limited to the following practices:
  - a. Exclusion of a person or persons from participation in, denial of the benefits of, or subjection to discrimination in any academic, extracurricular, research, occupational training, or other program or activity except athletic programs;
  - b. Denial of comparable opportunity in intramural and interscholastic athletic programs;
  - c. Discrimination among persons in employment and the conditions of employment;
  - d. On the basis of sex, the application of any rule concerning the actual or potential parental, family or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions dependent upon the physician's diagnosis and certification.
2. For the purpose of this section, "*educational institution*" includes any preschool, elementary, secondary, or community college, area education agency, or postsecondary college or university and their governing boards. This section does not prohibit an educational institution from maintaining separate toilet facilities, locker rooms, or living facilities for the different sexes so long as comparable facilities are provided. Nothing in this section shall be construed as prohibiting any bona fide religious institution from imposing qualifications based on religion, sexual orientation, or gender identity when such qualifications are related to a bona fide religious purpose or any institution from admitting students of only one sex.

### **Chapter 258-Section 258.9 Local advisory council**

The board of directors of a school district that maintains a school, department, or class receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoint a local advisory council for vocational education composed of public members with emphasis on persons representing business, agriculture, industry and labor. The local advisory council shall give advice and assistance to the board of directors in the establishment and maintenance of schools, departments, and classes that receive federal or state funds under this chapter. Local advisory councils may be organized according to program area, school, community, or region. The state board shall adopt rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district. Members of an advisory council shall serve without compensation.

#### **Chapter 69-Section 69.16A Gender balance**

All appointive boards, commissions, committees and councils of the state established by the Code if not otherwise provided by law shall be gender balanced. No person shall be appointed or reappointed to any board, commission, committee, or council established by the Code if that appointment or reappointment would cause the number of members of the board, commission, committee, or council of one gender to be greater than one-half the membership of the board, commission, committee, or council plus one if the board, commission, committee or council is composed of an odd number of members. If the board, commission, committee, or council is composed of an even number of members, not more than one-half of the membership shall be of one gender. If there are multiple appointing authorities for a board, commission, committee or council, they shall consult each other to avoid a violation of this section. This section shall not prohibit an individual from completing a term being served on June 30, 1987.

## **Iowa Administrative Code**

### **Iowa Administrative Code 281-12.1(256) General standards**

12.1(1) *Schools and school districts governed by general accreditation standards.* These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualifications are related to a bona fide religious purpose.

*“Library program”* means an articulated sequential kindergarten through grade 12 library or media program that enhances student achievement and is integral to the school district’s curricula and instructional program. The library program is planned and implemented by a qualified teacher librarian working collaboratively with the HCSD’s administration and instructional staff. The library program services provided to students and staff shall include the following:

1. Support of the overall school curricula;
2. Collaborative planning and teaching;
3. Promotion of reading and literacy;
4. Information literacy instruction;
5. Access to a diverse and appropriate school library collection; and
6. Learning enhancement through technologies.

12.3(11) *Standards for school counseling programs.* The board of directors of each school district shall establish a K–12 comprehensive school counseling program, driven by student data and based on standards in academic, career, personal, and social areas, which supports the student achievement goals of the total school curriculum and to which all students have equitable access.

a. A qualified school counselor, licensed by the board of educational examiners, who works collaboratively with students, teachers, support staff and administrators shall direct the program and provide services and instruction in support of the curricular goals of each attendance center. The school counselor shall be the member of the attendance center

instructional team with special expertise in identifying resources and technologies to support teaching and learning. The school counselor and classroom teachers shall collaborate to develop, teach, and evaluate attendance center curricular goals with emphasis on the following:

(1) Sequentially presented curriculum, programs, and responsive services that address growth and development of all students; and

(2) Attainment of student competencies in academic, career, personal, and social areas.

b. The program shall be regularly reviewed and revised and shall be designed to provide all of the following:

(1) Curriculum that is embedded throughout the HCSD's overall curriculum and systemically delivered by the school counselor in collaboration with instructional staff through classroom and group activities and that consists of structured lessons to help students achieve desired competencies and to provide all students with the knowledge and skills appropriate for their developmental levels;

(2) Individual student planning through ongoing systemic activities designed to help students establish educational and career goals to develop future plans;

(3) Responsive services through intervention and curriculum that meet students' immediate and future needs as occasioned by events and conditions in students' lives and that may require any of the following: individual or group counseling; consultation with parents, teachers, and other educators; referrals to other school support services or community resources; peer helping; and information; and

(4) Systemic support through management activities that establish, maintain, and enhance the total school counseling program, including professional development, consultation, collaboration, program management, and operations.

#### **Iowa Administrative Code 281-12.5(8) Multicultural and gender fair approaches to the educational program**

The board shall establish a policy to ensure that students are free from discriminatory practices in the educational program as required by Iowa Code section 256.11. In developing or revising the policy, parents, students, instructional and noninstructional staff, and community members shall be involved. Each school or school district shall incorporate multicultural and gender fair goals for the educational program into its comprehensive school improvement plan.

Incorporation shall include the following:

- a. Multicultural approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities shall be included in the program.
- b. Gender fair approaches to the educational program. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and shall provide equal opportunity to both sexes.

#### **Iowa Administrative Code 281-12.7(256) Staff development**

The following standards shall apply to staff development for accredited schools and school districts.

- 12.7(1) *Provisions for staff development.* Each school or school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff. To meet the professional needs of all staff, staff development activities shall align with district goals; shall be based on student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program; and shall emphasize the research-based practices to achieve increased student achievement, learning, and performance as stated in the comprehensive school improvement plan.

#### **Iowa Administrative Code 281-12.8(1) (a) Community Involvement**

School Improvement Advisory Committee. To meet the requirements of Iowa Code Section 280.12(2) as amended by 2007 Iowa Acts, Senate File 61, Section 1, the board will appoint and charge a school improvement advisory committee to make recommendations to the board. Based upon the committee members' analysis of the needs assessment data, the committee shall make recommendations to the board about the following components:

1. Major educational goals

2. Student learning goals
3. Long range goals that include, but not limited to, the state indicators that address reading, mathematics, and science achievement; and
4. Harassment or bullying prevention goals, programs, training, and other initiatives.

**Iowa Administrative Code 281-12.5(12)** Employment policies and practices shall provide equal employment opportunity to all persons. No person shall be denied equal access to agency employment opportunities because of race, creed, color, religion, national origin, gender, age, or disability.

Affirmative action programs. A work force analysis shall be performed and affirmative measures be developed and implemented for any major job categories in which a racial/ethnic group, women, men or persons with disabilities are underrepresented.

**Iowa Administrative Code 281-95.4(256) Duties of boards of directors**

Each board of directors shall adopt policy statements and develop plans for implementation of equal employment opportunity standards and affirmative action programs.

**Iowa Administrative Code 281-95.4(1) Policy statements**

Each board of directors shall adopt policy statements outlining its commitment to the principles of equal employment opportunity and affirmative action. These policy statements shall prescribe procedures for employees and applicants for employment to redress complaints of discrimination.

**Iowa Administrative Code 281-95.4(2) Written plans**

Each board of directors shall prepare and implement written equal employment opportunity and affirmative action plans by July 1, 1990. The plans shall be evaluated and updated on a biennial basis.

