



Minutes
Ankeny School Board Meeting
September 19, 2022
5:00 PM

Please turn off cellular phone during the meeting. Thank you.

Members Present

Ryan Weldon - President
Aaron Johnson - Vice President
Sarah Barthole
Joy Burk
Katie Claeys
Joshua Palik
Amy Tagliareni

Board Members Absent

Others in Attendance

Sandi Rankin
Dr. Jen Lindaman
Jason Gibson
Al Neppi
Shelly Northway
Susan Tarasi
Carol Eddy
Steve Van Gundy
Jodie Graham
Jennifer Jamison
Beverly Kuehn
Kimberly Reicks
Jessica Dirks
Darnell Loatman
Ben Muller
Lisa Greenfield
Taylor Bennett
Tammi McClain
Brian Freeseaman
Deana Hill
Kathy Shannon
Kim Sidwell-Frame
Jamie Eagan
Jacob Eagan
Tim Simpkins
Mike Eagan
Tara Owen
Carol Eddy
Jennifer Jamison
Jessica Dirks
Sarah Murphy
Dr. Erick Pruitt
Dr. Darin Haack
Jon Davis
Jemma Bullock
Samantha Aukes
Shannon Cole

1. Call To Order

a. Board Meeting Location

The Board meeting will be held in the west gym at Prairie Ridge Middle School located at 1010 NW Prairie Ridge Drive, Ankeny, IA 50023.

b. The Work Session will begin at 5:00pm with the Regular Board Meeting to follow at 6:00pm

2. Approval Of Agenda

On a motion by Sarah Barthole and seconded by Aaron Johnson, it was RESOLVED: The board approved a motion to approve and accept this agenda with an amendment to item 8d, personnel report and items 14b and c, closed session - student, to reflect corrected Iowa code verbiage for going into closed session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

3. Work Session

a. Standards for Computer Science and Math

4. Board Meeting Access

a. Board Meeting Access

Livestream: www.YouTube.com/AnkenySchools

5. Pledge of Allegiance

6. Recognitions

7. Communication From The Public

a. Lisa Greenfield - Indoor Air Quality Improvement

8. Consent Agenda

a. Minutes

- Regular Board Meeting Minutes September 6, 2022
- Retreat Board Meeting Minutes September 6, 2022

b. Open Enrollment

c. Paid Bills

d. Personnel Report - Amended

e. Travel Request: ACHS Marching Band to New York City, NY, November 9-13, 2023

f. Approval of Consent Agenda

On a motion by Aaron Johnson and seconded by Sarah Barthole, it was RESOLVED: The board approved a motion to approve and accept these consent agenda items as recommended.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

9. Information Only

a. Facilities & Finance Committee Minutes - August 2022

b. Policy Committee Meeting Minutes - August 2022

c. Open Enrollment

10. Old Business

a. Contracts and Agreements

NEW

- CultureAll, Inc - Parkview Middle School - September 28, 2022 - November 9, 2022 for \$2,500.00
- MOU with MENTOR and the Office of Juvenile Justice and Delinquency Prevention have established the National Mentoring Resource Center - No Cost
- The Snow Company, LLC - 2022-23 School Year - Centennial High School, Northview Middle School, Prairie Ridge Middle School and the Bus Barn - Cost varies on amount of snow
- Perficut Snow Removal - 2022-23 School Year - Southview Middle School, Parkview Middle School/Terrace Learning Center and Ankeny High School - Cost varies on amount of snow
- Steven Shanley - Professional Services Agreement - Centennial High School Marching Band Music Arrangement - June 1, 2022 - Sept. 1, 2022 for \$1,250.00+
- Jim Hudson - Professional Services Agreement - Centennial High School Drill Designer - June 1, 2022 - Sept. 1, 2022 for \$2,500.00
- Savvas Learning Company, LLC - 2022-23 School year for \$21,937.28
- Music First Software - Student and Teacher Licenses - August 29, 2022 - August 28, 2023 for \$423.00
- Hy-Vee Professional Services Agreement - Food Truck at ParkView on Sept. 9, 2022 - No Cost
- Ninja U, LLC - Site-based Learning Experience for BEYOND Program - Sept. 6, 2022 - Sept. 6, 2023 at No Cost
- Hawkeye Stages - \$19,682.50
- Kids Hope - Sept. 19, 2022 - June 30, 2023 - No Cost
- Savvas Learning Company, LLC - AP Math - 2022-23 School year for \$7870.50
- Mainstreet Bakery & Cafe, LLC - Site-Based Learning Assignment for BEYOND Program - No Cost
- Midwest DJ's - AHS Homecoming - Oct. 1, 2022 for \$2,195.00
- Traveling Photo Booth - Professional Service Agreement - AHS Homecoming Oct. 1, 2022

RENEWAL

- CommonLit - Renewal Subscription for Northview Middle School for FY22-23 for \$1,750.00
- ESGI, LLC - Software Assessment Renewal for Preschool - 2022-23 School Year for \$3,136.00
- Hudl (Agile Sports Technologies, Inc.) Software Renewal - Sept. 15, 2022 - Sept. 14, 2023 for \$15,200.00/ACHS and \$13,850/AHS

CONSTRUCTION

- Substantial Completion for the Ankeny High School and Ankeny Centennial High School Additions
- Final Acceptance and Completion - Ankeny High School and Ankeny Centennial High School Additions

On a motion by Joy Burk and seconded by Aaron Johnson, it was RESOLVED: The board approved a motion to approve and accept the contracts and agreements as recommended.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

b. Construction Change Orders

On a motion by Aaron Johnson and seconded by Joy Burk, it was RESOLVED: The board approved a motion to approve and accept the construction change orders as presented.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

c. Policies - 2nd and Final Reading

- 302.21 District Administrative Positions: *Changes to streamline and align with current practice*
- 302.22 Directors for District Wide Functions: *Deletion due to merger with 302.21*
- 302.20 Administrative Cabinet: *Deletion due to merger with 302.21*
- 1003.20 Gifts to Unit Personnel: *Changes for clarity and consistency*
- 400.06 Gifts to Employees: *Deletion due to merger with 302.21*
- 801.50 Public Hearing on the Budget: *Minor typographical changes for clarity and consistency*
- 801.60 Budget Adoption by the Board: *Minor typographical changes for clarity and consistency*
- 802.90 Classification of Accounts: *Minor typographical changes for clarity and consistency*
- 902.13 Access to District Buildings and Grounds: *Minor typographical changes for clarity and consistency*
- 1000.00 Principles and Objectives for Community Relations: *Changes for clarity and consistency*
- 1004.30 Visitors to School District Buildings and Sites: *Changes to explicitly clarify expectations for visitors to district property/ events*
- 1004.33 Volunteers: *New policy separated from 1004.30 to explicitly clarify expectations for volunteer engagement*
- 903.40 Public Conduct on School Premises: *Changes to explicitly clarify distinction between visitors, volunteers, and spectators/ guests for district activities*

On a motion by Aaron Johnson and seconded by Sarah Barthole, it was RESOLVED: The board approved a motion to approve and accept the policies, second and final reading, as presented. Policies are for immediate implementation upon second and final reading.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

11. New Business

a. Approve 6-12 Math and Computer Science Standards

On a motion by Aaron Johnson and seconded by Joshua Palik, it was RESOLVED: The board approved a motion to approve and accept the 6-12 math and computer science standards as recommended.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

12. Board Member Reports

Director Palik appreciates all the information shared tonight.

Director Claeys is looking forward to the Hawk/Jag 5k on Saturday. She is visiting the AHS journalism class tomorrow and is scheduled in October to visit the Teacher Academy class. She hopes AHS and ACHS students enjoy homecoming this week and next.

Director Tagliareni attended and Ankeny Community Network event yesterday. She thought it was a great event and very positive. She will be participating in the Hawk/Jag 5k on Saturday and they are still looking for volunteers if anyone is interested. She congratulated Prairie Trail for being named a National Blue Ribbon school. She is going to visit the AHS journalism class on Thursday and wishes all the students a safe homecoming.

Student board member Bullock is working on outreach at AHS. She wants to find out what students in her building want the school board to know about.

Student board member Bennett attended a meeting on diversity and got to hear from a lot of students. She appreciated their unique perspective.

Director Barthole congratulated Prairie Trail Elementary on their award. She is looking forward to the first calendar committee meeting.

Director Burk is attending an AHS journalism class on Thursday.

Director Johnson attended his first Facility and Finance meeting. He also participated in the Long-range Facility Planning meeting. He believes there are lots of things to learn and think about after participating in that meeting.

Director Weldon attended the Long-range Facility Planning meeting and thanked Dr. Haack for doing an excellent job facilitating that meeting. He is impressed by the level of involvement across our community and enjoyed seeing all the new faces at that meeting.

13. Superintendent Reports

Dr. Pruitt reminded community members about the VIPS program and shared that our school district is aspiring to reach the goal of one million volunteer minutes logged this school year. He's sure we will reach that with the huge amount of support that we have in our community. He attended the Long-range Facility Planning committee meeting. Soon, an Innovative Secondary Task Force will be starting where he will be meeting with community and staff members to talk about what our secondary schools look like in the future. Dr. Pruitt congratulated Prairie Trail on being named a National Blue Ribbon school.

14. Closed Session

a. Closed Session - Confidential Records

On a motion by Joshua Palik and seconded by Aaron Johnson, it was RESOLVED: The board approved a motion to hold a closed session as provided in section 21.5(1)(a) of the open meetings law to review or discuss records which are required or authorized by state or federal law to be kept confidential or to be kept confidential as a condition for that governmental body's possession or continued receipt of federal funds. (Roll Call Vote) The board went into closed session at 7:20pm. Any action taken from closed session will take place in open session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Aaron Johnson and seconded by Katie Claeys, it was RESOLVED: The board approved a motion to reconvene into open session at 8:51pm.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Aaron Johnson and seconded by Joy Burk, it was RESOLVED: The board approved a motion to approve a request for waiver of the athletic ineligibility period with approval of the receiving district pursuant to Iowa code 282.18(11)(a)(10).

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni.

Motion carried 6 - 0.

Directors abstaining from vote: Weldon.

b. Closed Session - Student

On a motion by Sarah Barthole and seconded by Joy Burk, it was RESOLVED: The board approved a motion to hold a closed session as authorized by section 21.5(1)(e) of the open meetings law to discuss whether to conduct a hearing or to conduct hearings to suspend or expel a student. (roll call vote) The board went into closed session at 8:53pm. Any action from closed session will take place in open session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Aaron Johnson and seconded by Amy Tagliareni, it was RESOLVED: The board approved a motion to reconvene into

open session at 9:08pm.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Aaron Johnson and seconded by Joy Burk, it was RESOLVED: The board approved a motion to approve the agreement as presented in closed session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

c. Closed Session - Student

On a motion by Sarah Barthole and seconded by Joy Burk, it was RESOLVED: The board approved a motion to hold a closed session as authorized by section 21.5(1)(e) of the open meetings law to discuss whether to conduct a hearing or to conduct hearings to suspend or expel a student. (roll call vote) The board went into closed session at 9:09pm. Any action from closed session will take place in open session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Sarah Barthole and seconded by Joy Burk, it was RESOLVED: The board approved a motion to reconvene into open session at 9:15pm.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Sarah Barthole and seconded by Aaron Johnson, it was RESOLVED: The board approved a motion to approve the agreement as presented in closed session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

15. Adjournment

On a motion by Katie Claeys and seconded by Amy Tagliareni, it was RESOLVED: The meeting was adjourned at 9:15pm.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

Respectfully Submitted,

Board President

Board Secretary



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Standards for Computer Science and Math

ATTACHMENTS:

File Name	Description	Type	Upload Date
Board Presentation Secondary Math Comp Sci.pdf	Com Sci & Math Standards	Support Document	9/13/2022



ANKENY
COMMUNITY SCHOOL DISTRICT

Secondary Math & Computer Science Proposed Adoption

(6-12 Math & 8-12 Computer Science)

Page 7 of 382



Purpose

- To provide information regarding the curriculum process as it pertains to 8-12 Computer Science & 6-12 Math.
- To share a recommendation for prioritized standards in order to deliver secondary computer science & math curriculum.
- To seek approval to implement the computer science & math curriculum recommendation.



Curriculum Teams

- Curriculum Advisory Team
 - Guides, Facilitates & helps modify the curriculum process
- Curriculum Leadership Team
 - Provides feedback, helps complete curriculum tasks, communication liaison with teachers outside of review.





