Nature of discrimination, harassment, or bullying alleged (check all that apply):

	Age		Physical Attribute		Sex
	Disability		Physical/Mental Ability		Sexual Orientation
	Familial Status		Political Belief		Socio-economic Background
	Gender Identity		Political Party Preference		Other – Please Specify:
	Marital Status		Race/Color		
	National Origin/Ethnic Background/Ancestry		Religion/Creed		

Summary of Investigation: _____

_____

_____

_____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Revised: 7.26.2016

ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

The Harlan Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- "Harassment" and "bullying" shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
    1. Places the student in reasonable fear of harm to the student's person or property.
    2. Has a substantial detrimental effect on the student's physical or mental health.
    3. Has the effect of substantially interfering with a student's academic performance.
    4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Trait or characteristic of the student" includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- "Volunteer" means an individual who has regular, significant contact with students.

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent's designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 30 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

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 an act of bullying or harassment.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or superintendent's designee (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment.

If the Complainant is under 18 years of age, the Investigator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint (hereinafter "Respondent") to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documentation or information deemed relevant to the investigation.

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings.

Decision

If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, 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.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Revised: 7.28.2016

ASSISTANCE ANIMALS

It is the policy of Harlan Community Schools to foster an equal education environment for all students, employees and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service animals and assistive animals to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs and in some instances miniature horses trained to do work or perform tasks for individuals with disabilities. Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.

Service animals and assistive animals must be current on all required vaccinations. Service animals and assistive animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service or assistive animal. Under control means harnessed, leashed or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

Miniature Horses as Service Animals

Miniature horses shall be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is house broken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size and weight; and whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service or assistive animal, the Superintendent and/or school administrators are permitted to ask the following questions:

"Do you need/require this animal because of a disability?"

If the animal's trained tasks are not readily apparent, the administrator may ask:

"What work or task has the animal been trained to perform?"

Service and Assistive Animals in training

Assuming the handler and animal are otherwise allowed, individuals who train service and/or assistive animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service or assistive animal in training is expected to abide by the same requirements as a service or assistive animal.

Exclusion of Service and Assistive Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The Superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service or activity without having the service animal on district property.

Emotional Support Animals and Therapy Animals [Optional section as these animals are not commonly required to be accommodated]

Emotional support animals are medically prescribed to provide therapeutic benefit through dedicated companionship. Emotional support animals' sole function is to provide emotional support or comfort.

Therapy animals are involved in an animal-assisted therapy program involving animals as a form of treatment.

Emotional support animals and therapy animals do not meet the definition of service or assistive animals. However, the district recognizes their value in our community. The superintendent shall evaluate the use of emotional support animals and therapy animals on a case-by-case basis. District employees may use therapy animals in the course of their regular duties only after receiving permission from the superintendent.

Student use of Emotional Support Animals and Therapy Animals

Factors the superintendent should consider in making the determination include but are not limited to:

a. *Whether the animal is housebroken*
b. *Whether the animal has a current vaccination certificate*
c. *Whether the animal has been recommended through an individual education plan (IEP) or a 504 plan as necessary for the student to receive free access to public education*
d. *Whether the facility can accommodate the animal's type size and weight, and*
e. *Whether the animal's presence will not compromise legitimate safety requirements necessary for safe operation of the facility*

Employee use of Therapy Animals as part of Education Environment

Before permission to use therapy animals is granted, staff members must provide:

1. *Proof that the animal is certified to be a therapy animal;*
2. *An explanation of how the animal will be used, including research supporting the animal; and*
3. *A current vaccination certificate for the animal.*
4. *use of therapy animals;*
5. *A plan for how the staff member will provide for the care and control of the animal;*

6. *A plan for how the staff member will accommodate students with allergies to the* Legal References:

29 U.S.C. §794
42 U.S.C. §12132
28 C.F.R. 35
Iowa Code §216C

Cross References:

606.3 Animals in the Classroom

CODE OF PROFESSIONAL CONDUCT AND ETHICS REGULATION

CHAPTER 25

282—25.1(272) Scope of standards. This code of professional conduct and ethics constitutes mandatory minimum standards of practice for all licensed practitioners as defined in Iowa Code chapter 272. The adherence to certain professional and ethical standards is essential to maintaining the integrity of the education profession.