**Iowa Administrative Code 281-95.4(3) Assignment of responsibility**

Each board of directors shall assign to an employee the responsibility for coordinating the development and ongoing implementation of the plans. This employee may be the same employee who has been assigned to coordinate the agency's efforts to comply with federal laws requiring nondiscrimination in educational programs and employment.

**Iowa Administrative Code 281-95.4(4) Input**

Each board of directors shall obtain systematic input from diverse racial/ethnic groups, women, men, and persons with disabilities into the development and implementation of the plans. School districts may use existing advisory committees or public hearing procedures developed to receive similar input regarding the development and implementation of multicultural, nonsexist education plans.

**Iowa Administrative Code 281-95.4(5) Staff development**

Each board of directors shall provide periodic training for all staff who hire or supervise personnel on the principles of equal employment opportunity and the implementation of its affirmative action plan.

**Iowa Administrative Code 281-95.5(256) Plan components**

In addition to the board policy statement, each equal employment opportunity and affirmative action plan shall include, but not be limited to, the following components:

**Iowa Administrative Code 281-95.5(1) Identification of coordinator**

The name, job title, address and phone number of the employee responsible for coordinating the development and implementation of the equal employment opportunity and affirmative action plans.

**Iowa Administrative Code 281-95.5(2) Administrative statement**

An administrative statement on how the agency's equal employment opportunity and affirmative action policies and plans are to be implemented, including the internal system for auditing and reporting progress. The administrative statement shall be signed and dated by the chief executive officer of the agency.

**Iowa Administrative Code 281-95.5(3) Work force analysis**

A work force analysis that shall show the numerical and percentage breakdown of the agency's full-time and part-time employees within each major job category by racial/ethnic group, gender, and disability. Major job categories shall be consistent with the E.E.O. 5 and E.E.O. 6 occupational categories reported to the United States Equal Employment

Opportunity Commission. For the purpose of confidentiality, disability data may be based on total agency figures, rather than those of major job categories.

#### **Iowa Administrative Code 281-95.5(4) Quantitative analysis**

A quantitative analysis that shall compare work force analysis figures with the availability of qualified or qualifiable members of racial/ethnic groups, women, men and persons with disabilities within the relevant labor market.

#### **Iowa Administrative Code 281-95.5(5) Qualitative analysis**

When underrepresentation is identified in one or more major job category, a qualitative analysis shall be implemented and included in the agency's affirmative action plan. The qualitative analysis is a review of employment policies and practices to determine if and where those policies and practices tend to exclude, disadvantage, restrict or result in adverse impact on the basis of racial/ethnic origin, gender, or disability. The analysis may include, but is not limited to the review of:

- a. Recruitment practices and policies;
- b. A demographic study of the applicant pool and flow;
- c. The rate and composition of turnover in major job categories;
- d. Trends in enrollment which will affect the size of the work force;
- e. Application and application screening policies and practices;
- f. Interview, selection, and placement policies and practices;
- g. Transfer and promotion policies and practices;
- h. Discipline, demotion, termination and reduction in force policies and practices;
- i. Employee assistance, training selection and mentoring policies and practices;
- j. The impact of the collective bargaining agreement on equal employment opportunity and the affirmative action process;
- k. Law, policies or practices external to the agency that may hinder success in equal employment opportunity and affirmative action.

#### **Iowa Administrative Code 281-95.5(6) Goals**

Numerical goals and timetables for reduction of underrepresentation in each major job category where it has been identified shall be developed. These goals shall not be treated as rigid and inflexible quotas that must be met, but as reasonable aspirations toward correcting imbalance in the agency's work force. The goal shall not cause any group of applicants to be excluded from the hiring process. When setting numerical goals agencies shall take into consideration the following:

- a. The numbers and percentages from the work force analysis conducted pursuant to subrule 95.5(3);
  - b. The number of short- and long-term projected vacancies in the job category, considering turnover, layoffs, lateral transfers, new job openings, and retirements;
  - c. The availability of qualified or qualifiable persons from underrepresented racial/ethnic, gender and disability categories within the relevant labor market;
- d. The makeup of the student population served by racial/ethnic origin, gender and disability;
- e. The makeup of the population served by racial/ethnic origin, gender and disability;
  - f. The makeup of the population of the metropolitan statistical area, when applicable, by racial/ethnic origin, gender, and disability.

#### **Iowa Administrative Code 281-95.5(7) Absence of minority base**

Agencies with no minority students enrolled or no minority employees shall develop goals and timetables for recruiting and hiring persons of minority racial/ethnic origin when those persons are available within the relevant labor market.

#### **Iowa Administrative Code 281-95.5(8) Consolidation**

An agency may consolidate racial/ethnic minorities and job categories into broader groupings in conducting its analysis under subrules 95.5(3), 95.5(4), and 95.5(6) when its size or number of employees makes more specific categories impractical.

#### **Iowa Administrative Code 281-95.5(9) Qualitative goals**

Qualitative goals, activities and timetables which specify the appropriate actions and time frames in which problem areas identified during the qualitative analysis are targeted and remedied. In setting qualitative goals and planning actions the agency may consider, but need not be limited to, the following:

- a. Broadening or targeting recruitment efforts;
- b. Evaluating and validating criteria and instruments used in selecting applicants for interviews, employment, and promotion;

- c. Providing equal employment opportunity, affirmative action, and intergroup relations training for employees of the agency;
- d. Developing a system of accountability for implementing the agency's plan;
- e. Developing and implementing an employee assistance and mentoring program;
- f. Establishing a work climate which is sensitive to diverse racial/ethnic groups, both women and men and persons with disabilities;
- g. Negotiating the revision of collective bargaining agreements to facilitate equal employment opportunity and affirmative action;
- h. Considering a person's racial/ethnic origin, gender, or disability as a relevant factor when selecting applicants for interview, employment, and promotion in job categories where underrepresentation exists.

#### **Iowa Administrative Code 281-95.6(256) Dissemination**

Each agency shall have an internal and external system for disseminating its equal employment opportunity and affirmative action policies and plans.

#### **Iowa Administrative Code 281-95.6(2) Policy statement distribution**

The policy statement shall be distributed to all applicants for employment and shall be disseminated annually to employees, students, parents, and recruitment sources.

### **Americans with Disabilities Act, 1990**

#### **Title II: 28CFR35 –Section 35.150(d) Existing facilities**

##### *Transition plan*

- (1) In the event that structural changes to facilities will be undertaken to achieve program accessibility, a public entity that employs 50 or more persons shall develop, within six months of January 26, 1992, a transition plan setting forth the steps necessary to complete such changes. A public entity shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the transition plan by submitting comments. A copy of the transition plan shall be made available for public inspection.
- (2) If a public entity has responsibility or authority over streets, roads, or walkways, its transition plan shall include a schedule for providing curb ramps or other sloped areas where pedestrian walks cross curbs, giving priority to walkways serving entities covered by the Act, including State and local government offices and facilities, transportation, places of public accommodation, and employers, followed by walkways serving other areas.
- (3) The plan shall, at a minimum –
  - (i) Identify physical obstacles in the public entity's facilities that limit the accessibility of its programs or activities to individuals with disabilities;
  - (ii) Describe in detail the methods that will be used to make the facilities accessible;
  - (iii) Specify the schedule for taking the steps necessary to achieve compliance with the section and, if the time period of the transition plan is longer than one year, identify steps that will be taken during each year of the transition period; and
  - (iv) Indicate the official responsible for implementation of the plan.
- (4) If a public entity has already complied with the transition plan requirement of a Federal agency regulation implementing section 504 of the Rehabilitation Act of 1973, then the requirements of this paragraph (d) shall apply only to those policies and practices that were not included in the previous transition plan.