Current State

Computer Science

- Multiple courses offered
- Missing clear pathways
- Not aligned with newly developed standards

Math

- Multiple courses offered
- Missing clear pathways
- Vertical alignment needs



Grade Level	Spring 2019	Spring 2020	Spring 2021	Spring 2022
3	86%	N/A	83%	TBD
4	88%	N/A	81%	TBD
5	87%	N/A	84%	TBD
6	83%	N/A	79%	TBD
7	87%	N/A	79%	TBD
8	83%	N/A	80%	TBD
9	83%	N/A	81%	TBD
10	87%	N/A	77%	TBD
11	84%	N/A	79%	TBD

New Computer Science Standards

- Unpacking/Pedagogy
- Course designations
- Prioritization



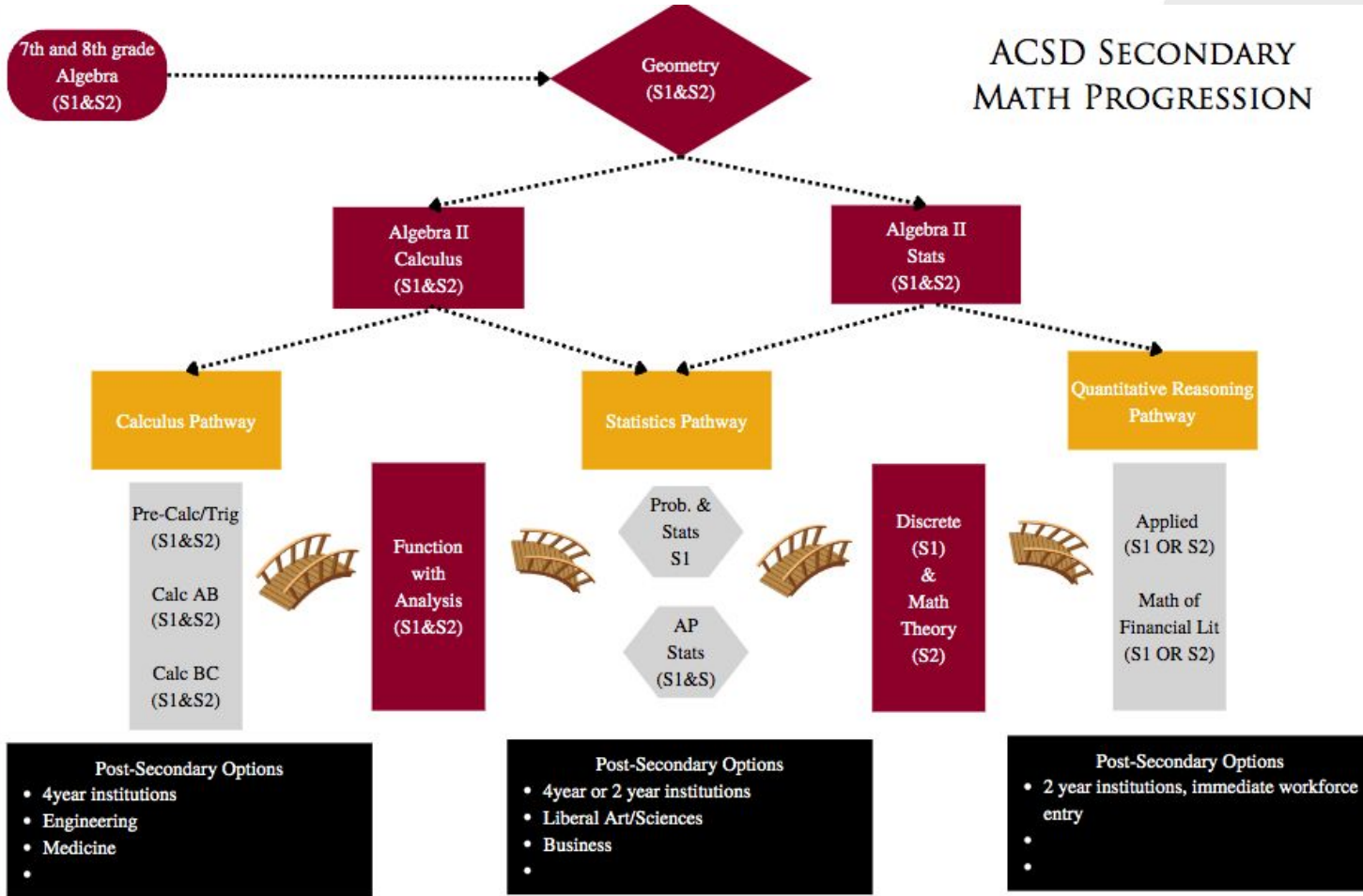
New Math Standards

- Unpacking/Pedagogy
- Course designations
- Prioritization



Math Pathways

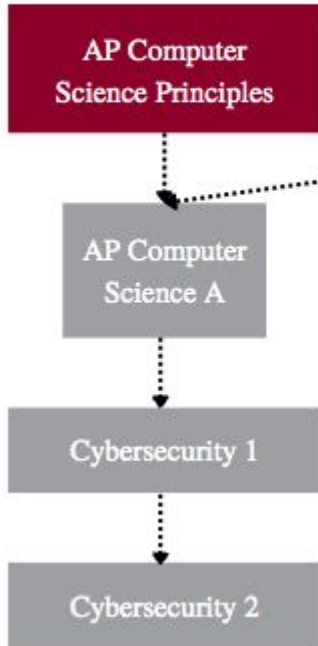
ACSD SECONDARY MATH PROGRESSION



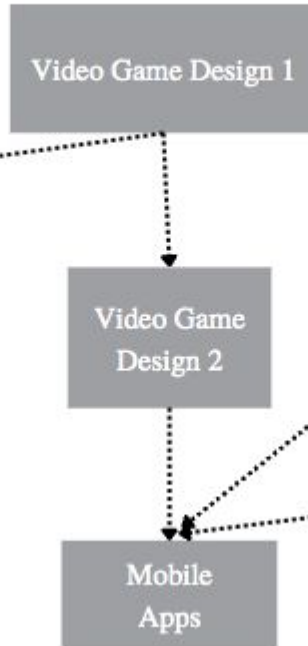


ACSD COMPUTER SCIENCE PATHWAYS

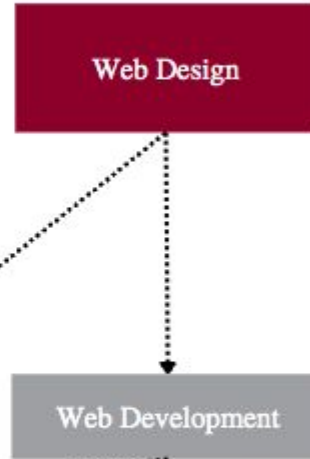
Computer Science Pathway



Programming Pathway



Web Design Pathway





ANKENY
COMMUNITY SCHOOL DISTRICT

Computer Science Activity





Next Steps

- Performance Scales
- Scope & Sequence
- Continued Learning around Pedagogy



Implementation

- Scheduled for the 23-24 School Year
- Continued learning around pedagogy
- Monitoring processes
 - “Look for” documents
 - Implementation Walk-throughs



ANKENY
COMMUNITY SCHOOL DISTRICT

Secondary Math & Computer Science Proposed Adoption

(6-12 Math & 8-12 Computer Science)

Page 19 of 382



Purpose

- To provide information regarding the curriculum process as it pertains to 8-12 Computer Science & 6-12 Math.
- To share a recommendation for prioritized standards in order to deliver secondary computer science & math curriculum.
- To seek approval to implement the computer science & math curriculum recommendation.



Curriculum Teams

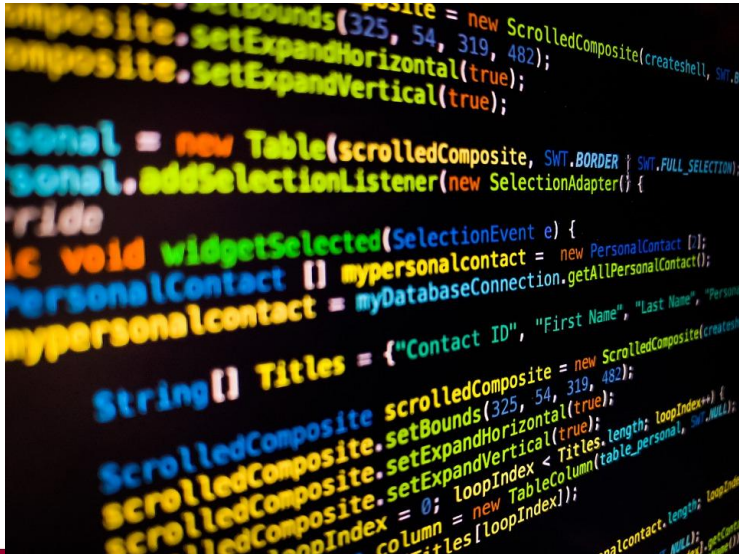
- Curriculum Advisory Team
 - Guides, Facilitates & helps modify the curriculum process
- Curriculum Leadership Team
 - Provides feedback, helps complete curriculum tasks, communication liaison with teachers outside of review.



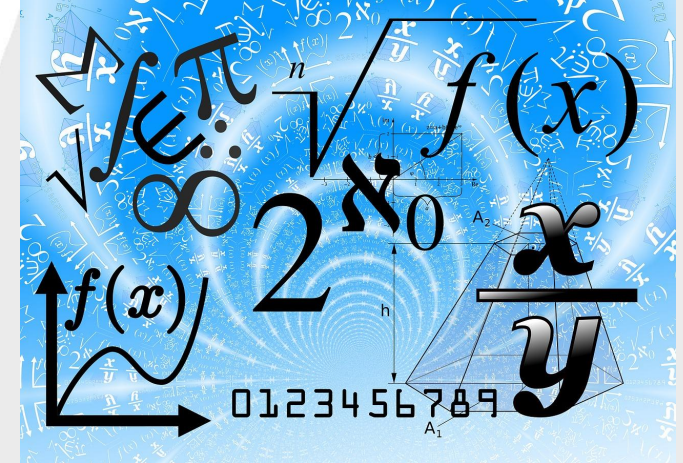


Computer Science

- Multiple courses offered
- Missing clear pathways
- Not aligned with newly developed standards



Current State



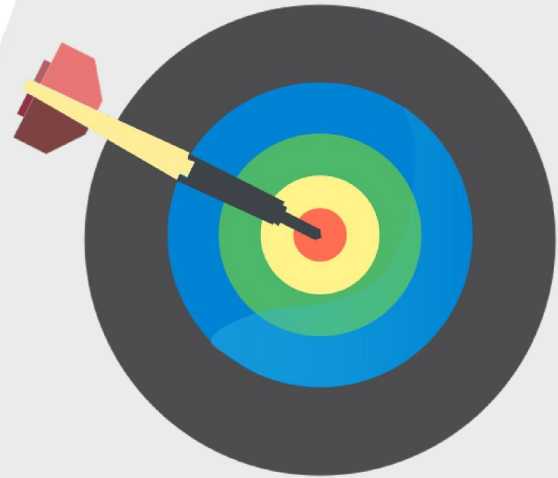
Math

- Multiple courses offered
- Missing clear pathways
- Vertical alignment needs



Desired State

- Standards aligned with appropriate vertical articulation
- Clear Pathways through secondary courses
- Clear delineation of post-secondary options





Grade Level	Spring 2019	Spring 2020	Spring 2021	Spring 2022
3	86%	N/A	83%	TBD
4	88%	N/A	81%	TBD
5	87%	N/A	84%	TBD
6	83%	N/A	79%	TBD
7	87%	N/A	79%	TBD
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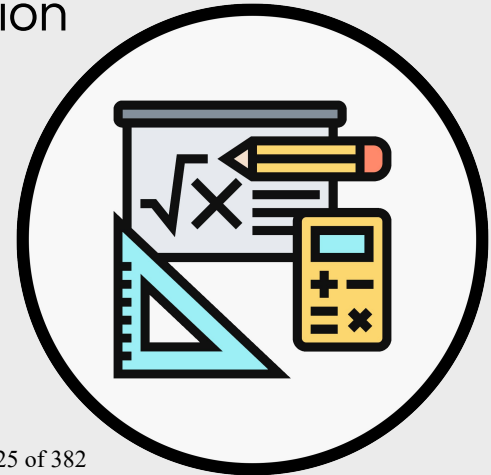
New Computer Science Standards