282—25.2(272) Definitions. Except where otherwise specifically defined by law:

"Administrative and supervisory personnel" means any licensed employee such as superintendent, associate superintendent, assistant superintendent, principal, associate principal, assistant principal, or other person who does not have as a primary duty the instruction of pupils in the schools.

"Board" means the Iowa board of educational examiners.

"Discipline" means the process of sanctioning a license, certificate or authorization issued by the board.

"Ethics" means a set of principles governing the conduct of all persons governed by these rules.

"Fraud" means knowingly providing false information or representations on an application for licensure or employment, or knowingly providing false information or representations made in connection with the discharge of duties.

"License" means any license, certificate, or authorization granted by the board.

"Licensee" means any person holding a license, certificate, or authorization granted by the board.

"Practitioner" means an administrator, teacher, or other licensed professional, including an individual who holds a statement of professional recognition, who provides educational assistance to students.

"Responsibility" means a duty for which a person is accountable by virtue of licensure.

"Right" means a power, privilege, or immunity secured to a person by law.

"Student" means a person, regardless of age, enrolled in a prekindergarten through grade 12 school, who is receiving direct or indirect assistance from a person licensed by the board.

"Teacher" means any person engaged in the instructional program for prekindergarten through grade 12 children, including a person engaged in teaching, administration, and supervision, and who is required by law to be licensed for the position held.

[ARC 7979B, IAB 7/29/09, effective 9/2/09]

282—25.3(272) Standards of professional conduct and ethics. Licensees are required to abide by all federal, state, and local laws applicable to the fulfillment of professional obligations. Violation of federal, state, or local laws in the fulfillment of professional obligations constitutes unprofessional and unethical conduct which can result in disciplinary action by the board. In addition, it is hereby deemed unprofessional and unethical for any licensee to violate any of the following standards of professional conduct and ethics:

25.3(1) *Standard I—conviction of crimes, sexual or other immoral conduct with or toward a student, and child and dependent adult abuse.* Violation of this standard includes:

1. *Fraud.* Fraud means the same as defined in rule 282—25.2(272).

2. *Criminal convictions.* The commission of or conviction for a criminal offense as defined by Iowa law provided that the offense is relevant to or affects teaching or administrative performance.

1. Disqualifying criminal convictions. The board shall deny an application for licensure and shall revoke a previously issued license if the applicant or licensee has, on or after July 1, 2002, been convicted of, has pled guilty to, or has been found guilty of the following criminal offenses, regardless of whether the judgment of conviction or sentence was deferred:

1. Any of the following forcible felonies included in Iowa Code section 702.11: child endangerment, assault, murder, sexual abuse, or kidnapping;

2. Any of the following criminal sexual offenses, as provided in Iowa Code chapter 709, involving a child:

1. First-, second- or third-degree sexual abuse committed on or with a person who is under the age of 18;

2. Lascivious acts with a child;

3. Assault with intent to commit sexual abuse;

4. Indecent contact with a child;

5. Sexual exploitation by a counselor;

6. Lascivious conduct with a minor;

7. Sexual exploitation by a school employee;

8. Enticing a minor under Iowa Code section 710.10; or

9. Human trafficking under Iowa Code section 710A.2;

10. Incest involving a child as prohibited by Iowa Code section 726.2;

11. Dissemination and exhibition of obscene material to minors as prohibited by Iowa Code section 728.2;

12. Telephone dissemination of obscene material to minors as prohibited by Iowa Code section 728.15;

13. Any offense specified in the laws of another jurisdiction, or any offense that may be prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1)*"b"*(1); or

14. Any offense under prior laws of this state or another jurisdiction, or any offense under prior law that was prosecuted in a federal, military, or foreign court, that is comparable to an offense listed in subparagraph 25.3(1)*"b"*(1).