#### **35.151 New construction and alterations**

- (a) *Design and construction.* Each facility or part of a facility constructed by, on behalf of, or for the use of a public entity shall be designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by individuals with disabilities, if the construction was commenced after January 26, 1992.
- (b) *Alteration.* Each facility or part of a facility altered by, on behalf of, or for the use of a public entity in a manner that affects or could affect the usability of the facility or part of the facility shall, to the maximum extent feasible, be altered in such manner that the altered portion of the facility is readily accessible to and usable by individuals with disabilities, if the alteration was commenced after January 26, 1992.
- (c) *Accessibility standards.* Design, construction, or alteration of facilities in conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR part 101-19.6) or with the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (ADAAG) (Appendix A to 28 CFR part 36) shall be deemed to comply with the requirements of this section with respect to those facilities, except that the elevator exemption contained at section 4.1.3(5) and section 4.1.6(1)(j) of ADAAG shall not apply. Departures from particular requirements of either standard by the use of other methods shall be permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided.

#### **280.28(3) Harassment and Bullying Prohibited**

3. *Policy.* On or before September 1, 2007, the board of directors of a school district and the authorities in charge of each accredited nonpublic school shall adopt a policy declaring harassment and bullying in schools, on school property, and at any school function, or school-sponsored activity regardless of its location, in a manner consistent with this section, as against state and school policy. The board and the authorities shall make a copy of the policy available to all school employees, volunteers, students, and parents or guardians and shall take all appropriate steps to bring the policy against harassment and bullying and the responsibilities set forth in the policy to the attention of school employees, volunteers, students, and parents or guardians. Each policy shall, at a minimum, include all of the following components:
  - a. A statement declaring harassment and bullying to be against state and school policy. The statement shall include but not be limited to the following provisions:
    - (1) School employees, volunteers, and students in school, on school property, or at any school function or school-sponsored activity shall not engage in harassing and bullying behavior.
    - (2) School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about such an act of harassment or bullying.
  - b. A definition of harassment and bullying as set forth in this section.
  - c. A description of the type of behavior expected from school employees, volunteers, parents or guardians, and students relative to prevention measures, reporting, and investigation of harassment or bullying.
  - d. The consequences and appropriate remedial action for a person who violates the anti-harassment and anti-bullying policy.
  - e. A procedure for reporting an act of harassment or bullying, including the identification by job title of the school official responsible for ensuring that the policy is implemented, and the identification of the person or persons responsible for receiving reports of harassment or bullying.
  - f. A procedure for the prompt investigation of complaints, either identifying the school superintendent or the superintendent's designee as the individual responsible for conducting the investigation, including a statement that investigators will consider the totality of circumstances presented in determining whether conduct objectively constitutes harassment or bullying under this section.
  - g. A statement of the manner in which the policy will be publicized.
4. **PROGRAMS ENCOURAGED.** The board of directors of a school district and the authorities in charge of each accredited nonpublic school are encouraged to establish programs designed to eliminate harassment and bullying in schools. To the extent that funds are available for these purposes, school districts and accredited nonpublic schools shall do the following:
  - a. Provide training on anti-harassment and anti-bullying policies to school employees and volunteers who have significant contact with students.
  - b. Develop a process to provide school employees, volunteers, and students with the skills and knowledge to help reduce incidents of harassment and bullying.
5. **IMMUNITY.** A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of harassment or bullying, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district or accredited nonpublic school, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.
6. **COLLECTION REQUIREMENT.** The board of directors of a school district and the authorities in charge of each nonpublic school shall develop and maintain a system to collect harassment and bullying incidence data.
7. **INTEGRATION OF POLICY AND REPORTING.** The board of directors of a school district and the authorities in charge of each nonpublic school shall integrate its anti-harassment and anti-bullying policy into the comprehensive school improvement plan required under section 256.7, subsection 21, and shall report data collected under subsection 6, as specified by the department, to the local community.
8. **EXISTING REMEDIES NOT AFFECTED.** This section shall not be construed to preclude a victim from seeking administrative or legal remedies under any applicable provision of law.

**Hamburg Community School District  
Comprehensive Site Visit Report**

**April 6-8, 2010**



# STATE OF IOWA

CHESTER J. CULVER, GOVERNOR  
PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION  
KEVIN FANGMAN, ACTING DIRECTOR

June 10, 2010

Superintendent Jay Lutt  
Hamburg Community School District  
105 E Street  
Hamburg, IA 51640

Dear Superintendent Lutt:

Attached is the report of findings for the Comprehensive School Improvement Site Visit at Hamburg Community School District on April 6-8, 2010. The report is based upon interviews conducted with district administrators, teachers, and support staff, parents, students, community partners, advisory committee members, and board members, as well as a review of documents.

The site visit was designed to assess progress with the Comprehensive School Improvement Plan (CSIP), provide a general assessment of educational practices within the district, make recommendations for improvement, and determine compliance with accreditation standards and federal program requirements (as applicable).

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, Hamburg Community School District's accreditation is in jeopardy. Details regarding the non-compliance issues and areas of concern are contained in this report. The Department will conduct a one year follow-up to monitor district progress. Given the number of non-compliance and the district's financial condition and projected financial condition, the district needs to be aware that this is a serious situation. The district should consider a feasibility study conducted by individuals from the Department of Education. **If the district cannot demonstrate significant progress regarding the non-compliance issues, recommendations may be made to conduct a Phase II visit.** In the meantime, the district needs to work closely with the DE and Green Hills AEA. The Hamburg Community School District is hereby notified that failure to resolve the issues according to an approved corrective action plan with timelines places the district's accreditation in jeopardy.

The report reflects consensus of the following team members:

**Department of Education Representatives:**

Tom Andersen, Equity Consultant  
Elizabeth Calhoun, School Improvement Consultant  
Vic Jaras, Educational Technology Consultant  
Kimberly Johnson, Early Childhood Consultant  
Cynthia Knight, Instructional Accommodations and Interventions Consultant  
Marian McQuaid, Special Education Cadre  
Mary Sullivan, Assessment/Data Consultant

**Area Education Agency Representatives:**

Pam Elwood, Early Childhood Consultant  
Christi Gochenour, School Improvement Consultant  
Kristen Johnson, Mathematics Consultant

**Local Education Agency Representatives:**

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

[www.iowa.gov/educate](http://www.iowa.gov/educate)

*Helping Communities Meet the Learning Needs of All Their Children and Adults*

Ron Flynn, Superintendent, Essex CSD

It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of the district continuous improvement process, the district must review its current CSIP and provide revisions as needed. Revisions should be based on district needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP must be completed by September 15<sup>th</sup>, 2010. Directions for revision and submission of the CSIP can be found at: <https://www.edinfo.state.ia.us/securelogin.asp>.