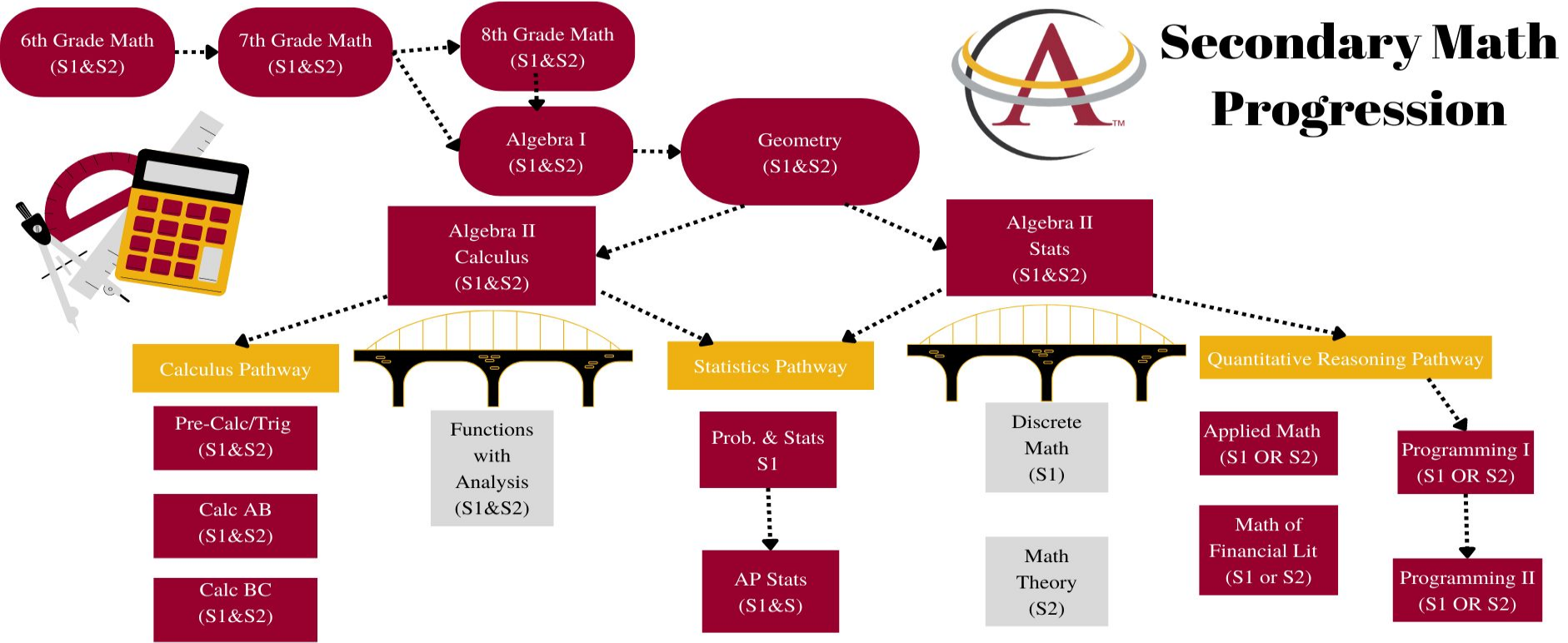
- Unpacking/Pedagogy
- Course designations
- Prioritization



New Math Standards

- Unpacking/Pedagogy
- Course designations
- Prioritization





Aligned Post-Secondary Options

- 2 or 4 year institutions, immediate workforce entry

Aligned Careers

- Engineering
- Traditional or Veterinary Medicine
- Architecture
- Software Developer

Aligned Post-Secondary Options

- 2 or 4 year institutions, immediate workforce entry

Aligned Careers

- Business
- Education
- Agriculture
- Law/Criminal Justice

Aligned Post-Secondary Options

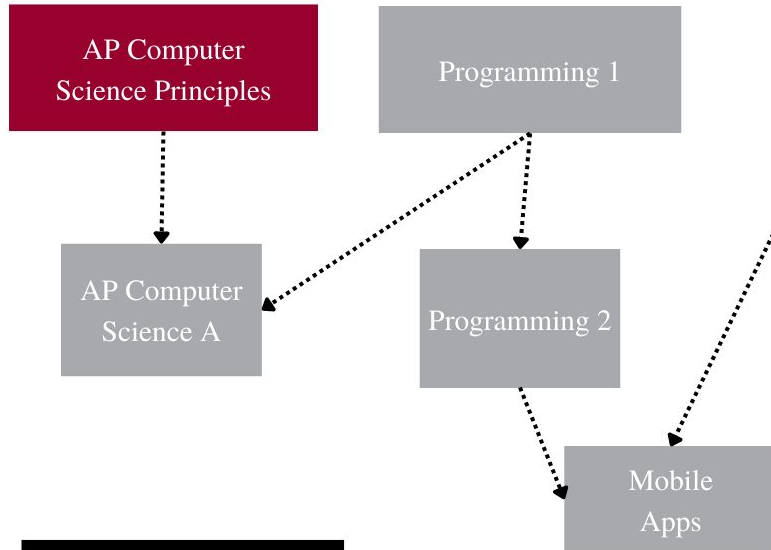
- 2 or 4 year institutions, immediate workforce entry

Aligned Careers

- Construction
- Electrician
- Diesel Tech
- Surgical Tech

ACSD Computer Science Pathways

Programming Pathway

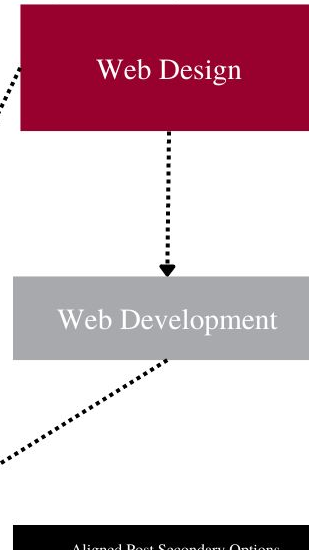


Aligned Post Secondary Options
2 or 4 year institutions
Immediate workforce entry

Aligned Careers

- Mobile Application Developer
- Software Engineer
- Systems Architect
- Data Engineer
- Game Developer
- IT Consultant
- Computer Systems Analyst
- Agile Software Scrum Master
- Bioinformatics Scientist

Web Design Pathway

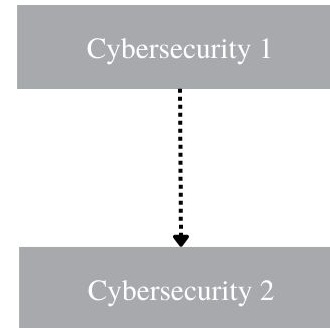


Aligned Post Secondary Options
2 or 4 year institutions
Immediate workforce entry

Aligned Careers

- Web Developer
- Full Stack Web Developer
- Desktop Publisher
- Web Content Administrator
- Mobile Application Developer
- Video Game Developer
- Multimedia Programmer
- UX designer/researcher

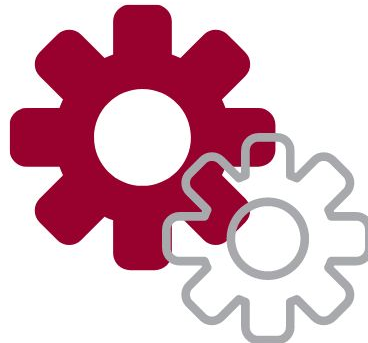
Cybersecurity Pathway



Aligned Post Secondary Options
2 or 4 year institutions
Immediate workforce entry

Aligned Careers

- Cybersecurity Analyst/Engineer
- Cybersecurity Specialist
- Vulnerability Analyst
- Systems Engineer
- Network Security Architect
- Malware Analyst
- Computer Forensics Analyst
- Information Security Analyst
- Cryptography Engineer





Computer Science Activity

- Karen O'Loughlin & Steve VanGundy are present to lead the board in a Computer Science Activity.

[CodeHS](#)



Next Steps

- Resource Selection
- Performance Scales
- Scope & Sequence
- Continued Learning around Pedagogy



Implementation

- Scheduled for the 23-24 School Year
- Continued learning around pedagogy
- Monitoring processes
 - “Look for” documents
 - Implementation Walk-throughs



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Minutes

Extended Information:

- Regular Board Meeting Minutes September 6, 2022
- Retreat Board Meeting Minutes September 6, 2022

ATTACHMENTS:

File Name	Description	Type	Upload Date
Retreat Minutes Only 9.6.22.pdf	Retreat Minutes 9.6.22	Support Document	9/15/2022
Minutes with consent agenda 9.6.22.pdf	Regular Meeting Minutes 9.6.22	Support Document	9/15/2022



ANKENY
COMMUNITY SCHOOL DISTRICT

The Ankeny Community School District engages all students in an educational experience that equips them with the skills to flourish in and contribute to an ever-changing world.

Minutes
Retreat Board Meeting
September 6, 2022
3:30 PM

Please turn off cellular phone during the meeting. Thank you.

1. Call To Order

The board member retreat was held at Kirkendall Library, 1250 SW District Dr., Ankeny, IA 50023.

a. Board Members Present

Ryan Weldon - President
Aaron Johnson - Vice President
Sarah Barthole
Joy Burk
Katie Claeys
Joshua Palik
Amy Tagliareni

b. Others in Attendance

Sarah Murphy
Dr. Erick Pruitt
Lou Ann Gvist
Tammi Drawbaugh
Tiffany Rudd

c. Approval of Agenda

On a motion by Sarah Barthole and seconded by Joshua Palik, it was RESOLVED: The board approved a motion to approve and accept the agenda as recommended.
Directors Voting in favor of the motion: Ayes: Barthole, Burk, Johnson, Palik, Tagliareni, Weldon.
Motion carried 6 - 0.

2. Information Only

a. Governance

b. Management Roles and Responsibilities

c. Effective Communication and Decision-making

3. Adjournment

On a motion by Katie Claeys and seconded by Joy Burk, it was RESOLVED: The meeting was adjourned at 5:37pm.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

Respectfully Submitted,

Board President

Board Secretary



ANKENY
COMMUNITY SCHOOL DISTRICT

The Ankeny Community School District engages all students in an educational experience that equips them with the skills to flourish in and contribute to an ever-changing world.

Minutes
Ankeny School Board Meeting
September 6, 2022
6:00 PM

Please turn off cellular phone during the meeting. Thank you.

Members Present

Ryan Weldon - President
Aaron Johnson - Vice President
Sarah Barthole
Joy Burk
Katie Claeys
Joshua Palik
Amy Tagliareni

Board Members Absent

Others in Attendance

Dr. Erick Pruitt
Sarah Murphy
Samantha Aukes
Dr. Jen Lindaman
Jennifer Jamison
Dr. Darin Haack
Tim Simpkins
Susan Tarasi
Jodie Graham
Darnell Loatman
Thomas Bullock
Lori Bullock
Gemma Bullock
Anna Pham
Taylor Bennett
Jennifer Bennett
Jill Urich
Shelley Rouse
Charlie Brink

Jason Gibson
Jessica Van Winkle
Renee Potts
Joseph Bennett
Ken Morris, Jr.
Shaundria Conner
Kaitlin Ruddy
Paul Roa
Jan Roa
Melissa Schilling
Jon Davis
Jason Gibson
Jessica Dirks

1. Call To Order

a. Board Meeting Location

The Board meeting will be held in the west gym at Prairie Ridge Middle School located at 1010 NW Prairie Ridge Drive, Ankeny, IA 50023.

b. Board Meeting Access

Livestream: www.YouTube.com/AnkenySchools

2. Approval Of Agenda

On a motion by Aaron Johnson and seconded by Amy Tagliareni, it was RESOLVED: The board approved a motion to approve and accept this agenda with an amendment to item 6d, personnel report, as recommended.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

3. Pledge of Allegiance

4. Recognitions

a. 2022-23 Student School Board Member Representatives

Dr. Jill Ulrich introduced 2022-23 student board member representatives, Taylor Bennet and Gemma Bullock, and the school board welcomed those students to their new role.

5. Communication From The Public

a. Darnell Loatman - Leadership

b. Renee Potts - ACN Back to School Bash

- c. **Kaitlin Ruddy - transportation**
- d. **S. Nichole Conner - Transportation**

6. Consent Agenda

- a. **Minutes**
 - Regular Board Meeting Minutes August 15, 2022
- b. **Open Enrollment**
- c. **Paid Bills**
- d. **Personnel Report - Amended**
- e. **Travel Request: ACHS Boys' Track and Field Team to Lawrence, KS, April 14-15, 2023**
- f. **Approval of Consent Agenda**

On a motion by Sarah Barthole and seconded by Joy Burk, it was RESOLVED: The board approved a motion to approve and accept these consent agenda items as recommended. Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.
Motion carried 7 - 0.