15. Other criminal convictions and founded child abuse. In determining whether a person should be denied a license or whether a licensee should be disciplined based upon any other criminal conviction, including a conviction for an offense listed in 25.3(1)*"b"*(1) which occurred before July 1, 2002, or a founded report of abuse of a child, the board shall consider:

1. The nature and seriousness of the crime or founded abuse in relation to the position sought;

2. The time elapsed since the crime or founded abuse was committed;

3. The degree of rehabilitation which has taken place since the crime or founded abuse was committed;

4. The likelihood that the person will commit the same crime or abuse again;

5. The number of criminal convictions or founded abuses committed; and

6. Such additional factors as may in a particular case demonstrate mitigating circumstances or heightened risk to public safety.

7. *Sexual involvement or indecent contact with a student.* Sexual involvement includes, but is not limited to, the following acts, whether consensual or nonconsensual: fondling or touching the inner thigh, groin, buttocks, anus or breasts of a student; permitting or causing to fondle or touch the practitioner's inner thigh, groin, buttocks, anus, or breasts; or the commission of any sex act as defined in Iowa Code section 702.17.

8. *Sexual exploitation of a minor.* The commission of or any conviction for an offense prohibited by Iowa Code section 728.12, Iowa Code chapter 709 or 18 U.S.C. Section 2252A(a)(5)(B).

9. *Student abuse.* Licensees shall maintain professional relationships with all students, both inside and outside the classroom. The following acts or behavior constitutes unethical conduct without regard to the existence of a criminal charge or conviction:

1. Committing any act of physical abuse of a student;

2. Committing any act of dependent adult abuse on a dependent adult student;

3. Committing or soliciting any sexual or otherwise indecent act with a student or any minor;

4. Soliciting, encouraging, or consummating a romantic or otherwise inappropriate relationship with a student;

5. Furnishing alcohol or illegal or unauthorized drugs or drug paraphernalia to any student or knowingly allowing a student to consume alcohol or illegal or unauthorized drugs in the presence of the licensee;

6. Failing to report any suspected act of child or dependent adult abuse as required by state law; or

7. Committing or soliciting any sexual conduct as defined in Iowa Code section 709.15(3)*"b"* or soliciting, encouraging, or consummating a romantic relationship with any person who was a student within 90 days prior to any conduct alleged in the complaint, if that person was taught by the practitioner or was supervised by the practitioner in any school activity when that person was a student.

25.3(2) *Standard II—alcohol or drug abuse.* Violation of this standard includes:

1. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs or abusing legal drugs.

2. Being on school premises or at a school-sponsored activity involving students while under the influence of, possessing, using, or consuming alcohol.

25.3(3) *Standard III—misrepresentation, falsification of information.* Violation of this standard includes:

1. Falsifying or deliberately misrepresenting or omitting material information regarding professional qualifications, criminal history, college credit, staff development credit, degrees, academic award, or employment history when applying for employment or licensure.

2. Falsifying or deliberately misrepresenting or omitting material information regarding compliance reports submitted to federal, state, and other governmental agencies.

3. Falsifying or deliberately misrepresenting or omitting material information submitted in the course of an official inquiry or investigation.

4. Falsifying any records or information submitted to the board in compliance with the license renewal requirements imposed under 282—Chapter 20.

5. Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized tests, including, but not limited to, changing test answers, providing test answers, copying or teaching identified test items, or using inappropriate accommodations or modifications for such tests.

25.3(4) *Standard IV—misuse of public funds and property.* Violation of this standard includes:

1. Failing to account properly for funds collected that were entrusted to the practitioner in an educational context.

2. Converting public property or funds to the personal use of the practitioner.

3. Submitting fraudulent requests for reimbursement of expenses or for pay.

4. Combining public or school-related funds with personal funds.

5. Failing to use time or funds granted for the purpose for which they were intended.

25.3(5) *Standard V—violations of contractual obligations.*

1. Violation of this standard includes:

1. Asking a practitioner to sign a written professional employment contract before the practitioner has been unconditionally released from a current contract, unless the practitioner provided notice to the practitioner's employing board as set forth in subparagraph 25.3(5)*"b"*(2).

2. Abandoning a written professional employment contract without prior unconditional release by the employer.

3. As an employer, executing a written professional employment contract with a practitioner which requires the performance of duties that the practitioner is not legally qualified to perform.

4. As a practitioner, executing a written professional employment contract which requires the performance of duties that the practitioner is not legally qualified to perform.