Feedback based on the district's visit experience to inform the DE's efforts to continuously improve the site visit process would be appreciated. A short online survey has been developed at the following site:

[https://www.surveymonkey.com/s.aspx?sm=DzavrdTJ9dG\\_2f\\_2fh3sB0Mb0g\\_3d\\_3d](https://www.surveymonkey.com/s.aspx?sm=DzavrdTJ9dG_2f_2fh3sB0Mb0g_3d_3d). It will take approximately ten minutes to complete. Responses are confidential and shared only in aggregate form with members of the DE School Improvement Team.

The visiting team again extends its gratitude to you and the Hamburg staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



School Improvement Consultant  
Bureau of Accreditation and Improvement Services  
Iowa Department of Education



Del Hoover, Deputy Administrator  
Bureau of Accreditation and Improvement Services  
Iowa Department of Education

cc: Site Visit Team Members  
School Board President  
Iowa Department of Education Official File  
AEA Office

# **Comprehensive Site Visit Iowa Department of Education**



## **Hamburg Community School District**

**Team Findings  
April 6-8, 2010**

Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> St  
Des Moines, Iowa 50319-0146

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## Vision, Mission, and Goals

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In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

### **Noted Strengths:**

1. Multiple groups discussed the strength of Hamburg Community School District (CSD) working together with Farragut Community School District (CSD) for sharing athletics and future goals of whole grade sharing. The district is to be commended for being fiscally responsible in consolidating administrative positions and responding to the needs of both communities.
2. Collection and analysis of academic data are a focus of the district. Multiple data sources are used to monitor progress toward student achievement goals, identify student achievement needs, and assess academic-related concerns. The use of data to make decisions is a high priority for the district. The district employed Math across the Curriculum and Reading First professional development opportunities based on assessment data.
3. The early childhood programming, summer breakfast/lunch program, and Weekend Food Backpacks, were mentioned by many groups as having a positive impact on both students and community. These are excellent examples of the vision, mission, and goals of the district: “The Hamburg Community School District in partnership with parents and community will provide high quality, equitable learning opportunities to prepare all students for success in a changing world”.
4. Ten hours per year of community service required for graduation supports the citizenship goal of the district. The district is commended for having a citizenship goal in order for students to learn how to become contributing members of society.

### **Recommendations for Improvement:**

5. Parents, school board members, and staff mentioned the need to keep informed on the future of Hamburg and Farragut's sharing. A recommendation from the visiting team would be to have an established communication plan for all stakeholders regarding whole grade sharing and future plans for the two districts (i.e., an events calendar, board meetings and agendas, open community forums and conversations, etc.). Consider contacting Iowa State Education Association (ISEA), Dave Wilkerson, for technical assistance and support. Additionally, the team recommends the board keep the vision, mission and goals in the forefront in all their planning. This could include developing a master calendar for required expectations and tasks that need to be completed to meet compliance and to share with all stakeholders (document review, evaluations, completion of required reports, etc.). A review of documents and input from interviewees also indicated several required documents are in need of revision. These include the district technology plan (2001 last updated) and goals (alignment to 8<sup>th</sup> grade technological literacy assessment at Hamburg is required), equity plan (contains outdated language and grievance procedures lacks clarity), gifted and talented (G/T) program, and community-wide needs assessment. The AEA Associate Director at Loess Hills AEA would serve as a valuable resource for these efforts. This plan will help build stability and consistency within the district. Contact Kelli Berke ([kberke@ghaea.org](mailto:kberke@ghaea.org)) at Loess Hills AEA for assistance and support.
  
6. Interviews with parents indicated a concern regarding programming at the secondary level. The visiting team recommends the district continue to work at the secondary level to meet the needs of diverse learners. Frequent changes in leadership, teacher course loads, along with the course sharing with Farragut CSD, may have impacted the district's success in differentiation and inclusion. The district is encouraged to build the leadership teams' capacity in these two areas. The district could contact the AEA Iowa Core team members or Dr. Cynthia Knight at the Iowa Department of Education (DE), co-lead on Teaching for Learner Differences on the Iowa Core [Cynthia.knight@iowa.gov](mailto:Cynthia.knight@iowa.gov) 515-281-5287 for more guidance on how to meet the needs of all students or Kelli Berke ([kberke@ghaea.org](mailto:kberke@ghaea.org)) at Loess Hills AEA for assistance and support.

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## Leadership

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In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the Comprehensive School Improvement Plan (CSIP).
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

### **Noted Strengths:**

7. The district actively applies for grants to meet the needs of their students. Examples included: Weekend Food Backpacks, summer breakfast/lunch programs, and the future grant of the TeamMates mentoring program for the 2010-2011 school year.
8. Multiple groups stated that the principals are visible throughout the school and community and have positive relationships with staff, parents and students. Multiple stakeholder groups reported that the elementary principal has been a strong stable leader in linking curriculum and assessment, data collection and analysis, community connections, and grant writing. The high school principal uses handwritten, "Paw Prints", to recognize students, teachers, and parents, which helps to contribute to the positive climate of the school. The high school prepares a "week in review" that is shared with the board members and superintendent that keeps them informed about events and happenings. Additionally the high school principal has a weekly article in the local newspaper "The Principal's Pen" and the elementary has a weekly bulletin. Teachers and parents interviewed stated they hope that the strong supportive leadership continues in the district so that stable and lasting educational goals can be set and met. Comments included "sustainable leadership for the district" and "leadership stays".

9. K-12 teachers interviewed are given opportunities at all levels to take on leadership roles. Staff have been trained to provide support at the district level in Assessment Solutions as well as other district initiatives. Teachers are also involved with grant writing and are chosen as team leaders for district wide committees.
10. The district has recently made the decision to share all athletic programs with the Farragut Community School district. This coming year the schools' combined teams' will compete as the Nishnabotna Blue Devils. Multiple groups discussed the strength of working together with Farragut for sharing athletics and future goals of whole grade sharing and reorganization. This is a positive example of sharing resources and academic programs to provide broader opportunities for students. The district is to be commended for the efforts to move this forward.

### **Recommendations for Improvement:**

11. The School Improvement Advisory Committee (SIAC) has not met since 2007 (see noncompliance at the end of this report). The district is encouraged to ensure the SIAC understands its responsibilities. To meet the requirements of Iowa Code section 280.12(2) as amended by 2007 Iowa Acts, Senate File 427, section 2, the board shall appoint and charge a school improvement advisory committee (SIAC) to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components:
  - Major educational needs;
  - Student learning goals;
  - Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement; and
  - Harassment or bullying prevention goals, programs, training, and other initiatives.Additionally, the district is advised to maintain documentation of efforts to seek membership representation with regard to race, national origin, and disability. Local boards are also advised to pay close attention to gender balancing of the SIAC. Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for "all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law." This requirement, which applies to the SIAC, defines gender balance as half male and half female for even-numbered committees or half plus one for odd-numbered committees.
12. A cycle for evaluations is present; however, there is evidence that some teachers are not evaluated within three years (see noncompliance at the end of this report), and support staff and non-instructional staff have not been evaluated in a consistent manner. Many interviewees mentioned that they have never had a formal evaluation with evidence of how they meet expectations. The district is encouraged to use a timeline to assist in meeting the evaluation requirements. Contact Kelli Berke ([kberke@ghaea.org](mailto:kberke@ghaea.org)) at Loess Hills AEA for further information. A possible source of support is contacting the AEA for electronic E-Walk evaluation training information.
13. The visiting team recommends a teacher/student technology team be developed to help the district with implementation of technology for instruction. The district needs

to create a timeline for the integration of technology as a requirement of Title IID (see noncompliance at the end of this report). Contact Vic Jaras ([Vic.Jaras@iowa.gov](mailto:Vic.Jaras@iowa.gov)) Department of Education technology consultant or Judy Griffin ([judy@ghaea.org](mailto:judy@ghaea.org)) at Loess Hills AEA technology consultant for assistance and support.