7. Information Only

- a. **Strategic Plan Implementation Update**

8. Old Business

- a. **Contracts and Agreements**

RENEWALS

- Iowa State University Student Teaching - 2022-23 School Year - No Cost
- Upper Iowa University Student Teaching - 2022-23 School Year - No Cost
- Grandview University Student Teaching - 2022-23 School Year - No Cost
- Iowa Home Care, LLC - Nursing Services Agreement for 2022-2023 School Year - \$22.50 per unit/\$90.00 per hour
- Solarwinds Annual Maintenance Renewal - Network Performance Monitor - Nov. 11, 2022 - November 11, 2023 for \$1,575.00
- North Polk 28E Orbis Program Renewal - 2022-2023 School Year

- Project Lead the Way Renewal - 2022-2023 School Year - \$8,800.00
- Drue Wolfe Photography - Sports Action Photography - 2022-2023 School Year - \$4,000.00/High School
- Iowa State University Facility Use Agreement Renewal - June 3, 2023 Graduation Ceremony - \$22,200.00
- Junior Achievement Biz Town - 5th Grade Fieldtrips -2022-2023 School Year

NEW

- Canva - 3 Year Subscription - Sept. 6, 2022 - Sept. 6, 2025 - No Cost
- Scholastic Book Fair -Ashland Ridge Elementary, Crocker Elementary, East Elementary, Heritage Elementary, Northwest Elementary, Prairie Trail Elementary, Rock Creek Elementary, Southeast Elementary and Westwood Elementary - Oct 9, 2022 - No Cost
- Hawkeye Stages - Charter bus trips for a few Activity trips in August, September and October for \$67,688.00

AMENDMENT

- SU Insurance - Adding Chromebooks to Equipment Breakdown Policy - 09.06.22 for \$123,123.00
- PowerSchool - eFinance Plus - Business Process Review - Upgrade of eFinance Plus version 22.4 - Fall 2022 for \$16,200.00

CONSTRUCTION

- Final Acceptance and Completion Letter - Northview Middle School - Phase III - Re-Roofing Project

On a motion by Joshua Palik and seconded by Aaron Johnson, it was RESOLVED: The board approved a motion to approve and accept the contracts and agreements as presented. Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.
Motion carried 7 - 0.

- b. Approve PPME and Confidential hourly staff retention bonuses of \$500.00 per Full Time Equivalent (FTE) status as of the second semester of the 2021-22 school year, and approve SBRC MSA request in the amount of \$294,029.00 for this additional expenditure**

On a motion by Sarah Barthole and seconded by Joy Burk, it was RESOLVED: The board approved a motion to approve PPME and Confidential hourly staff retention bonuses of \$500.00 per Full time Equivalent (FTE) status as of the second semester of the 2021-22 school year, and approve SBRC MSA request in the amount of \$294,029.00 for this additional expenditure as recommended.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Palik, Tagliareni, Weldon.

Motion carried 6 - 0.

Directors abstaining from vote: Johnson.

9. New Business

a. Policies - First of Two Readings

- 302.21 District Administrative Positions: *Changes to streamline and align with current practice*
- 302.22 Directors for District Wide Functions: *Deletion due to merger with 302.21*

- 302.20 Administrative Cabinet: *Deletion due to merger with 302.21*
- 1003.20 Gifts to Unit Personnel: *Changes for clarity and consistency*
- 400.06 Gifts to Employees: *Deletion due to merger with 302.21*
- 801.50 Public Hearing on the Budget: *Minor typographical changes for clarity and consistency*
- 801.60 Budget Adoption by the Board: *Minor typographical changes for clarity and consistency*
- 802.90 Classification of Accounts: *Minor typographical changes for clarity and consistency*
- 902.13 Access to District Buildings and Grounds: *Minor typographical changes for clarity and consistency*
- 1000.00 Principles and Objectives for Community Relations: *Changes for clarity and consistency*
- 1004.30 Visitors to School District Buildings and Sites: *Changes to explicitly clarify expectations for visitors to district property/ events*
- 1004.33 Volunteers: *New policy separated from 1004.30 to explicitly clarify expectations for volunteer engagement*
- 903.40 Public Conduct on School Premises: *Changes to explicitly clarify distinction between visitors, volunteers, and spectators/ guests for district activities*

On a motion by Aaron Johnson and seconded by Joy Burk, it was RESOLVED: The board approved a motion to approve and accept these policies, first of two readings, as presented. Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.
Motion carried 7 - 0.

b. Approve Leadership Mentor Job Description

On a motion by Katie Claeys and seconded by Joshua Palik, it was RESOLVED: The board approved a motion to approve and accept Leadership Mentor Job Description as presented. Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.
Motion carried 7 - 0.

c. Approve Prairie Meadows Grant for \$6,995.00 for Purchase of Laser Engraver

On a motion by Joshua Palik and seconded by Aaron Johnson, it was RESOLVED: The board approved a motion to approve the Prairie Meadows Grant for \$6,995.00 for the purchase of a laser engraver as recommended. Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.
Motion carried 7 - 0.

d. Approve the Establishment of a Facility Naming Committee for Elementary #12

On a motion by Joy Burk and seconded by Katie Claeys, it was RESOLVED: The board approved a motion to approve and accept the establishment of a facility naming committee for elementary #12 as recommended. Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

e. Approve Amendment to Superintendent Contract

On a motion by Aaron Johnson and seconded by Amy Tagliareni, it was RESOLVED: The board approved a motion to approve and accept the amendment to the superintendent contract as recommended.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

10. Board Member Reports

Director Johnson was happy to hear from members of the community that were concerned with transportation. He described an issue that his family worked through with transportation when his kids were younger. He is curious to see if there are things the school district can look at when it comes to the walkability study.

Director Burk said that as a board member, she is also facing some challenges with transportation and wants the community to know that she hears them and she thanks them for sharing their stories.

Director Barthole echoes Directors Burk and Johnson's comments on transportation. She wants to ensure kids get to and from school safely. She attended the Policy Committee Meeting last week.

Director Palik wanted to ensure that community members know that the school board members are definitely reading the emails that they receive. He stated that while community members may not get an immediate response, school board members are discussing and talking about emails received. They are working together to get answers to those who have emailed.

Director Claeys thanked speakers for sharing their concerns with the board. She thanked Dr. Pruitt for putting in the hard work and problem-solving issues. She also attended the Policy Committee meeting last week.

Director Tagliareni thanked everyone for speaking at the board meeting tonight. She applauds them and encourages the community to continue to address the board. She attended the Ankeny Foundation meeting last week and reminded everyone that the Hawk/Jag 5K is September 24. School Foundation grant applications are open and there is a link to the application on the website. One community member stated that the school district is responsible for moving faster than the community and that resonated with her. Director Tagliareni is excited to see the five year strategic plan laid out and thanked everyone for their work on that.

Director Weldon thanked the school board for the commitment to the work by attending the school board retreat today.

11. Superintendent Reports

Dr. Pruitt wanted community members who are frustrated with transportation to know that he

does read your emails and even if he doesn't respond, he will connect you with a member of his team to address your concern. His team is actively working to identify solutions. He thanked teachers, associates, custodians, nutrition services and all staff members for a great start to the school year. He was able to visit every school on the first day of school and saw a lot of great things happening.

12. Closed Session

a. Closed Session - Real Estate

On a motion by Aaron Johnson and seconded by Joshua Palik, it was RESOLVED: The board approved a motion to hold a closed session as provided in section 21.5(1)(j) of the open meetings law to discuss the purchase of particular real estate where premature disclosure could be reasonably expected to increase the price the school district would have to pay or lower the price the board would receive for that property. The board went into closed session at 7:15pm. Any action taken from closed session will take place in open session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Aaron Johnson and seconded by Sarah Barthole, it was RESOLVED: The board approved a motion to return to open session at 7:45pm. No action taken.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

b. Closed Session - Real Estate

On a motion by Aaron Johnson and seconded by Joy Burk, it was RESOLVED: The board approved a motion to hold a closed session as provided in section 21.5(1)(j) of the open meetings law to discuss the purchase of particular real estate where premature disclosure could be reasonably expected to increase the price the school district would have to pay or lower the price the board would receive for that property. The board went into closed session at 7:46pm. Any action taken from closed session will take place in open session.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

On a motion by Katie Claeys and seconded by Sarah Barthole, it was RESOLVED: The board approved a motion to return to open session at 8:04pm. No action taken.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

13. Adjournment

On a motion by Sarah Barthole and seconded by Katie Claeys, it was RESOLVED: The meeting adjourned at 8:05pm.

Directors Voting in favor of the motion: Ayes: Barthole, Burk, Claeys, Johnson, Palik, Tagliareni, Weldon.

Motion carried 7 - 0.

Respectfully Submitted,

Board President

Board Secretary



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Out-of-state Travel Request

Extended Information:

- Ankeny High School Boys and Girls' Cross Country Team to Lawrence, KS Sept 23-24, 2022
- Ankeny Centennial High School Marching Band to Omaha, NE, September 17, 2022
- Ankeny Centennial High School Show Choir to New York City, NY, March 23-26, 2023

ATTACHMENTS:

File Name	Description	Type	Upload Date
Spectrum_Trip_2023_Board_Letter.pdf	ACHS Show Choir Trip	Support Document	8/4/2022
Out_of_State_Travel_Request_AHS_XC.pdf	AHS XC	Support Document	8/4/2022
Student_Out_of_State_Travel_Request_-_ACHS_Marching_Band.pdf	ACHS Marching Band	Support Document	8/4/2022

Date: May 25, 2022

TO: Ankeny Board of Education; Dr. Erick Pruitt, Superintendent

CC: Dr. Jill Urich, ACHS Principal, Robert Scott, ACHS Activities Director

FROM: Spectrum, Nolan Henkle, director

RE: Show Choir Trip to New York City

This letter is seeking approval for the ACHS varsity show choir, Spectrum, to travel outside of the state of Iowa to compete in the Heart of America competition in New York City on March 23-26, 2023. In the past, Spectrum has attended a national premiere competition every other year, and we have discussed with our band program that it's time for us to get back on our every-other-year schedule to best support the financial stability of our shared families. We have selected Heart of America as they have consistently made the performance and educational experience of the students their priority. Their events are routinely maxed out with groups from all over the nation, but we recently received word that we have been accepted for the 2023 competition.

This is not a trip just to win a trophy, but to help "see where we stand" against national competition. It's an excellent opportunity for us to learn from the best—both by receiving feedback from a judging panel made up of fresh faces, and by getting to watch the performances of show choirs that we rarely get to see or experience live. Iowa has a robust show choir landscape, but we are always looking for wider opportunities to grow and mature as performers and musicians.

Spectrum will travel with a group of 100 students, including band and crew. The band and crew are an essential part of the show choir experiences, and they are a full member of our team. The cost for the trip will be around \$485 per person for the competition, plus our travel costs (TBD)—this \$485 includes four (4) days and three (3) nights in the Sheraton Times Square, plus the cost of the competition, awards, and clinics. We are planning a Junior Show Choir Camp, raffle, golf tournament, donations, and other fundraising events to help offset the cost of the trip for each student with the students and families covering the rest of the cost. Other meals not included are the responsibility of the students. We will be seeking 8-10 sponsors for the trip who will pay their own way and will be included in the total cost. Students will miss two day of school (Thursday, March 23rd and Friday, March 24th). Due to the time sensitive nature of getting the spot reserved for this prestigious competition, however, we are requesting permission to travel now, and we will work with the activities office and central office to make sure the contract and travel arrangements are done with accordance to board policy.

This is a once in a lifetime opportunity for many of our students, and in many ways, it's a reward for all of their hard work and dedication in continuing to be outstanding ambassadors of Ankeny, Ankeny Centennial High School, and themselves.

Thank you for your consideration,

Spectrum
Nolan Henkle, director

The AHS boys and girls' cross country team requests to travel to Lawrence, KS, September 23-24, 2022 for a high level cross country competition at the University of Kansas cross country course. They have been competing in this competition for the past 4-5 years and it has provided a level of competition with teams traveling from multiple states that they are not otherwise able to see.

This request is seeking approval for the Ankeny Centennial High School Marching Band to travel outside the state of Iowa on Saturday, September 17th 2022 to compete in the 2022 Wildcat Classic in Omaha, Nebraska.

The Wildcat Classic is hosted by Millard West High School and features marching bands from Nebraska, South Dakota, and Iowa. This competition will provide a great opportunity for the ACHS Marching Band to receive feedback from a national level panel of judges and to compete with high level marching bands from other states. This competition features both a Preliminary competition and a Finals competition, which will allow for the marching band to get two performances and two different sets of feedback from the judging panels on the same day.

We feel that this competition will provide the students with a high level performance and learning opportunity that they are unable to get from any of the local level competitions on this date.