5. In addressing complaints based upon contractual obligations, the board shall consider factors beyond the practitioner's control. For purposes of enforcement of this standard, a practitioner will not be found to have abandoned an existing contract if:

1. The practitioner obtained a release from the employing board before discontinuing services under the contract; or

2. The practitioner provided notice to the employing board no later than the latest of the following dates:

1. The practitioner's last work day of the school year;

2. The date set for return of the contract as specified in statute; or

3. June 30.

25.3(6) *Standard VI—unethical practice toward other members of the profession, parents, students, and the community.* Violation of this standard includes:

1. Denying the student, without just cause, access to varying points of view.

2. Deliberately suppressing or distorting subject matter for which the educator bears responsibility.

3. Failing to make reasonable effort to protect the health and safety of the student or creating conditions harmful to student learning.

4. Conducting professional business in such a way that the practitioner repeatedly exposes students or other practitioners to unnecessary embarrassment or disparagement.

5. Engaging in any act of illegal discrimination, or otherwise denying a student or practitioner participation in the benefits of any program on the grounds of race, creed, color, religion, age, sex, sexual orientation, gender identity, disability, marital status, or national origin.

6. Soliciting students or parents of students to purchase equipment, supplies, or services from the practitioner for the practitioner's personal advantage.

7. Accepting gifts from vendors or potential vendors where there may be the appearance of or an actual conflict of interest.

8. Intentionally disclosing confidential information including, but not limited to, unauthorized sharing of information concerning student academic or disciplinary records, health and medical information, assessment or testing results, or family income. Licensees shall comply with state and federal laws and local school board policies relating to the confidentiality of student records, unless disclosure is required or permitted by law.

9. Refusing to participate in a professional inquiry when requested by the board.

10. Aiding, assisting, or abetting an unlicensed person in the completion of acts for which licensure is required.

11. Failing to self-report to the board within 60 days any founded child abuse report, or any conviction for a criminal offense listed in 25.3(1)*"b"*(1) which requires revocation of the practitioner's license.

12. Delegating tasks to unqualified personnel.

13. Failing to comply with federal, state, and local laws applicable to the fulfillment of professional obligations.

14. Allowing another person to use one's practitioner license for any purpose.

15. Performing services beyond the authorized scope of practice for which the individual is licensed or prepared or performing services without holding a valid license.

16. Falsifying, forging, or altering a license issued by the board.

17. Failure of the practitioner holding a contract under Iowa Code section 279.13 to disclose to the school official responsible for determining assignments a teaching assignment for which the practitioner is not properly licensed.

18. Failure of a school official responsible for assigning licensed practitioners holding contracts under Iowa Code section 279.13 to adjust an assignment if the practitioner discloses to the official that the practitioner is not properly licensed for an assignment.

25.3(7) *Standard VII—compliance with state law governing obligations to state or local governments, child support obligations, and board orders.* Violation of this standard includes:

1. Failing to comply with 282—Chapter 8 concerning payment of debts to state or local governments.

2. Failing to comply with 282—Chapter 10 concerning child support obligations.

3. Failing to comply with a board order.

25.3(8) *Standard VIII—incompetence.* Violation of this standard includes, but is not limited to:

1. Willfully or repeatedly departing from or failing to conform to the minimum standards of acceptable and prevailing educational practice in the state of Iowa.

2. Willfully or repeatedly failing to practice with reasonable skill and safety.

Adopted: 7.28.2016 and 8.22.2016

SCHOOL BUS PASSENGER RESTRAINTS

The district shall utilize three-point lap-shoulder belts on district school buses as required by state law. All three-point lap-shoulder belts available on district buses will be used by passengers when the vehicle is in any non-stationary gear.

Note: All Iowa school districts utilizing school buses must have a policy in place on this topic. This policy applies even to districts who contract out their bussing services with a third party.