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## Collaborative Relationships

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In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

### **Noted Strengths:**

14. Many examples of positive school/community support were mentioned in various interview groups. Some of the examples included:
  - Hamburg Kiwanis Organization and the junior/senior high school Key Club collaborate on projects (i.e., breakfast and supper fundraisers)
  - Farragut CSD sharing of athletics (i.e., spring track for 2010 and for most sports for the 2010-2011 school year)
  - Superintendent, business manager, maintenance, and transportation directors shared with Farragut CSD
  - Career and Technical Education classes with Farragut CSD
  - Guidance Counselor with Farragut CSD
  - Librarian with Farragut CSD
  - Fundraisers for local families in need
  - Music Carnival raises money for a trip to Nashville every four years for band and choir students
  - Family activity nights
  - Music and Athletic Boosters
  
15. Interviews with teachers and parents indicated collaboration exists among art/drama/Family Consumer Science (FCS) and Industrial Arts programs for the production of school plays and concerts.
  
16. Elementary teachers work together frequently. In addition to late starts, they meet after school three or four times a month and focus on reading. This extra time is supported by the Reading First Grant. The principal changed the duty roster so that

no teacher has duty for 30 minutes every Wednesday. The teachers meet during this time as collaborative teams to plan for effective instruction.

17. Interviews with the building principals indicated the principals have collaborative relationships with each other. Teachers and principals and parents expressed this as a strength. The principals are working on the Iowa Core Curriculum K-12 together.
18. Positive partnership among the district's preschool program and other agencies including Fremont County Head Start, Corner Counties Empowerment, Cornerstone Kids Childcare Center, and Loess Hills AEA have established successful early childhood opportunities for children across the Hamburg community.

**Recommendations for Improvement:**

19. Multiple interviewees were concerned about the timely communication between buildings and between staff and parents. The team suggests looking into multiple means of communicating and exploring different types of technology to assist and improving timely communication. The website could be enhanced for more timely communication. Text and voice mail are also options to be considered. (This was also a concern in the last site visit report from 5 years ago).

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## Learning Environment

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In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

### **Noted Strengths:**

20. Multiple interview groups remarked about the positive environment that exists for students. They also expressed pride and respect for the school. Interviewees shared a belief that the caring and supportive teachers and principals are among the district's greatest strengths.
21. Multiple interview groups reported improvement in the secondary discipline system. Multiple interview groups reported discipline has become more consistent. The interpretation and implementation of stated procedures has been made clear to teachers, students, parents, and staff.
22. Parents and teachers mentioned that the peer/mentoring transition from 6<sup>th</sup> to 7<sup>th</sup> grade is a very positive experience. Seniors will mentor 6<sup>th</sup> grade students in the late spring and then juniors mentor them as 7<sup>th</sup> grade students at the beginning of the school year.
23. At the elementary level, students with disabilities at the 6<sup>th</sup> grade level are empowered to be in charge of their learning by demonstrating self-advocacy skills. Students discuss their learning strengths, goals, and needs with their receiving teachers.
24. Multiple interview groups commented on the work that has gone into the renovation of the junior high and high school library. These groups look forward to using the new library for instruction and support of learning rather than a study hall. Groups interviewed stated that they believe that students and others will take better care of the library.

### **Recommendations for Improvement:**

25. The district offers alternative online educational experiences to meet the needs of students who are struggling to complete their education. The district is encouraged to explore opportunities at the high school to use an intervention team approach to meet the needs of the student within the comprehensive school program.
26. While touring the buildings and in interviews, it was noted that some of the doors are unlocked during school hours. This is a safety concern from all groups. Many people and students in the community have keys to the building as well. While the district is encouraged to have an open door policy of communication for the school and community, it is important for the safety of all to be maintained. Adult supervision is recommended for entry and exit times of the school day.
27. Multiple interview groups mentioned that at the elementary level there is a system in dealing with bullying (pink slips) that has resulted in fewer incidences. This is not systemic. The visiting team would recommend that the secondary level employ a system similar to that of the elementary to make this a systemic effort.
28. Students reported that the top floor rooms were excessively hot. With the increase of technology the school will also see an increase in the production of heat. The team recommends that the planning team take this into consideration when implementing more technology.

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## Curriculum and Instruction

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In an improving district/school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core Curriculum). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

### **Noted Strengths:**

29. Parents and teachers reported that through the Reading First grant, elementary staff have been able to implement multiple strategies including Picture Word Induction Model (PWIM) and Visualize/Verbalize. PK-6 also uses the collaborative teaching models to meet the needs of students with disabilities. There is effort made to meet the needs of all students through the collaborative teaching models and common planning times.

### **Recommendations for Improvement:**

30. Teachers and administrators explained the desire to increase involvement with parents. Options for increasing involvement could include: student led conferences, community education programs, and increased involvement of advisory committees. Student led conferences provide motivation for students and parents to be actively involved in progress monitoring and communication with the teaching staff. Community education programs provide opportunities to increase community members' familiarity with school facilities and share expertise with others. The Statewide Parent Information Resource Center ([www.iowaparents.org](http://www.iowaparents.org)) provides a wide range of resources at no cost to schools. Existing active members of the

advisory committees may be interested in developing an action plan to reach the goal of increased involvement.

31. In the course requirements it is stated that Keyboarding is a prerequisite for computer applications. The team recommends that this requirement is removed as a prerequisite. This can be addressed through technology integration at the elementary. (See statement #13)
32. Career and Technical Education (CTE) teachers and students of Hamburg reported small numbers taking these courses. One cause as seen by the teachers and students is the increased graduation requirements and many CTE courses are being offered at Farragut CSD which cause barriers to Hamburg student's participation. Additionally there is only one career and technical student organization (CTSO) which is housed at Farragut (i.e., Family Career and Community Leaders of America [FCCLA]). The district is encouraged to create more CTSOs for CTE programs. CTSOs provide clear leadership opportunities and reinforce career preparation skills for middle and high school level CTE students at the local, district, state, and national level. The visiting team also recommends the district look at the graduation requirements and take into consideration students who would like to pursue vocational training. The districts (Hamburg and Farragut) are encouraged to work with school calendars and daily schedules to ensure optimal instructional time and optimal sharing opportunities for all students.

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## Professional Development

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In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

### **Noted Strengths:**

33. Through interviews with teachers and document review, it was noted that professional development efforts currently focus on the Iowa Core Curriculum modules and the district's plan for implementation.