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Open Enrollment

ATTACHMENTS:

File Name	Description	Type	Upload Date
OE_9.6.22.pdf	Open Enrollment 9.6.22	Support Document	8/31/2022

Open Enrollment – 09/06/22 Board Agenda

Name	Grade	Resident District	Receiving District	School Year
Mendez-Sandoval, Carmen	3	Ames	Ankeny	2022-23
Garcia, Gemini	4	Ames	Ankeny	2022-23
Mendez-Sandoval, Melvin	K	Ames	Ankeny	2022-23
Kollie, Jowoh	6	DMPS	Ankeny	2022-23
Maceda, Alyssa	K	DMPS	Ankeny	2022-23
Mead, Jaxton	1	DMPS	Ankeny	2022-23
Jamison, Kelsi	11	Johnston	Ankeny	2022-23
Johnson Jr, Trevon	3	Johnston	Ankeny	2022-23
Pymm, Amelie	3	Johnston	Ankeny	2022-23
Pymm, Howard	1	Johnston	Ankeny	2022-23
Pymm, Isabelle	6	Johnston	Ankeny	2022-23
Pymm, Zackarie	5	Johnston	Ankeny	2022-23
Tickal, Kylee	9	Mason City	Ankeny	2022-23
Thoman, Annabelle	6	Ankeny	Bondurant	2022-23
Byrd, Kimari	1	Ankeny	Boone	2022-23
Billmeier-Wiederin, Ellie	9	Ankeny	CAM	2022-23
Caraballo, Mariah	10	Ankeny	CAM	2022-23
Earlywine, Kaleb	9	Ankeny	CAM	2022-23
Frank, Shaylee	8	Ankeny	CAM	2022-23
Frank, Ashton	6	Ankeny	CAM	2022-23
Paulsen, Clarrissa	9	Ankeny	CAM	2022-23
Snider, Aaliyah	7	Ankeny	Clayton Ridge	2022-23
Clair, Harley	10	Ankeny	Colfax-Mingo (continuation)	2022-23
Beardsley, Olivia	5	Ankeny	DMPS (continuation)	2022-23
Beardsley, Sandra	7	Ankeny	DMPS (continuation)	2022-23
Clark, Amina	11	Ankeny	DMPS	2022-23
Freyre-Dozal, Genesis	9	Ankeny	DMPS (continuation)	2022-23
Hernandez-Gonzalez, Keideniel	3	Ankeny	DMPS (continuation)	2022-23
Shannon, Derek	10	Ankeny	DMPS (continuation)	2022-23
McCarley, Liam	K	Ankeny	Gilbert	2022-23
Rollins, Hank	K	Ankeny	Johnston	2022-23
Kayl, Freya	2	Ankeny	Nevada	2022-23

Waring, Jacob	10	Ankeny	Nevada	2022-23
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Superintendent Recommendation: Approve above open enrollment requests.

Brandenburg, Ashton	9	Ames	Ankeny	2022-23
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Superintendent Recommendation: Deny above open enrollment requests.

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Superintendent Recommendation: Approve above open enrolled Varsity participation waiver requests.



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Paid Bills

ATTACHMENTS:

File Name	Description	Type	Upload Date
September 6, 2022 Paid Bills.pdf	Paid Bills - Sept. 6, 2022	Support Document	9/1/2022

Check Number	Transaction Fund	Vendor Name	Transaction Amount	Remarks
468213	SAVE - CP	STAHL CONSTRUCTION CO.	\$130,144.67	CONSTRUCT SERVICE
468214	GENERAL	COLLECTION SERVICES CENTER	\$2,485.26	OTHER DISBURSEMENT
468215	GENERAL	ROTH - COMMON REMITTER	\$35,866.29	OTHER DISBURSEMENT
468216	GENERAL	COMMON REMITTER SERVICES	\$70,215.10	OTHER DISBURSEMENT
468217	GENERAL	FIRST INTERSTATE BANK	\$787,157.00	OTHER DISBURSEMENT
	GENERAL	FIRST INTERSTATE BANK	\$532,696.89	OTHER DISBURSEMENT
	GENERAL	FIRST INTERSTATE BANK	\$184,609.62	OTHER DISBURSEMENT
468218	GENERAL	GENERAL FUND - DENTAL SERVICE	\$54,721.40	OTHER DISBURSEMENT
468219	GENERAL	IPERS-FOAB	\$2,390.96	OTHER DISBURSEMENT
468220	GENERAL	ISOLVED BENEFIT SERVICES	\$38,797.91	OTHER DISBURSEMENT
	GENERAL	ISOLVED BENEFIT SERVICES	\$52,522.32	OTHER DISBURSEMENT
	GENERAL	ISOLVED BENEFIT SERVICES	\$2,137.11	OTHER DISBURSEMENT
468221	GENERAL	POLK COUNTY SHERIFF	\$239.25	OTHER DISBURSEMENT
468222	GENERAL	STATE DISTRIBUTION UNIT	\$546.50	OTHER DISBURSEMENT
468223	GENERAL	TREASURER STATE OF IOWA	\$262,622.91	OTHER DISBURSEMENT
468224	GENERAL	A E A SCHOLARSHIP FUND	\$250.83	OTHER DISBURSEMENT
468225	GENERAL	AMER.FAMILY LIFE ASSURANCE CO.	\$387.90	OTHER DISBURSEMENT
468226	GENERAL	DOLLARS FOR SCHOLARS	\$138.00	OTHER DISBURSEMENT
468227	GENERAL	GENERAL FUND	\$1,166.64	OTHER DISBURSEMENT
468228	GENERAL	IPERS-FOAB	\$1,085,635.53	OTHER DISBURSEMENT
468229	GENERAL	SERVE CREDIT UNION	\$200.00	OTHER DISBURSEMENT
468230	GENERAL	UNITED WAY OF CENTRAL IOWA	\$520.00	OTHER DISBURSEMENT
468231	GENERAL	FIDELITY SECURITY LIFE	\$5,111.68	OTHER DISBURSEMENT
468232	GENERAL	A KING'S THRONE LLC	\$1,432.50	MAINT SERVICE
468233	GENERAL	ACADEMIC THERAPY PUBLICATIONS	\$297.00	INSTR SUPPLIES
468234	GENERAL	ACKELSON SHEET METAL INC	\$1,048.00	MAINT SERVICE
468235	GENERAL	ADVENTURE LIGHTING INC	\$3,477.53	MAINT SUPPLIES
468236	GENERAL	AHLERS AND COONEY P.C.	\$981.50	ADMIN SERVICE
468237	GENERAL	ALL MAKES OFFICE EQUIPMENT	\$6,624.52	ADMIN EQUIP
468245	ATHLETIC	AMAZON BUSINESS	\$2,526.48	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$714.89	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$145.30	TRANSP SUPPLIES
	GENERAL	AMAZON BUSINESS	\$37.77	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$12.06	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$109.90	MEDIA SUPPLIES
	GENERAL	AMAZON BUSINESS	\$222.59	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$58.98	ADMIN SUPPLIES
	PPEL	AMAZON BUSINESS	\$0.00	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$15,518.66	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$632.70	INSTR BOOKS
	GENERAL	AMAZON BUSINESS	\$427.64	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$2,289.18	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$111.65	MAINT SUPPLIES
	ACTIVITY	AMAZON BUSINESS	\$116.02	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$24.91	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$101.42	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$43.16	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$9.74	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$79.29	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$200.51	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$1,476.65	MEDIA SUPPLIES
	GENERAL	AMAZON BUSINESS	\$68.97	TRANSP SERVICE
	ACTIVITY	AMAZON BUSINESS	\$1,457.86	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$198.42	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$377.87	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$1,608.10	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$50.48	ADMIN SUPPLIES
GENERAL	AMAZON BUSINESS	\$79.99	MAINT SUPPLIES	
PPEL	AMAZON BUSINESS	\$4,718.55	ADMIN SUPPLIES	
SAVE - CP	AMAZON BUSINESS	\$71.60	CONSTRUCT SUPPLIES	
468246	ATHLETIC	AMES HIGH SCHOOL	\$130.00	INSTR DUES
468247	PPEL	ANGELO ARCHITECTURAL ASSOCIATES LLC	\$16,500.00	CONSTRUCT SERVICE

468248	GENERAL	ANKENY HARDWARE	\$45.00	MAINT SERVICE
	GENERAL	ANKENY HARDWARE	\$30.42	MAINT SUPPLIES
	GENERAL	ANKENY HARDWARE	\$191.43	MAINT SUPPLIES
468249	GENERAL	MIDWEST REHABILITATION SERVICES	\$2,625.00	ADMIN SERVICE
468250	GENERAL	ANKENY SCHOOL FOUNDATION	\$175.00	INSTR REFUNDS
468251	ATHLETIC	APPLE COMPUTER INC	\$547.95	INSTR SUPPLIES
	GENERAL	APPLE COMPUTER INC	\$1,996.00	MEDIA EQUIP
468252	GENERAL	APPLE STORE- ONLINE ORDERS	\$1,996.00	MEDIA EQUIP
468253	PEEL	APPLEGATE ART & DESIGN	\$8,300.00	CONSTRUCT SERVICE
468254	GENERAL	AMERICAN WHITETAIL INC	\$63.91	INSTR SUPPLIES
468255	GENERAL	AREA EDUCATION AGENCY 11	\$48.00	ADMIN SERVICE
	GENERAL	AREA EDUCATION AGENCY 11	\$263.60	INSTR SERVICE
468256	GENERAL	ARNOLD MOTOR SUPPLY	\$8.99	MAINT SUPPLIES
468257	GENERAL	ASI SIGN SYSTEMS	\$308.00	ADMIN SUPPLIES
468258	GENERAL	ASSET TECHNOLOGIES LLC	\$629.41	MAINT SUPPLIES
468259	GENERAL	B & H PHOTO-VIDEO	\$18,415.53	INSTR SUPPLIES
	GENERAL	B & H PHOTO-VIDEO	\$378.92	INSTR SUPPLIES
468260	ATHLETIC	BEELINE & BLUE	\$723.46	INSTR SUPPLIES
468261	ATHLETIC	BEFOUR INC.	\$838.00	INSTR SUPPLIES
468262	GENERAL	BIRDBRAIN TECHNOLOGIES LLC	\$7,990.00	INSTR SUPPLIES
468263	ACTIVITY	BISHOP GARRIGAN HIGH SCHOOL	\$25.00	INSTR DUES
468264	GENERAL	BLACKBOARD INC	\$24,633.00	ADMIN SERVICE
468265	ATHLETIC	BOBS CUSTOM TROPHIES	\$1,517.05	INSTR SUPPLIES
	GENERAL	BOBS CUSTOM TROPHIES	\$665.00	ADMIN SUPPLIES
	GENERAL	BOBS CUSTOM TROPHIES	\$652.50	ADMIN SUPPLIES
468266	ATHLETIC	BRIARWOOD GOLF COURSE	\$720.00	INSTR DUES
	ATHLETIC	BRIARWOOD GOLF COURSE	\$1,435.00	INSTR SUPPLIES
468267	GENERAL	KRISTEN BRUNELLE	\$134.13	ADMIN TRAVEL
468268	GENERAL	SUSAN GENTZ	\$2,000.00	ADMIN SERVICE
468269	ATHLETIC	BSN SPORTS LLC	\$297.50	INSTR SUPPLIES
468270	GENERAL	BULB GUY LIGHTING LLC	\$960.00	MAINT SUPPLIES
468271	ATHLETIC	BUSINESS DESIGNS INC AKA BDI SIGNS	\$47.25	INSTR SUPPLIES
468272	GENERAL	CAM COMMUNITY SCHOOL DISTRICT	\$11,710.26	INSTR TUITION
	GENERAL	CAM COMMUNITY SCHOOL DISTRICT	\$199,672.59	INSTR TUITION
468273	PEEL	CAPITAL SANITARY SUPPLY CO INC	\$2,425.01	MAINT SUPPLIES
	PEEL	CAPITAL SANITARY SUPPLY CO INC	\$10,598.25	MAINT EQUIP
	GENERAL	CAPITAL SANITARY SUPPLY CO INC	\$19,747.03	MAINT SUPPLIES
468274	GENERAL	CAROLINA BIOLOGICAL SUPPLY CO	\$3,214.07	INSTR SUPPLIES
468275	GENERAL	CARQUEST AUTO PARTS	\$83.39	MAINT SUPPLIES
468276	GENERAL	CEDAR RAPIDS COMM. SCHOOL DISTRICT	\$1,020.25	INSTR TUITION
468277	GENERAL	CENGAGE LEARNING	\$755.74	INSTR SUPPLIES
468278	GENERAL	CENGAGE LEARNING	\$4,286.67	MEDIA SUPPLIES
468279	PEEL	CENTRAL STATES ROOFING	\$44,493.16	CONSTRUCT SERVICE
468280	PEEL	CENTRAL STATES ROOFING	\$22,846.74	CONSTRUCT SERVICE
468281	GENERAL	CHRISTIAN EDWARDS	\$4,485.00	ADMIN SERVICE
468282	GENERAL	CIT CHARTERS	\$1,565.30	TRANSP SERVICE
468283	GENERAL	CITY OF ANKENY	\$1,069.16	TRANSP SUPPLIES
	GENERAL	CITY OF ANKENY	\$6,332.53	TRANSP SUPPLIES
	GENERAL	CITY OF ANKENY	\$3,424.43	MAINT SUPPLIES
468284	GENERAL	CITY OF ANKENY - WATER	\$37,372.37	MAINT SERVICE
468285	PEEL	CIVIL DESIGN ADVANTAGE LLC	\$760.13	CONSTRUCT SERVICE
468286	ATHLETIC	NICHOLAS CLEMENT	\$4,243.70	INSTR SERVICE
468287	GENERAL	DAPHNE COGDILL	\$100.00	COMM ENG REFUNDS
468288	ACTIVITY	LEGION-AIRES DRUM & BUGLE CORPS	\$1,325.00	INSTR SUPPLIES
468289	GENERAL	BOILER SERVICES AND CONTROLS LLC	\$1,744.00	MAINT SERVICE
	GENERAL	BOILER SERVICES AND CONTROLS LLC	\$392.25	MAINT SUPPLIES
468290	GENERAL	COMMAND PERFORMANCE LANGUAGE INST	\$505.50	INSTR SUPPLIES
468291	PEEL	CONCRETE COMPANY	\$94,750.00	CONSTRUCT SERVICE
468292	PEEL	CONFERENCE TECHNOLOGIES INC	\$3,779.67	INSTR SERVICE
468293	GENERAL	CONTINENTAL CLAY COMPANY	\$10.58	INSTR SUPPLIES
468294	GENERAL	COTTINGHAM & BUTLER INSURANCE INC	\$6,875.00	ADMIN SERVICE
468295	ACTIVITY	CROWN CLEANERS	\$3,094.00	INSTR SERVICE
468296	GENERAL	CRYSTAL CLEAR WATER COMPANY	\$149.95	MAINT SUPPLIES