Legal Reference: 281 I.A.C. 43.10(6)

Cross Reference: 711.7 School Bus Safety Instruction

INFORMATION SHEET ON VOLUNTARY EARLY RETIREMENT PLAN

We have records of persons taking voluntary early retirement in 2003. The amounts have differed over the years with a range of $24,367 in 2010 to $16,551 in 2008. Since 2003 we have record of 68 persons receiving voluntary early retirement (62 teachers/3 directors/3 administrators). The records become more clear in 2010 and we can capture better data. Data points since 2010 are as such:

- 43 persons (39 teachers/3 directors/1 administrator)
- Average age at early retirement is 61.
- The age range at early retirement is 79 to 55.
- Absorbed 9 positions totaling cost savings of $387,873.21
- General Fund savings totals $960,397.95 (including absorbed positions) or $572,524.74 without absorbed positions.
- District cost savings after the payouts is equal to $118,119.95.

Districts should have a clear understanding of what they are attempting to accomplish with a voluntary early retirement plan and then evaluate to see if the intended target is being met.

Was it easy to fill these positions? For the 18 positions most recently that we have data for, and as closely as we can calculate, we have had an average of 10.7 applicants per position with a range of 1 to 20 applicants. Evidence that it is highly dependent upon the position needing to be filled and the timing of the search. The principals are of the opinion that there will be some positions difficult to fill such as science, math, special education, etc. BUT they will be even more difficult if it is late in the hiring season. They advocate for a timeline that allows them to use time before Christmas break to recruit, advertise, and make contacts.

Key Considerations:

a. What categories of employees do you want to include and make sure they are clearly expressed in the plan. Directors? Administrators?
b. Years of service remaining at 15?
c. Recommend changing time frame to as early as possible in December. Need to meet lawful requirements of notification to allow for utilization of management fund which is either 30 or 45 days.
d. Communicating a clear expectation of how frequently this type of plan may be offered.

POLICY REVIEW SCHEDULE

Policies:	Month:	Board Members Assigned:
100's	October	Seth, Al, Tara
200's	November	
300's	December	
400-406	January	
407-414	February	
500-504	March	
505-508	April	
600's	May	
700's	June	
800's & 900's	July	

Middle School Board Report

Oct 7, 2019

Bill Mueller

Monthly activities

Sept 25 - Middle School Professional development

- Standard Response Protocols were reviewed for emergency situations.
- Staff wrote and discussed meaningful SMART goals along with completing their Beginning of Year Career Development Plan.
- Each department reviewed standards covered and presented student work on those standards.
- Progress monitoring tools and systems were reviewed by the Math and Language Arts departments to track students receiving Tier II and Tier III MTSS instruction.

Activities update

- Middle School Volleyball is about half-way through their season. We have 55 girls out in grades 7 and 8. Both grades are doing very well.
- Middle School Football is half-way through their season as well. 68 students make up the 7th and 8th grade teams. They both are doing well also.
- Middle School Cross country has 30 runners in grades 7 and 8. They have battled the weather with only 2 meets in so far as the others have been cancelled or rescheduled. Lindsey Sonderman has won both races for the girls.
- The 58 member Middle School Band participated in the marching parade on Saturday, September 28 in Shenandoah and Saturday, October 5 in Clarinda.
- We had 10 Middle School Special Olympians participate in the bowling competition at the Thunderbowl in Council Bluffs.
- The Middle School Student Council volunteered at the Special Olympics Bowling competition in Council Bluffs.
- Students are creating teams to participate in the Battle of The Books Competition later this year.
- Mrs. Spangenberg and 15 students volunteered at the Feed Our Starving Children meal packaging event held on September 20th at Veteran's Memorial Building here in Harlan.

High School Board Report
Oct 7, 2019
Scott Frohlich

Monthly activities

Sept 25 - High School Professional development plans

- AEA Reading consultant (Jenna Hucka) had a conversation about reading comprehension strategies and the effect size from strategy to strategy.
- Staff wrote and discussed meaningful SMART goals
- Staff discussed high school communication building goals
- Staff discussed enrichment activities for each department during MTSS
- Staff attended De-Escalation Training (part ll) in the afternoon.
- The high school teachers are currently submitting electronic PLC meeting notes and action plans on a weekly basis. The lead Team will analysis the PLC action plans.

Sept 28 - The High School Student Council did an excellent job organizing and managing all of the Homecoming festivities. The band, flags, dance and cheehave had excellent displays at games and homecoming festivities.

- Ray Porter DJ the dance - Students had a GREAT time!

Oct 3 - National Honor Association Inductions - 7:00 high school auditorium.