### **Recommendations for Improvement:**

34. Collaborative/consultative teaching has not been implemented at grades 7-12. Teachers need to be involved in this program. Contact Mark Draper for assistance in coordinating and implementing training in the collaborative/consultative model for general education, special education, and Para educators. Use of this model will allow educators to better meet the needs of all students. .
35. Interviewees indicated the district is committed to providing opportunities for individual and group professional growth; however, it does not appear there is currently a systemic plan for focused, long-term, sustained professional development. Current efforts appear fragmented and lack overarching goals which are vaguely connected to the Iowa Core Curriculum. Many topics appear to be provided as training sessions rather than focused professional development. While some training sessions are appropriate, others must be provided through focused professional development following the Iowa Professional Development Model

(IPDM) containing the elements of theory, demonstration, practice, coaching, and feedback. Consider clearly identifying one district-wide professional development goal that significantly impacts student achievement with specific actions, dates for implementation, and criteria for evaluating the effectiveness. As district and building professional development committees continue to plan, it may be helpful to consider the following:

- Use the IPDM in all professional learning opportunities.
- Determine how instructional practices supported by the school can be monitored with fidelity?
  - Possible contact: Green Hills AEA continuous improvement consultant trained in the use of Instructional Practices Inventory (IPI).
  - How can the use of ongoing walk-through information be collected and utilized to drive instructional practices and reflective dialogue with the instructional leaders of the school?
- Familiarize the full staff with the Iowa Core Curriculum
- Continue to develop teacher leadership within a building leadership team to develop a cohesive focus and ensure sustainability of current practices and future endeavors.

36. Noninstructional support staff indicated a desire to be included in professional development activities and indicated they were not recently formally evaluated on job performance. The visiting team suggests the following:

- Participation in district team building professional development activities.
- Evaluations on a regular basis aligned with job functions

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## Monitoring and Accountability

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In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation as noted in its CSIP is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

### **Noted Strengths:**

37. The percentage of district students scoring in the proficient range of achievement on the ITBS is above the NWEA and State of Iowa averages in reading, mathematics, and science in some reported grade levels. (See tables below).

#### **Percentage of Students Proficient in Reading (ITBS)**

<b>Grade</b>	<b>Hamburg</b>	<b>AEA</b>	<b>State</b>
4	87.50%	78.86%	80.39%

Source: 2008-2009 Annual Progress Report (APR) State Student Achievement Data

#### **Percentage of Students Proficient in Mathematics (ITBS)**

<b>Grade</b>	<b>Hamburg</b>	<b>AEA</b>	<b>State</b>
7	84.61%	75.94%	78.39%

Source: 2008-2009 Annual Progress Report (APR) State Student Achievement Data

#### **Percentage of Students Proficient in Science (ITBS)**

<b>Grade</b>	<b>Hamburg</b>	<b>AEA</b>	<b>State</b>
4	95.83%	81.71%	81.44%
6	81.25%	76.19%	75.24%
7	84.61%	80.23%	81.54%

Source: 2008-2009 Annual Progress Report (APR) State Student Achievement Data

38. Although individual student areas of noncompliance were identified during the district's Special Education program procedural compliance review completed last fall, evidence has been submitted as of February 9, 2010, that these corrections

have been made. The DE has also received a copy of the AEA letter stating that the district level corrective action plan (CAP) has been fully implemented within the required timelines and all requirements have been met.

39. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. Due to the size of the school, there is only one section of each class.

**Recommendations for Improvement**

40. The percentage of district students scoring in the proficient range of achievement on the ITBS and ITED is lower than the AEA and State of Iowa averages in reading, mathematics, and science in most reported grade levels. (See tables below).

**Percentage of Students Proficient in Reading (ITBS, ITED)**

Grade	Hamburg	AEA 13	State
3	68.57%	75.73%	76.09%
5	73.33%	78.15%	79.56%
6	62.50%	69.92%	68.89%
7	61.54%	70.37%	71.92%
8	69.57%	74.25%	73.29%
11	59.26%	73.73%	75.78%

Source: 2008-2009 Annual Progress Report (APR) State Student Achievement Data

**Percentage of Students Proficient in Mathematics (ITBS, ITED)**

Grade	Hamburg	AEA 13	State
3	56.25%	72.85%	76.16%
4	79.16%	78.31%	80.33%
5	73.33%	78.24%	79.12%
6	56.25%	72.74%	73.90%
8	69.57%	72.35%	75.87%
11	70.37%	72.777%	76.64%

Source: 2008-2009 Annual Progress Report (APR) State Student Achievement Data

**Percentage of Students Proficient in Science (ITBS, ITED)**

Grade	Hamburg	AEA 13	State
3	75.00%	78.11%	80.16%
5	73.34%	82.85%	81.65%
8	69.57%	81.82%	82.91%
11	70.37%	77.83%	80.27%

Source: 2008-2009 Annual Progress Report (APR) State Student Achievement Data

41. It would be beneficial to complete an in-depth analysis of non-proficient performers to identify whether common characteristics exist (e.g., similar skill deficit or similar demographics), identify potential barriers to learning, and provide an additional source of data for school improvement planning. Reviewing students' performance

on all district-wide assessment instruments (i.e., triangulating data) to determine validity and reliability of results (as well as the validity and reliability of district-developed assessments) is also recommended (e.g., Are there students who are not proficient on the Iowa Tests, but are on other assessments?) In addition, the district is encouraged to:

- Analyze formative assessment data to inform instruction.
- Complete a crosswalk between non-proficient performers at grade 11 and the students' course enrollment patterns for grades 9 and 10.
- Increase use of cohort data (including subgroup cohorts) to identify trends and patterns over time, inform instructional decisions, and determine effectiveness of interventions.
- Include broad involvement of teachers, SIAC members, administrators, school board, and instructional support staff in discussion of assessment data to increase understanding and ownership of the process.
- Complete a comprehensive review of the district's K-12 curriculum in conjunction with the curriculum mapping process.
- Provide instruction on test-taking strategies for all levels

Contact Kelli Berke at AEA13 for more assistance and support.

42. Basic Educational Data Survey (BEDS) Highly Qualified Teacher (HQT) data indicate that the district's special education teachers use the collaborative/consultative model to provide instructional and support services to special education students. Site interviews indicate that components that constitute the model may not be in place (i.e., planning time for collaboration and training in the collaborative process in the junior/senior high school). This is an area for targeted technical assistance from the AEA.

## **Hamburg Community School District's Compliance Status in Applicable Federal Programs:**

### **Title IIA (Teacher and Principal Training and Recruiting Fund)**

The district has no citations of Title IIA non-compliance identified during this visit.

### **Title IID (Enhancing Education through Technology, E2T2)**

The district has one or more citations of non-compliance with Title IID CSIP program assurances identified during this visit.

### **Title III (English Language Learners)**

The district has no citations of Title III non-compliance identified during this visit.

### **Title IVA (Safe and Drug Free Schools)**

The district has no citations of Title IVA (SDFSC) non-compliance identified during this visit.

### **Title V (Innovative Programs)**

The school district has no citations of Title V non-compliance identified during this visit.

### **Title XC (Education of Homeless Children and Youth)**

The district has no citations of Title XC non-compliance identified during this visit.