468297	ACTIVITY	DANCE SOPHISTICATES	\$6,229.00	INSTR SUPPLIES
468298	GENERAL	RUMOR DARR	\$20.00	ADMIN TRAVEL
468299	GENERAL	DEAF SERVICES UNLIMITED	\$1,575.00	ADMIN SERVICE
468300	GENERAL	DECKER EQUIPMENT & SCHOOLFIX	\$560.00	ADMIN SUPPLIES
468301	ATHLETIC	DECKER SPORTING GOODS INC	\$4,937.90	INSTR SUPPLIES
468302	GENERAL	DENNIS SUPPLY CO	\$145.26	MAINT SUPPLIES
468303	GENERAL	DES MOINES AREA COMM. COLLEGE	\$500.00	INSTR TUITION
468304	GENERAL	DES MOINES IND SCHOOL DISTRICT	\$11,038.87	INSTR TUITION
468305	GENERAL	DES MOINES PERFORMING ARTS	\$260.00	INSTR DUES
468306	GENERAL	DES MOINES REGISTER COMMUNITY PUBL	\$1,477.59	ADMIN SERVICE
468307	GENERAL	DEWEY FORD	\$1,013.46	MAINT SERVICE
468308	GENERAL	DRI-STICK DECAL CORP	\$440.00	ADMIN SUPPLIES
468309	GENERAL	DROPLET LLC	\$1,500.00	ADMIN SERVICE
468310	GENERAL	DUET RESOURCE GROUP INC	\$8,728.09	INSTR EQUIP
468311	GENERAL	CHRISY EBERHART	\$1,107.72	TRANSP SERVICE
468312	GENERAL	EDU BUSINESS SOLUTIONS	\$7,185.00	ADMIN SERVICE
468313	GENERAL	EFMLA INC	\$1,795.00	ADMIN SERVICE
468314	GENERAL	ELECTRONIC ENGINEERING CO	\$872.44	MAINT SERVICE
	PPPEL	ELECTRONIC ENGINEERING CO	\$88,830.00	MAINT EQUIP
	GENERAL	ELECTRONIC ENGINEERING CO	\$21,492.00	MAINT SERVICE
468315	ATHLETIC	ELSMORE SPORTS INC	\$3,179.02	INSTR SUPPLIES
468316	MANAGEMENT	EMC INSURANCE COMPANIES	\$2,737.05	MAINT SERVICE
468317	PPPEL	ENCORE STRIPING & SWEEPING LLC	\$6,569.70	CONSTRUCT SERVICE
468318	GENERAL	ETA HAND2MIND	\$13,519.48	INSTR BOOKS
	GENERAL	ETA HAND2MIND	\$64,666.02	INSTR SUPPLIES
468319	PPPEL	FAIR-PLAY SCOREBOARDS	\$5,470.00	CONSTRUCT EQUIP
468320	GENERAL	THE FASTENAL COMPANY	\$2,634.90	MAINT SUPPLIES
	GENERAL	THE FASTENAL COMPANY	\$309.30	MAINT SUPPLIES
468321	GENERAL	FEDEX FREIGHT	\$26.54	INSTR BOOKS
468322	GENERAL	FEDEX FREIGHT EAST	\$508.17	INSTR BOOKS
468324	GENERAL	FILTER SHOP INC.	\$5,123.00	MAINT SERVICE
	GENERAL	FILTER SHOP INC.	\$7,995.84	MAINT SUPPLIES
468325	ACTIVITY	FIRST INTERSTATE BANK	\$500.00	OTHER CHANGE CASH
468326	GENERAL	FIRST STUDENT INC	\$2,511.71	TRANSP SERVICE
468327	GENERAL	FLINN SCIENTIFIC INC	\$25.00	INSTR SUPPLIES
468328	PPPEL	FORREST & ASSOCIATE INC	\$5,596.66	CONSTRUCT SERVICE
468329	GENERAL	FOUNDATION BUILDING MATERIALS LLC	\$417.92	MAINT SUPPLIES
468330	GENERAL	FRONTSTREAM HOLDINGS LLC	\$340.30	ADMIN SERVICE
468331	GENERAL	L. A. FULTON & SONS INC	\$3,200.00	MAINT SERVICE
	PPPEL	L. A. FULTON & SONS INC	\$497.00	CONSTRUCT SERVICE
	GENERAL	L. A. FULTON & SONS INC	\$656.00	MAINT EQUIP
468332	GENERAL	GENERAL FIRE & SAFETY EQUIPMENT	\$9,265.00	MAINT SERVICE
468333	GENERAL	GO FUSION TECHNOLOGIES LLC	\$155.00	MAINT SERVICE
468334	GENERAL	GOPHER SPORT	\$114.81	INSTR SUPPLIES
468335	GENERAL	W.W. GRAINGER INC.	\$256.55	MAINT SUPPLIES
	GENERAL	W.W. GRAINGER INC.	\$161.82	MAINT SUPPLIES
468336	ATHLETIC	GRAPHIC EDGE LLC	\$226.03	INSTR SUPPLIES
468337	ATHLETIC	JORGE HARWOOD	\$93.00	INSTR OFFICIALS
468338	GENERAL	MELANIE HATTERMANN ZOGG	\$168.03	INSTR TRAVEL
468339	GENERAL	HAVNEN'S HERFF JONES	\$1,535.00	ADMIN SERVICE
468341	GENERAL	LEGACY TRAVEL GROUP INC	\$71,600.00	TRANSP SERVICE
468342	GENERAL	LITERACY RESOURCES LLC	\$576.72	INSTR SUPPLIES
468343	NON STUDENT AGENCY	HEIMERMAN ENTERPRISES LLC	\$2,932.20	INSTR SERVICE
	NON STUDENT AGENCY	HEIMERMAN ENTERPRISES LLC	\$150.00	INSTR SUPPLIES
468344	GENERAL	HERC-U-LIFT INC.	\$1,191.20	MAINT SERVICE
	GENERAL	HERC-U-LIFT INC.	\$22.90	MAINT SUPPLIES
468345	GENERAL	HOME DEPOT	\$727.98	MAINT SUPPLIES
468346	GENERAL	SILVERSTONE GROUP LLC	\$9,050.00	ADMIN SERVICE
468347	GENERAL	HYDRONIC ENERGY INC.	\$3,898.00	MAINT SERVICE
	GENERAL	HYDRONIC ENERGY INC.	\$2,405.54	MAINT SUPPLIES
468348	ATHLETIC	HY-VEE - N. ANKENY BLVD	\$15.00	INSTR SUPPLIES
	GENERAL	HY-VEE - N. ANKENY BLVD	\$1,173.50	ADMIN SUPPLIES
	ATHLETIC	HY-VEE - N. ANKENY BLVD	\$112.88	INSTR SUPPLIES

468349	ATHLETIC	HY-VEE - PRAIRIE TRAIL	\$215.63	INSTR SUPPLIES
468350	GENERAL	IMPACT7G INC	\$500.00	MAINT SERVICE
468351	GENERAL	INFOMAX OFFICE SYSTEMS	\$7,718.51	ADMIN SERVICE
	GENERAL	INFOMAX OFFICE SYSTEMS	\$1,026.93	ADMIN SUPPLIES
	GENERAL	INFOMAX OFFICE SYSTEMS	\$160.00	ADMIN SERVICE
	GENERAL	INFOMAX OFFICE SYSTEMS	\$12,445.00	ADMIN EQUIP
468352	GENERAL	INSTRUCTURE INC	\$1,225.00	INSTR SERVICE
468353	GENERAL	INTERNATIONAL PAPER CO	\$245.11	MAINT SERVICE
468354	GENERAL	INTERSTATE ALL BATTERY CENTER	\$193.33	MAINT SUPPLIES
	GENERAL	INTERSTATE ALL BATTERY CENTER	\$33.80	MAINT SUPPLIES
	GENERAL	INTERSTATE ALL BATTERY CENTER	\$131.00	MAINT SUPPLIES
468355	PPEL	INTERSTATE BATTERIES	\$1,783.60	MAINT SUPPLIES
468356	GENERAL	IOWA ASSOCIATION OF SCHOOL BUSINESS	\$1,300.00	ADMIN DUES
468357	GENERAL	IOWA CITY COMM. SCHOOLS	\$3,467.66	INSTR TUITION
468358	GENERAL	IOWA COMMUNICATIONS NETWORK	\$394.41	ADMIN SERVICE
468359	ATHLETIC	IOWA GIRLS COACHES ASSOCIATION	\$115.00	INSTR DUES
	ATHLETIC	IOWA GIRLS COACHES ASSOCIATION	\$115.00	INSTR SUPPLIES
468360	ATHLETIC	IOWA GIRLS HS ATH UNION	\$215.00	INSTR SUPPLIES
468361	ATHLETIC	IOWA HIGH SCHOOL GOLF COACHES ASSOC	\$45.00	INSTR DUES
468362	GENERAL	IOWA HIGH SCHOOL MUSIC ASSOC.	\$25.00	ADMIN DUES
468363	ATHLETIC	IOWA HS ATH DIRECTORS ASSN	\$650.00	INSTR DUES
468364	GENERAL	UNDERGROUND LOCATION COMPANY	\$385.50	MAINT SERVICE
468365	GENERAL	IXL LEARNING INC	\$3,712.00	INSTR SUPPLIES
468366	PPEL	JC TOLAND PAINTING LLC	\$37,660.24	CONSTRUCT SERVICE
468367	ATHLETIC	JESTER INSURANCE SERVICES	\$2,821.00	INSTR SERVICE
	MANAGEMENT	JESTER INSURANCE SERVICES	\$65.00	MAINT SERVICE
468368	PPEL	JOHNSON CONTROLS	\$12,501.00	CONSTRUCT SERVICE
	PPEL	JOHNSON CONTROLS	\$4,914.95	MAINT SERVICE
468369	GENERAL	LISA JOHNSON	\$5,745.60	INSTR TUITION
468370	ACTIVITY	JOHNSTON BAND PARENTS ASSOC.	\$120.00	INSTR DUES
468371	GENERAL	JOHNSTON COMM SCHOOL DISTRICT	\$115,187.56	INSTR TUITION
468372	ACTIVITY	JOSTENS	\$6,995.33	INSTR SUPPLIES
	GENERAL	JOSTENS	\$17.07	ADMIN SUPPLIES
468373	ACTIVITY	TERRY L. COOK	\$26,220.00	INSTR SUPPLIES
468374	GENERAL	JUNIOR LIBRARY GUILD	\$3,941.04	MEDIA BOOKS
468375	GENERAL	KARL CHEVROLET	\$3,060.60	MAINT SERVICE
468376	GENERAL	KRUCK PLUMBING & HEATING CO INC	\$1,995.00	MAINT SERVICE
468377	GENERAL	LASHIER PARTNERS LLC	\$3,527.85	INSTR SUPPLIES
468378	PPEL	LAWNOXYGEN QUALITY LANDSCAPE SOLUTI	\$850.00	CONSTRUCT SERVICE
	PPEL	LAWNOXYGEN QUALITY LANDSCAPE SOLUTI	\$10,950.00	CONSTRUCT SERVICE
468379	GENERAL	LEADING EDGE LAMINATING	\$1,940.70	ADMIN SUPPLIES
468380	GENERAL	LEARNING FORWARD	\$159.00	ADMIN DUES
468381	GENERAL	LEARNING WITHOUT TEARS	\$15,960.00	INSTR SUPPLIES
468382	GENERAL	MADRID COMMUNITY SCHOOL	\$7,019.45	INSTR TUITION
468383	GENERAL	MAIL SERVICES LLC	\$4,327.98	ADMIN SERVICE
468384	GENERAL	MICHAEL K MARSHALL	\$500.00	ADMIN SERVICE
468385	NON STUDENT AGENCY	MARTIAL ARTS AMERICA LTD	\$240.00	COMM ENG SERVICE
468386	NON STUDENT AGENCY	JOHN MAUCH	\$2,250.00	INSTR SERVICE
468387	ATHLETIC	MEDCO	\$3,569.37	INSTR SUPPLIES
	ATHLETIC	MEDCO	\$773.42	INSTR EQUIP
468388	PPEL	MENARDS	\$1,052.78	MAINT SUPPLIES
	SAVE - CP	MENARDS	\$3,330.04	CONSTRUCT SUPPLIES
	GENERAL	MENARDS	\$181.16	MAINT SUPPLIES
	GENERAL	MENARDS	\$658.81	MAINT SUPPLIES
	GENERAL	MENARDS	\$69.90	MAINT SUPPLIES
468389	NON STUDENT AGENCY	MID IOWA SOCCER OFFICIALS ASSOC.	\$150.00	INSTR SUPPLIES
	NON STUDENT AGENCY	MID IOWA SOCCER OFFICIALS ASSOC.	\$3,412.80	INSTR SERVICE
468391	GENERAL	MIDAMERICAN ENERGY	\$183,726.10	MAINT SUPPLIES
	GENERAL	MIDAMERICAN ENERGY	\$1,316.03	MAINT SUPPLIES
468392	GENERAL	MIDWEST AUTOMATIC FIRE SPRINKLER	\$3,869.83	MAINT SERVICE
468393	PPEL	MIDWEST COMPUTER PRODUCTS INC.	\$49,440.26	INSTR EQUIP
	PPEL	MIDWEST COMPUTER PRODUCTS INC.	\$7,329.20	INSTR SUPPLIES
468394	GENERAL	AMPLYUS	\$1,795.00	INSTR SUPPLIES