- 19 Juniors
- 7 Seniors

Oct 8 - Lunch and Learn with the high school instructional coach. Tanya Bruck leads instructional conversations with teachers monthly during lunchtime.

HCHS seniors honored for their leadership - Justina Borgman, Lucy Borkowski, and Bobbie Schechinger recognized by the Greater Omaha Council Bluffs Area Council on Youth Leadership Youth Salute for being outstanding leaders.

Activities update

- Varsity Volleyball sits at 9-14 heading into October but have shown flashes of their potential by defeating state-ranked Kuemper and Sidney during their difficult schedule.

- It should be noted that the 9th grade VB team has had much success, including multiple tournament championships
- Varsity Football is 4-1 and 1-0 in district play
- JV Football has lower-than-usual numbers but have battled tough and the freshmen have enjoyed much success
- The girls cross country team won the Cyclone Invite while also producing the individual champion (Lucy Borkowski). The girls have several team wins on the year.
- The boys CC team placed second at our home meet with our top 5 runners all in the top 40.
- As a district, we received much praise for the operation of our home meet and we would like to thank the many volunteers needed for the event
- Our JV runners have been very competitive and continue to improve
- The Cyclone Band participated in the Creston Days Parade and received many compliments.
- FFA won the Southwest Soil Judging Contest out of 27 teams, along with several individual place winners
- The Special Olympians participated in the bowling competition at the Thunderbowl in Council Bluffs.

It's been a busy six weeks!

HARLAN COMMUNITY SCHOOL DISTRICT
ANNUAL DISTRICT PRIORITIES
July 2019 – June 2020
*First Quarter Review

FOCUS AREA: FINANCIAL PLANNING

DISTRICT PRIORITY: Maximize district resources to provide quality facilities and educational programs.

OBJECTIVES TO ADDRESS PRIORITY:

1. HCSD will monitor the financial health of the district, ensuring accountability and transparency in board making decisions.
2. HCSD will ensure that the district budget aligns with district goals.
3. HCSD will continue to develop the capacity for financial optimization.

ACTION STEPS:

1. Identify work related efficiencies through the review and revisions of job descriptions.
   *Contacted other school agencies to obtain copies of their job descriptions and researched some online
   *Met with heads of departments and district-level employees to better understand their job duties
2. Identify and implement processes and procedures that will promote accountability and transparency.
   *Added attachments to the board packets online for patron/public accessibility
   *Created video for upcoming ISL and PPEL
   *All board members using district email and google docs for improved communication which enhances accountability and transparency within the organization
   *Additional financial information in monthly board packet beginning October 21
3. Identify the critical facility and programming needs of the district.
   *Meeting on 9/18/19 with head of maintenance, principals, and head custodians to plan for identification of needs.

FOCUS AREA: COMMUNITY ENGAGEMENT

DISTRICT PRIORITY: Maximize transparent communication by providing meaningful feedback and input opportunities toward continuous improvement efforts to strengthen family, school, and community partnerships.

OBJECTIVES TO ADDRESS PRIORITY:

1. HCSD will enhance our communication process to inform and engage stakeholders in our community.
2. HCSD will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.

ACTION STEPS:

1. Examine current practices to promote community engagement efforts designed to gather information from stakeholders that will assist in informing the board on the targeted needs of the district.

2. Examine current practices to identify areas in which HCSD can enhance the dissemination of information to stakeholders.
   *Reviewing uses of our current use of alert system to send communications, email communications from Powerschool, publication of handbooks and manner in which campuses disseminate information
3. Increase the social media presence of the district.
   *Collecting login information for all district related social media accounts
   *Activated a HCSD Cyclone Activities twitter account
   *Elementary twitter account

FOCUS AREA: FACILITIES

DISTRICT PRIORITY: Provide quality facilities to allow for continuous improvement and benefit to students in educational and extracurricular programs.

OBJECTIVES TO ADDRESS PRIORITY:

1. HCSD will provide a safe and secure learning environment.
2. HCSD will identify and prioritize existing facility needs.