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### Areas of Non-Compliance

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The Hamburg Community School District shall submit a plan of correction for each non-compliance item listed below to the Site Visit Team Leader within 45 business days of the receipt of this report. Evidence of corrective action for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline. The district may choose to use the following matrix as a format for the development of an action plan or develop its own.

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
<b>CL8.</b> Graduating seniors are being released more than five days early, excluding weather related extensions. 281-IAC 12.1(7)			
<b>PM3.</b> The school or school district cannot demonstrate that the board has reviewed its policies on at least a five-year cycle. 281-IAC 12.3(2)			
<b>EV3.</b> The school district does not implement its evaluation procedures for all teachers. 281-IAC 12.3(3) and Iowa Code 279.14			
<b>LP1.</b> The school district has not established a K-12 library program. 281-IAC 12.3(12)	LP4, LP5, LP6, LP7, LP8, LP9, and LP 10 also need to be addressed in your plan of correction.		

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	Health needs to be offered and taught in grades 7 and 8.		
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	Visual Art needs to be offered and taught in grades 7 and 8.		
<b>JHP1.</b> The junior high program, grades 7-8 does not include each curricular area. 281-IAC 12.5(4)	Technology education needs to be offered and taught in grades 7 and 8.		
<b>VED2.</b> The vocational (CTE) program for grades 9-12 does not contain at least three sequential units in at least four service areas. 281-IAC 12.5(5)(i)	Family and Consumer Science does not have three sequential units offered and taught.		
<b>GT1.</b> The district has not established gifted and talented program goals. 281-IAC 12.5(12)			
<b>GT3.</b> The district identification procedures are not designed to potentially identify gifted and talented students throughout the school age population. 281-IAC 12.5(12)			
<b>GT4.</b> The district's			

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
identification procedures for gifted and talented students do not contain at least two criteria. 281-IAC 12.5(12)			
<b>GT5.</b> The district has no qualitatively differentiated program for identified gifted and talented students. 281-IAC 12.5(12)			
<b>GT6.</b> The district has no personnel designated to administer the gifted and talented program for identified students. 12.5(12)			
<b>GT7.</b> The district does not provide any professional development with regard to gifted and talented programming. 281-IAC 12.5(12)			
<b>PA2.</b> Pupils in grades 6 through 12 do not engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. 281-IAC 12.5(19) (grades 9-12)			

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
<p><b>PD1.</b> The school or school district does not provide professional development for all staff responsible for delivery of instruction. 281-IAC 12.7(1)(a)a, 281-IAC 12.7(2)(a)</p>			
<p><b>PD4.</b> No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281-IAC 12.7(1)(a)</p>			
<p><b>IPDP1.</b> No evidence exists that individual professional development plans are in place for each career (non-beginning) teacher. 281-IAC 12.7(1)(c)</p>			
<p><b>IPDP2.1</b> No evidence exists that individual professional development plans are based on the relevant Iowa teaching standards that support the student achievement goals of the attendance center and school district. 281-</p>			

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
IAC 12.7(1)(c)			
<b>IPDP2.2</b> No evidence exists that individual professional development plans are based on the needs of the teacher. 281-IAC 12.7 (1)(c)			
<p><b>IPDP2.3</b> No evidence exists that individual professional development plan goals go beyond those required under the attendance center professional development plan. 281-IAC 12.7(1)(c)</p> <p><b>IPDP2.4</b> No evidence exists that individual professional development plans are developed by the teacher in collaboration with the teacher's evaluator. 281-IAC 12.7(1)(c)</p>			
<b>IPDP2.5</b> No evidence exists that an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the individual professional			

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
development plan. 281-IAC 12.7(1)(c)			
<b>SIAC1.</b> No evidence exists that the School Improvement Advisory Committee is board appointed. 281-IAC 12.8(1)(a)(2)			
<b>SIAC2.</b> The School Improvement Advisory C committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members.			
<b>SIAC3.</b> The School Improvement Advisory Committee does not meet at least once a year. 281-IAC 12.8(1)(a)(3)			
<b>SIAC4.</b> The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, and annual			

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
improvement goals for the next school year. 281-IAC 12.8(1)(a)(3)			
<b>PE1.</b> Personnel files show no evidence of physical exams before or within six weeks of the beginning of service. 281-IAC 12.4(14)(substitutes)			
<b>TL1.</b> The school or school district employs Rhesa Leiding folder # 802330 who is not endorsed/certificated for content area(s) (Second Chance Reading) 281-IAC 12.4(8)			

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**Areas of Non-Compliance Outside of Chapter 12**

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<b>Outside of Chapter 12 Non-compliance Issues</b>	<b>Additional Details</b>	<b>Plan of Correction</b>	<b>Timeline for Completion</b>
<p><b>CNP1.</b> There was no documentation that parents, students, representatives of the school food authority, the school board, school administrators, and the public were involved in the development of the school wellness policy.</p>			
<p><b>EDQ2.</b> The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks that includes all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>			
<p><b>EQD3.</b> The district does not have a non-discrimination statement in major written publications:</p>			

Outside of Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
Parent, student, employee handbooks, registration handbook, coaches; handbooks, brochures about the district, web site, and school newsletters that include all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.			
<b>EQD4.</b> Plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281-IAC Chapter 95			
<b>T2D1.</b> Description of how the district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration. Title II-D NCLBA Section 2414(b)(7)			
<b>T2D2.</b> Locally adopted definition of technological literacy. Title II-D NCLBA			

<b>Outside of Chapter 12 Non-compliance Issues</b>	<b>Additional Details</b>	<b>Plan of Correction</b>	<b>Timeline for Completion</b>
Section 2414(b)(1)			

**Hamburg Community School District  
Voluntary Compliance Plan**

**August 20, 2010**

HAMBURG

## EQUITY COMPLIANCE PLAN

JAN 10 2011

RECEIVED

DEPARTMENT OF  
DISCIPLINE

### Equity Policy, Process, and Procedures

Strategies	Time Frame	Team Leader	Team Members
The non-discrimination policy for employees will be updated to include gender identity. The policy on non-discrimination in programs related to students will include sexual orientation, gender identity, and socio-economic status.	October 2010	Jay D. Lutt, Superintendent	Jay D. Lutt Nikole Schubauer
A clarified role and responsibilities will be developed for the equity coordinator. <ul style="list-style-type: none"><li>This will be communicated to students, parents and staff.</li><li>Monitoring of student course enrollment and disaggregate student achievement.</li><li>An annual equity report with recommendations will be presented to the board.</li><li>Periodic conversations with staff and students on how HCSD might respect, reflect, and celebrate diversity.</li><li>Plan professional development for staff on diversity and equity related issues.</li><li>Monitor membership on district advisory committees.</li><li>Annually monitoring the website and publications for information on HCSD's non-discrimination and</li></ul>	August 2010 August 2010	Kenn Wathen, Equity Coordinator	Kenn Wathen Nikole Schubauer
	Start August and check on achievement throughout the year.		
	Annual June Board Meeting		
	Quarterly each year		
	Continuous throughout the year.		
	August of each year		
	Annually		

<p>harassment policies, the identity and contact information for the equity coordinator and information about the civil rights-related grievance procedure.</p>	<p>Records of formal grievances related to the non-discrimination policy or the harassment/bullying/hazing policy will be filed. Parents, students and staff are clearly notified that there is a district-level grievance process available. A periodic review of harassment-related complaints will be conducted.</p>	<p>Quarterly</p>	<p>Kenn Wathen, Equity Coordinator</p>	<p>Kenn Wathen Nikole Schubauer</p>
<p>The grievance process will be published in student and staff handbooks.</p>	<p>A non-discrimination policy will be included in the high school registration/Course Description Handbook and the coaches handbook.</p>	<p>Annually</p>	<p>Jay D. Lutt, Superintendent</p>	<p>Jan Harris Kenn Wathen Nikole Schubauer</p>

**Equity, School Improvement and the Educational Program**

Strategies	Time Frame	Team Leader	Team Members
<p>A systemic process will be developed for monitoring teachers' implementation of MCGF approaches to instruction and the curriculum.</p> <ul style="list-style-type: none"> <li>Professional development for staff</li> </ul>	<p>Fall 2010 and each semester after.</p>	<p>Jay D. Lutt, Superintendent</p>	<p>Jan Harris Kenn Wathen Nikole Schubauer</p>

on implementing MCGF approaches to the education program will happen annually.