468395	PPEL	MIRACLE RECREATION EQUIPMENT CO	\$5,046.00	CONSTRUCT EQUIP
468396	GENERAL	MMIT BUSINESS SOLUTIONS GROUP	\$24.27	MAINT SERVICE
	GENERAL	MMIT BUSINESS SOLUTIONS GROUP	\$185.67	ADMIN SERVICE
	GENERAL	MMIT BUSINESS SOLUTIONS GROUP	\$199.98	ADMIN SERVICE
468397	GENERAL	MOEMS	\$300.00	INSTR DUES
468398	GENERAL	MYBINDING LLC	\$870.16	ADMIN SUPPLIES
468399	ATHLETIC	JEFF NAYLOR	\$948.06	INSTR SERVICE
468400	GENERAL	NB GOLF LLC	\$183.45	MAINT SUPPLIES
468401	PPEL	NEHRING CONSTRUCTION INC	\$39,987.50	CONSTRUCT SERVICE
468402	GENERAL	NILLES ASSOCIATES, INC	\$225.00	MAINT SERVICE
468403	GENERAL	NORTH POLK COMMUNITY SCHOOLS	\$53.63	INSTR TUITION
468404	ATHLETIC	MICHAEL OCONNOR	\$150.00	INSTR SERVICE
468405	GENERAL	OFFICE DEPOT	\$86.26	ADMIN SUPPLIES
	ACTIVITY	OFFICE DEPOT	\$88.00	INSTR SUPPLIES
	GENERAL	OFFICE DEPOT	\$10.87	MEDIA SUPPLIES
	GENERAL	OFFICE DEPOT	\$105.78	MAINT SUPPLIES
	GENERAL	OFFICE DEPOT	\$622.05	INSTR SUPPLIES
	GENERAL	OFFICE DEPOT	\$32.10	ADMIN SUPPLIES
	GENERAL	OFFICE DEPOT	\$24.42	MAINT SUPPLIES
	GENERAL	OFFICE DEPOT	\$490.44	INSTR SUPPLIES
468406	GENERAL	OPC DIRECT	\$3,221.11	ADMIN SUPPLIES
	GENERAL	OPN ARCHITECTS	\$11,766.04	CONSTRUCT SERVICE
468407	SAVE - CP	OPN ARCHITECTS	\$4,349.25	CONSTRUCT SUPPLIES
	PPEL	OPN ARCHITECTS	\$244.12	TRANSP SERVICE
468408	GENERAL	JOEL OTT	\$244.12	TRANSP SERVICE
468409	ATHLETIC	OTTER CREEK GOLF COURSE	\$982.50	INSTR DUES
	ATHLETIC	OTTER CREEK GOLF COURSE	\$2,147.50	INSTR SUPPLIES
468410	ACTIVITY	P & M MONOGRAMMING	\$3,205.12	INSTR SUPPLIES
468411	GENERAL	THE PAPER CORPORATION	\$5,751.60	ADMIN SUPPLIES
	GENERAL	THE PAPER CORPORATION	\$11,336.46	ADMIN SUPPLIES
468412	GENERAL	J W PEPPER	\$751.24	INSTR SUPPLIES
	GENERAL	J W PEPPER	\$347.78	INSTR SUPPLIES
468413	PPEL	PERFICUT COMPANIES INC	\$1,735.57	CONSTRUCT SERVICE
	PPEL	PERFICUT COMPANIES INC	\$55,622.15	CONSTRUCT SERVICE
468414	PPEL	J PETTIECORD INCORPORATED	\$40,752.80	CONSTRUCT SUPPLIES
468415	GENERAL	PLUMB SUPPLY CO.	\$983.87	MAINT SUPPLIES
	GENERAL	PLUMB SUPPLY CO.	\$119.86	MAINT SUPPLIES
468416	GENERAL	PREMIER A&B SERVICES	\$38.37	MAINT SUPPLIES
468417	ACTIVITY	QB STUDIOS	\$651.55	INSTR SUPPLIES
468418	GENERAL	REALITY WORKS INC	\$77.00	INSTR SUPPLIES
468419	GENERAL	REALLY GOOD STUFF LLC	\$375.71	INSTR SUPPLIES
468420	GENERAL	RELIABLE ROOFING	\$425.00	MAINT SERVICE
468421	GENERAL	REMIND101 INC	\$39,000.00	ADMIN SERVICE
468422	ATHLETIC	RIDDELL/ALL AMERICAN SPORTS CORP	\$14,581.04	INSTR SUPPLIES
468423	GENERAL	FRANK RIEMAN MUSIC INC	\$122.48	INSTR SUPPLIES
	GENERAL	FRANK RIEMAN MUSIC INC	\$465.00	INSTR SERVICE
	GENERAL	FRANK RIEMAN MUSIC INC	\$9,590.00	INSTR EQUIP
	ACTIVITY	FRANK RIEMAN MUSIC INC	\$1,188.00	INSTR SUPPLIES
468424	GENERAL	RISER INC	\$275.00	MAINT SERVICE
468425	ATHLETIC	DAVID RITTMAN	\$93.00	INSTR OFFICIALS
468426	GENERAL	RIVERSIDE ASSESSMENTS LLC	\$13,670.00	INSTR SERVICE
468427	SAVE - CP	RKB SYSTEMS LLC	\$4,211.10	CONSTRUCT SERVICE
	PPEL	RKB SYSTEMS LLC	\$67,553.30	CONSTRUCT EQUIP
468428	GENERAL	ROSS CHEMICAL SYSTEMS	\$250.00	MAINT SERVICE
468429	GENERAL	RSCHOOL TODAY	\$6,200.00	ADMIN SERVICE
	NON STUDENT AGENCY	RSCHOOL TODAY	\$4,980.15	INSTR SERVICE
	GENERAL	RSCHOOL TODAY	\$297.50	COMM ENG SUPPLIES
468430	ATHLETIC	TMS3 ENTERPRISES LLC	\$1,380.00	INSTR SERVICE
	ATHLETIC	TMS3 ENTERPRISES LLC	\$1,948.75	INSTR SUPPLIES
468431	GENERAL	SCHINDLER ELEVATOR CORP.	\$959.76	MAINT SERVICE
468432	GENERAL	SCHIPPERS ELECTRIC LLC	\$145.00	MAINT SERVICE
	PPEL	SCHIPPERS ELECTRIC LLC	\$21,217.81	MAINT SERVICE
	GENERAL	SCHIPPERS ELECTRIC LLC	\$80.38	MAINT SUPPLIES

468433	GENERAL	SCHOLASTIC BOOK CLUBS	\$495.55	INSTR SUPPLIES
468434	GENERAL	SCHOLASTIC INC/MAGAZINES	\$1,120.68	INSTR SUPPLIES
468435	GENERAL	SAI-SCHOOL ADMINISTRATORS OF IA.	\$1,897.00	ADMIN DUES
468436	GENERAL	SCHOOL DATEBOOKS	\$4,907.70	INSTR SUPPLIES
	GENERAL	SCHOOL DATEBOOKS	\$666.64	INSTR REFUNDS
	GENERAL	SCHOOL DATEBOOKS	\$2,015.04	INSTR SUPPLIES
468438	GENERAL	SCHOOL HEALTH CORPORATION	\$303.30	INSTR SUPPLIES
	GENERAL	SCHOOL HEALTH CORPORATION	\$143.63	INSTR SUPPLIES
	GENERAL	SCHOOL HEALTH CORPORATION	\$3,574.32	ADMIN SUPPLIES
	GENERAL	SCHOOL HEALTH CORPORATION	\$567.62	ADMIN SUPPLIES
	GENERAL	SCHOOL HEALTH CORPORATION	\$321.54	MAINT SUPPLIES
468439	GENERAL	SCHOOL INTERVIEWS	\$1,970.00	ADMIN SERVICE
468440	GENERAL	SCHOOL MART	\$3,749.16	INSTR SUPPLIES
468441	PPEL	SETPOINT MECHANICAL SERVICES LLC	\$1,868.41	CONSTRUCT SERVICE
	GENERAL	SETPOINT MECHANICAL SERVICES LLC	\$225.00	MAINT SUPPLIES
	PPEL	SETPOINT MECHANICAL SERVICES LLC	\$9,986.50	CONSTRUCT EQUIP
	GENERAL	SETPOINT MECHANICAL SERVICES LLC	\$7,595.00	MAINT SERVICE
468442	GENERAL	SHERWIN-WILLIAMS CO	\$538.40	MAINT SUPPLIES
468443	GENERAL	SITEONE LANDSCAPE SUPPLY LLC	\$1,004.06	MAINT SUPPLIES
468444	GENERAL	JB DISTRIBUTORS INC	\$43.68	INSTR SUPPLIES
468445	PPEL	RALPH N SMITH INC	\$694.00	CONSTRUCT SERVICE
468446	GENERAL	SMITH'S SEWER SERVICE INC	\$15.05	MAINT SUPPLIES
	GENERAL	SMITH'S SEWER SERVICE INC	\$352.00	MAINT SERVICE
468447	ATHLETIC	SNAADT MEDIA GROUP	\$688.50	INSTR SERVICE
468448	GENERAL	THINK SOCIAL PUBLISHING INC	\$228.61	INSTR SUPPLIES
	GENERAL	THINK SOCIAL PUBLISHING INC	\$160.73	ADMIN SUPPLIES
468449	GENERAL	SOUTHEAST POLK COMM SCHOOL DIST	\$75,089.55	INSTR TUITION
	GENERAL	SOUTHEAST POLK COMM SCHOOL DIST	\$27,715.06	INSTR TUITION
468450	GENERAL	SARA SPARKS	\$107.61	ADMIN TRAVEL
468451	GENERAL	SPECIFIED DESIGN CONSULTANTS, INC	\$580.04	MAINT SUPPLIES
468452	MANAGEMENT	SU INSURANCE COMPANY	\$22,209.00	MAINT SERVICE
468453	NON STUDENT AGENCY	JOEL SULLIVAN	\$106.99	INSTR SUPPLIES
468454	GENERAL	ANY HUE LLC	\$775.39	ADMIN SUPPLIES
468455	PPEL	JEREMIE SWINGLE	\$1,500.00	INSTR SERVICE
	PPEL	JEREMIE SWINGLE	\$3,990.00	INSTR SERVICE
468456	GENERAL	SYSTEM WORKS LLC	\$18,625.00	MAINT SERVICE
468457	ATHLETIC	DAVID TANN	\$93.00	INSTR OFFICIALS
468458	GENERAL	TEACHERS ON CALL	\$12,500.00	ADMIN SERVICE
468459	ATHLETIC	ADCRAFT PRINTWEAR CO INC	\$1,032.00	INSTR EQUIP
468460	SAVE - CP	TERRACON	\$12,499.50	CONSTRUCT SERVICE
468461	NON STUDENT AGENCY	TIGERLILY STEM LLC	\$2,967.00	COMM ENG SERVICE
468462	GENERAL	TK ELEVATOR CORP	\$1,297.26	MAINT SERVICE
468463	ATHLETIC	RODNEY TOMLINSON	\$312.00	INSTR SERVICE
468464	PPEL	TRANE COMPANY	\$27,437.00	CONSTRUCT SERVICE
468465	GENERAL	TRESONA MULTIMEDIA LLC	\$1,790.00	INSTR SUPPLIES
468466	ATHLETIC	TRUE PITCH INC	\$668.95	INSTR SUPPLIES
468467	GENERAL	U.S. GAMES INC.	\$140.97	INSTR SUPPLIES
468468	GENERAL	ULINE	\$640.28	ADMIN SUPPLIES
468469	GENERAL	URBANDALE COMMUNITY SCHOOLS	\$4,157.59	INSTR TUITION
468470	ACTIVITY	VALLEY BAND BOOSTERS	\$125.00	INSTR DUES
468471	GENERAL	VAN WALL EQUIPMENT INC	\$39.01	MAINT SUPPLIES
	GENERAL	VAN WALL EQUIPMENT INC	\$88.36	MAINT SUPPLIES
468472	ATHLETIC	VARSITY ATHLETIC APPAREL INC	\$2,535.00	INSTR SUPPLIES
468473	ATHLETIC	VARSITY SPIRIT FASHIONS & SUPPLIES	\$12,830.60	INSTR SUPPLIES
468474	GENERAL	VERITIV OPERATING CO	\$3,832.22	ADMIN SUPPLIES
468475	GENERAL	VHF SALES INC	\$4,297.00	MAINT SUPPLIES
	PPEL	VHF SALES INC	\$7,359.00	CONSTRUCT EQUIP
468476	GENERAL	VIRCO INC	\$424.44	INSTR SUPPLIES
	GENERAL	VIRCO INC	\$534.24	INSTR SUPPLIES
	ACTIVITY	VIRCO INC	\$941.76	INSTR SUPPLIES
	GENERAL	VIRCO INC	\$2,152.50	ADMIN SUPPLIES
468477	GENERAL	VISTA HIGHER LEARNING	\$75,883.50	INSTR BOOKS