ACTION STEPS:

1. Develop a process to evaluate and inform school safety needs.
   * Initiated a committee to start reviewing district safety plans and programming. The committee has met once and attended two regional safety trainings
   *Gathering information regarding campus procedures
2. Examine existing facility needs and challenges and develop a plan to address identified needs.
   *Meeting on 9/18/19 with head of maintenance, principals, and head custodians to plan for identification of needs.
   * Met with representatives from CMBA Architects to review the Master Planning and obtaining additional documents from the study
   *Met with Trane representatives to discuss current maintenance plan and elementary chillers
3. Maximize the use of energy efficient technology to save money over time.

FOCUS AREA: STUDENT PERFORMANCE

DISTRICT PRIORITY: Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.

OBJECTIVES TO ADDRESS PRIORITY:

1. HCSD will consistently perform above the state and GHAEA averages on the new Iowa Assessment at all grade levels utilizing a 5-year average.
2. Maintain cohort graduation rates of 94% or higher.
3. Identify ways in which we can enhance student's knowledge and exposure to emerging technologies and technical career opportunities.

ACTION STEPS:

1. Research and develop an articulated curriculum cycle.
2. Develop and articulate curriculum that is aligned with Iowa State Standards.
   *Math, Science and English have identified essential standards that all students will master in each course at the high school.
   *Lisa is working on putting Iowa Core Standards into PowerSchool so that K-5 teachers can tie assignments to a standard. This is part of the implementation of standards based report card

3. Practice data-informed program and instructional planning in the implementation of Tier II and Tier III Interventions.
   *The elementary school lead team and MTSS Cadre has researched and developed an MTSS handbook that is being implemented in the area of literacy.
   *The elementary Math Cadre has been established in order to study mathematical practices for Tier I, Tier II, and Tier III interventions.
   * Professional development was/is provided to elementary staff members who are delivering the instruction of interventions. The training components included Phonics and Phonological Awareness.

   *High school uses common formative data to group our MTSS session in which students sign up on an as-needed basis or they are invited to the department teacher.
   *High school MTSS sessions include Tier II, Tier III, and enrichment. The majority of the MTSS sessions are targeting Tier ll and enrichment.
   *High school has daily PLC for teachers to create a formative assessment, analyze formative student performance data and discuss effective teaching strategies, which are used during interventions.

   *Middle school Lang. Arts and Math departments have developed progress monitoring systems to track those students receiving Tier II and Tier III interventions/instruction and their progress.
   *Each department is reading/watching and discussing articles/webinars monthly that contain research based strategies for their curricular area in the Middle School.

4. Implement a district-wide (common) data management system where data analysis informs instruction to ensure student achievement growth.
   *Personnel have listened to presentations on PowerSchool Unified Classroom, Panorama, and Midas software

LYNN JOHNSON
2019-2020 GOALS

SUPERINTENDENT ANNUAL GOAL #1

Goal Statement: The Superintendent will increase trust, transparency and visibility in schools and community.

Board Priority: Maximize transparent communications by providing meaningful feedback and input opportunities toward continuous improvement efforts to strengthen family, school, and community partnerships.

Action Steps	Timeline	Measureable Progress Indicator	Evidence Collected
Increase opportunity to promote the district image and advocate for the district • Increase communication through media sources (Twitter, webpage, newspaper, Facebook, radio) • Revise website to increase usability • Standardize District Social Media Accounts • Start a District Facebook Page	July – June	Media Postings Social Media Postings Facebook Evidenced	• Lisa Swanson is collecting information on all school related accounts • Davis has established an Activities Twitter Account
Maintain positive working relationship with the members of the media, etc. • Work with local newspaper on articles • Increase positive program information through local TV, radio and newspaper	July – June	Articles Marketing to media	• ISL/PPEL recording with Brian and Amy • Maintain weekly call with radio
Maintain and/or strengthen relationships with key stakeholders and members of government, business and service • Attend local business meetings, ventures • Hold a Key Communicator Coffee • Visit the businesses and stakeholder of the district	July – June	Log of attendance Date/Agenda for coffee Log of Meetings	
Increase personal knowledge and understanding of Harlan Community School District • Meet with community members • Engage community at school events	July – June	Calendar of dates	• Calendar log supplied
Ensure ongoing, open, clear and consistent communication with all stakeholders and groups inside and out of the district • Be visible at school and local events throughout the school year	July – June	Calendar of dates	• Calendar log supplied

SUPERINTENDENT ANNUAL GOAL #2

Goal Statement: The Superintendent with the Board, will review, update and adjust the Board Policy Manual.