Kerry Alstrop gave an overview of Multicultural Gender Fair on December 6, 2010. The staff participated in an overview of MCGF and then worked on filling out a Purposeful Planning Guide for the use of MCGF in their classroom/subject. Staff was also given information that the resources the AEA offers. Spring session (not set yet, but in the process) will be used to look at resources the AEA has for the district and strategies to implement.

The district will expand the time the licensed media specialist spends in the district and train a paraprofessional to work in the secondary school.

The licensed counselor will be involved in the annual analysis of student enrollment data by gender, racial/ethnic background, and disability to monitor the integration and inclusion of students from subgroups into all program areas.

August 2010

Jay D. Lutt, Superintendent

Jan Harris  
Kenn Wathen  
Nikole Schubauer

August 2010

Jan Harris, Secondary Principal

Jan Harris  
Kenn Wathen  
Deana Swenson

**Physical Education, Extracurricular Activities and Athletics**

Strategies	Time Frame	Team Leader	Team Members
Program policies and practices will be reviewed to include girls in weight training.	August – December	Jan Harris, Secondary Principal	Jan Harris Nikole Schubauer
The coach's handbook will include the HCSD's non-discrimination policy and all	August 2010	Jan Harris, Secondary Principal	Jan Harris Nikole Schubauer

information pertaining to the equity coordinator and the grievance procedure.			
HCS D will establish a process that ensures that high school staff annually review and analyze trends in student involvement in extracurricular activities by gender, race, disability and social-economic status.	August-May 2011	Jan Harris, Secondary Principal	Jan Harris Nikole Schubaer

**Access, Integration and Inclusion**

Strategies	Time Frame	Team Leader	Team Members
<p><b>High School Facility</b></p> <ul style="list-style-type: none"> <li>Two additional parking spaces will be created that include one (1) van-accessible parking space with 96-inch wide access aisle on the north side of building.</li> <li>Parking spaces will have signs that state "Van Accessible."</li> <li>ADA grates will be installed to the junior high north entrance walking surface to Industrial Technology building.</li> <li>A sign displaying the international symbol of accessibility at the accessible passenger loading zone will be installed.</li> <li>The ramp near the exterior entrance to the auditorium will be destroyed and a new ramp with the appropriate</li> </ul>	<p>November 2010</p> <p>May 2011</p> <p>November 2010</p> <p>November 2010</p> <p>May 2011</p>	<p>Jay D. Lutt, Superintendent</p>	<p>Jay D. Lutt Pat Rucker District Facility Team</p>

<p>ADA slope and railings.</p> <ul style="list-style-type: none"> <li>• Railings will be installed for the ramp near the lunch room.</li> <li>• An architect firm will be hired to develop a plan for the three (3) sets of steps between the 1924 and 1970 building, inaccessible issues for the gymnasium, locker rooms, stage and upper and lower level of the 1924 building.</li> <li>• Signs will be installed at all inaccessible entrances indicating the location of the nearest accessible entrances.</li> <li>• The men's restroom near the auditorium will be accessible to the public and there will be a sign pointing in the direction of the accessible women's restroom.</li> <li>• Plans will be developed to update the shower rooms to make them fully accessible.</li> </ul>	<p>April 2011</p> <p>Plan developed by January 2011</p> <p>Plan implementation will start May 2011</p> <p>March 2011</p> <p>Plan implementation will start May 2011</p>	<p>Jay D. Lutt, Superintendent</p> <p>Jay D. Lutt Pat Rucker District Facility Team</p>
<p>Marnie Simons Elementary School</p> <ul style="list-style-type: none"> <li>• Two accessible parking spaces will be added to the outdoor athletic complex near the concession stand.</li> <li>• One van-accessible parking space will be appropriately painted and have a sign with "Van Accessible".</li> <li>• A sign will display the international symbol of accessibility at the passenger loading zone.</li> <li>• Signs will be installed at all inaccessible entrances indicating the</li> </ul>	<p>October 2010</p> <p>November 2010</p> <p>November 2010</p> <p>March 2011</p>	<p>Jay D. Lutt, Superintendent</p> <p>Jay D. Lutt Pat Rucker District Facility Team</p>

location of the nearest accessible entrances.

**Summary**

Strategies	Time Frame	Team Leader	Team Members
The district will include diverse groups from the community on school improvement teams.	August – May	Kenn Wathen, Elementary Principal	Jan Harris Jay D. Lutt
The board will review its policy on advisory committees to set an expectation that reflects gender balance and includes minority representative and persons with disabilities.	Fall 2010	Jay D. Lutt, Superintendent	Jan Harris Kenn Wathen

**Support Services for Special Populations**

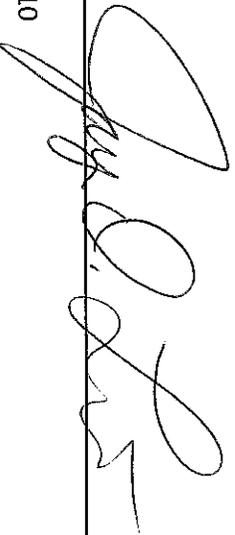
No areas of non-compliance

**Climate and Discipline**

Strategies	Time Frame	Team Leader	Team Members
HCS D will take steps to ensure that representatives from diverse groups in the community are included on district committees and that their voices will be at the table when educational issues are being discussed.	Annually	Jay D. Lutt, Superintendent	Jay D. Lutt Kenn Wathen Jan Harris Nikole Shubauer

**Employment, Personnel and Advisory Committees**

Strategies	Time Frame	Team Leader	Team Members
The district's EEO/AA plan will be reviewed with both men and women, representatives from diverse racial/ethnic groups and persons with disabilities.	January-May 2011	Jay D. Lutt, Superintendent	Jay D. Lutt Kenn Wathen Jan Harris Nikole Shubauer
The SIAC committee will meet each quarter. The committee will learn the role of SIAC in making annual recommendations to the school board. This committee will have a gender balance, have representatives from minority groups and persons of disabilities.	Annually	Jay D. Lutt, Superintendent	Jay D. Lutt Kenn Wathen Jan Harris Nikole Shubauer

Signature:  \_\_\_\_\_

August 20, 2010

Date: 8-20-10