Board Priority: Develop and implement plans using instructional best practices, formative summative assessments, and student data to ensure that all students are college and career ready.

Action Steps	Timeline	Measureable Progress Indicator	Evidence Collected
Work with the board and leadership to revise all district policies • Establish timeline for revision • Create a system to monitor continuity of completion	July – June	Policies Revisions	• Created a schedule for review • Started the policy review process

SUPERINTENDENT ANNUAL GOAL #3

Goal Statement: The Superintendent will ensure effective governance and enhance system efficiencies.

Board Priority: Maximize district resources to provide quality facilities and educational programs.

Action Steps	Timeline	Measureable Progress Indicator	Evidence Collected
Increase financial understanding and awareness of stakeholders • Expand the scope of financial information provided in board packets • Provide the board additional training on finances and budgets • Provide internal stakeholders with additional training and information on finances, budgets, and payroll	July – June	Meetings with internal stakeholders on payroll Financial and budget information provided to leadership committee Financial information in board packet	• Time clock, payroll and contract training for associates 8/23 & 8/26 • Starting additional financial information in October 21 board packet • Board and Adm email on Finance Info ISFIS 8/9 • Principals updated on discretionary funds • TQC provided fund information
Develop practices and procedure that promote efficiencies • Develop job descriptions for all positions • Evaluate alignment of departments using job descriptions and industry standards • Review standard protocols for procedural practices within the departments	July 2019-June 2021	Revised job descriptions Documentation on department efficiencies Documentation of revised procedural practices	

SUPERINTENDENT ANNUAL GOAL #4

Goal Statement: The Superintendent will review facility needs and create informal needs assessment.

Board Priority: Provide quality facilities to allow for continuous improvement and benefit to students in educational and extracurricular programs.

Action Steps	Timeline	Measureable Progress Indicator	Evidence Collected
Create a master list of facility needs • Review industry custodial standards • Meet with director of maintenance and head custodians to coordinate efforts, perform facility reviews and create list • Create annual calendar for custodial and maintenance	July – June	Meetings with Director and Custodial staff	• Initial meetings with campus and district wide custodial staffs on 7/24,8/15,9/5,9/18, • Created shared google drive to share information
Develop practices and procedure that promote efficiencies • Develop job descriptions for all positions • Evaluate alignment of departments using job descriptions and industry standards • Review standard protocols for procedural practices within the departments	July 2019-June 2021	Revised job descriptions Documentation on department efficiencies Documentation of revised procedural practices	

SUPERINTENDENT ANNUAL GOAL #5

Goal Statement: The Superintendent will work with leadership to develop a vertically aligned district assessment plan.

Board Priority: Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all student are college and career ready.

Action Steps	Timeline	Measureable Progress Indicator	Evidence Collected
Develop a vertically aligned district assessment plan. • Work with leadership to determine team configuration • Work with district team to determine plan of action • Review best practice research	July – June	Team Configuration Minutes from meetings	• Discussed in Adm. Meetings • Mtg scheduled with Adm and Instructional Coaches on 10/9

SUPERINTENDENT ANNUAL GOAL #6

Goal Statement: The Superintendent will establish a fiscally responsible budget for the school district.

Board Priority: Maximize district resources to provide quality facilities and educational programs.

Action Steps	Timeline	Measureable Progress Indicator	Evidence Collected
Regular communication with the board of education (Finance Committee) and SBO • Training and information documentation provided board for greater understanding	July – June	Trainings Evidence of Documentation	• ISFIS Training Documents provided board via email
Monitor and review revenues and expenditures for the district • Monthly updates to board • Board meeting documents to communicate with community • Investigate other ways to communicate with community	October - June	Board documents	• Financial information in board documents starting October 21
Work collaboratively with administration team to construct a 2020-2021 budget for review by the Board and the public during board meetings/hearing for approval by the Board	January - June	Presentation of preliminary budget	
Ensure school site administrators are provided opportunities to provide input on the budget priority process			