468478	PEPEL	WALSH DOOR & HARDWARE	\$5,076.85	CONSTRUCT SUPPLIES
	PEPEL	WALSH DOOR & HARDWARE	\$2,226.40	CONSTRUCT EQUIP
	GENERAL	WALSH DOOR & HARDWARE	\$5,553.37	MAINT SUPPLIES
468479	GENERAL	MEGAN E WALSH	\$149.58	ADMIN TRAVEL
468480	GENERAL	WARDS NATURAL SCIENCE INC	\$157.98	INSTR SUPPLIES
468481	GENERAL	WAUKEE COMMUNITY SCHOOLS	\$3,694.45	INSTR TUITION
468482	GENERAL	WD DOOR	\$226.50	MAINT SERVICE
468483	ATHLETIC	WEISSMAN'S THEATRICAL SUPPLIES INC	\$746.22	INSTR SUPPLIES
468484	GENERAL	WOODWARD-GRANGER COMM. SCHOOLS	\$15,955.42	INSTR TUITION
468485	NON STUDENT AGENCY	YOUTH TECH INC	\$2,776.00	COMM ENG SERVICE
		GENERAL FUND SUB-TOTAL	\$5,635,531.03	
16251	ATHLETIC	FIRST INTERSTATE BANK	\$300.00	ATHLETIC CHANGE CASH
16252	GENERAL	FIRST INTERSTATE BANK	\$500.00	OTHER CHANGE CASH
16253	ATHLETIC	FIRST INTERSTATE BANK	\$1,300.00	ATHLETIC CHANGE CASH
16254	GENERAL	CENTURY LINK	\$236.72	ADMIN SERVICE
16255	ATHLETIC	FIRST INTERSTATE BANK	\$17,005.00	ATHLETIC CHANGE CASH
16256	ATHLETIC	FIRST INTERSTATE BANK	\$4,100.00	ATHLETIC CHANGE CASH
16259	ACTIVITY	MASTERCARD	\$4,499.06	SEE P-CARD DETAIL
	ATHLETIC	MASTERCARD	\$4,112.46	SEE P-CARD DETAIL
	GENERAL	MASTERCARD	\$16,182.40	SEE P-CARD DETAIL
	NON STUDENT AGENCY	MASTERCARD	\$93.57	SEE P-CARD DETAIL
16260	GENERAL	MEDIACOM	\$269.95	ADMIN SERVICE
16261	GENERAL	UNITED STATES CELLULAR	\$173.96	ADMIN SERVICE
16262	GENERAL	VERIZON WIRELESS	\$797.98	ADMIN SERVICE
16263	GENERAL	WINDSTREAM	\$250.20	ADMIN SERVICE
16264	SAVE - CP	STAHL CONSTRUCTION CO.	\$116,286.02	CONSTRUCT SERVICE
16265	GENERAL	CENTURY LINK	\$263.48	ADMIN SERVICE
16266	GENERAL	WASTE MANAGEMENT OF IOWA	\$177.51	MAINT SERVICE
16267	GENERAL	WINDSTREAM	\$4,821.69	ADMIN SERVICE
16268	NON STUDENT AGENCY	CENTURY LINK	\$32.22	COMM ENG SERVICE
	GENERAL	CENTURY LINK	\$129.28	ADMIN SERVICE
16269	ATHLETIC	FIRST INTERSTATE BANK	\$23,500.00	ATHLETIC CHANGE CASH
16270	ATHLETIC	FIRST INTERSTATE BANK	\$4,200.00	ATHLETIC CHANGE CASH
16271	ATHLETIC	SAM'S CLUB	\$374.68	INSTR SUPPLIES
	ACTIVITY	SAM'S CLUB	\$356.89	INSTR SUPPLIES
16272	GENERAL	TEACHERS ON CALL	\$403.00	ADMIN SERVICE
	GENERAL	TEACHERS ON CALL	\$5,378.75	INSTR SERVICE
16273	GENERAL	WASTE MANAGEMENT OF IOWA	\$449.38	MAINT SERVICE
16274	GENERAL	WINDSTREAM	\$41.82	ADMIN SERVICE
		GENERAL FUND SUB-TOTAL	\$206,236.02	
		GENERAL FUND GRAND TOTAL	\$5,841,767.05	
700704	CHILD CARE FUND	AMAZON BUSINESS	\$1,037.26	INSTR SUPPLIES
	CHILD CARE FUND	AMAZON BUSINESS	\$767.32	INSTR SUPPLIES
700705	CHILD CARE FUND	FIRST STUDENT INC	\$1,375.33	TRANSP SERVICE
700706	CHILD CARE FUND	HY-VEE - N. ANKENY BLVD	\$80.00	INSTR SUPPLIES
		CHILD CARE FUND SUB-TOTAL	\$3,259.91	
20192	CHILD CARE FUND	MASTERCARD	\$3,417.49	SEE P-CARD DETAIL
20193	CHILD CARE FUND	VERIZON WIRELESS	\$464.22	ADMIN SERVICE
		CHILD CARE FUND SUB-TOTAL	\$3,881.71	
		CHILD CARE FUND GRAND TOTAL	\$7,141.62	
246619	NUTRITION	AMAZON BUSINESS	\$268.55	NUTRITION SUPPLIES
	NUTRITION	AMAZON BUSINESS	\$1,037.62	NUTRITION SUPPLIES
246620	NUTRITION	ANDERSON/ERICKSON DAIRY INC.	\$4,344.19	NUTRITION SUPPLIES
246621	NUTRITION	BASCOM TRUCK & AUTOMOTIVE INC.	\$3,638.94	MAINT SERVICE
246622	NUTRITION	CYBERSOFT TECHNOLOGIES INC	\$27,050.00	NUTRITION SUPPLIES

246623	NUTRITION	EMS DETERGENT SERVICES	\$1,853.60	NUTRITION SUPPLIES
246624	NUTRITION	GOODWIN TUCKER GROUP	\$3,958.66	MAINT SERVICE
246626	NUTRITION	LOFFREDO FRESH PRODUCE CO	\$11,511.00	NUTRITION SUPPLIES
246630	NUTRITION	MARTIN BROTHERS	\$80,020.39	NUTRITION SUPPLIES
	NUTRITION	MARTIN BROTHERS	\$23,254.70	NUTRITION SUPPLIES
246631	NUTRITION	HEATHER MCBRIDE	\$4.98	NUTRITION SUPPLIES
246632	NUTRITION	PAN O GOLD BAKING CO	\$154.14	NUTRITION SUPPLIES
246633	NUTRITION	RESOURCE SERVICES INC	\$3,152.63	MAINT SERVICE
246634	NUTRITION	SWEET HONEY INC.	\$3,700.00	MAINT SERVICE
		<i>NUTRITION FUND SUB-TOTAL</i>	<i>\$163,949.40</i>	
51767	NUTRITION	MASTERCARD	\$3,870.86	SEE P-CARD DETAIL
		<i>NUTRITION FUND SUB-TOTAL</i>	<i>\$3,870.86</i>	
		<i>NUTRITION FUND GRAND TOTAL</i>	<i>\$167,820.26</i>	

This is to certify that the following expenditures have been approved this 6th day of September, 2022

General Fund/Student Activity/Capital Projects/PPEL/Debt Service/SAVE	\$ 5,841,767.05
Childcare Fund	\$ 7,141.62
Nutrition Fund	\$ 167,820.26

Ryan Weldon, President

Aaron Johnson, Vice President

Sarah Barthole

Joy Burk

Katie Claeys

Joshua Palik

Amy Tagliareni

Jennifer Jamison, Board Secretary

**Detail -First Interstate Bank Procurement Cards
September 1, 2022**

VENDOR	AMOUNT
Rosen Centre	2,672.52
Hampton Inn	1,860.60
Learning Forward	1,852.00
AASPA	1,500.00
My Sheet Music	1,472.00
Walmart	1,290.65
Digital Dream Lab	1,257.27
Webstaurant Store	1,207.28
ServSafe	1,198.34
Smokey D's BBQ	1,033.44
Lashier Graphics	1,017.00
IA Dept of Public Safety	1,000.00
Howell Greenhouse	936.00
Perfection Learning Company	910.69
Apperson Grading	783.08
PC Print Center	740.00
Wayside Publishing	716.01
Dri-Signs	703.77
Hootsuite	623.28
Skateland	616.00
United Airlines	534.05
Jimmy John's	504.00
Quia Web Subscriptions	495.00
Perfect Games	490.00
PyGraphics	474.00
Main Street Café	471.25
West Grand Golf	448.00
TeachersPayTeachers.com	351.30
France Amerique Magazine	338.50
Papa John's	306.45
Amazon	301.14
Hop-a-Lot Iowa	300.00
Teacher's Discovery	280.99
Rogue	280.00
Target	267.07
Gaylord Hotels	252.40
Hop-a-Lot Kids	250.00
Courtyard	244.16
Blank Park Zoo	218.00
One Crazy Mama LLC	160.00
BasketballGoals.com	147.00
Party City	138.50
Michael's	135.78
Home Depot	124.04
Holton Honeybees	120.00
Boys Town Press	98.95
Hy-Vee	94.80
IDI LLC	90.00
AATF	84.75
Displays and Holder	81.95

Tools 4 Reading	55.00
Staples	54.53
Elena Specht Music	51.55
Menards	50.90
Betterdoor LLC	49.00
Learning Post	43.67
Café Diem	43.57
Crayola	43.48
Model Me Kids	41.90
MailChimp	39.99
Panera Bread	39.98
EasyKeys.com	39.93
JoAnn Stores	39.90
Ambrosia Donuts	38.36
Adobe	34.99
Casey's	24.00
Walgreens	7.58
Which Wich	5.50

Total	32,175.84
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ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Personnel Report

ATTACHMENTS:

File Name	Description	Type	Upload Date
09.06.2022_Personnel_Report.pdf	Personnel Report - 09.06.22	Support Document	9/2/2022



Personnel Memorandum
September 6, 2022
AMENDED

*The buildings to which employees are being assigned upon hire, from and to which employees are transferring and/or being reassigned, and from which they are departing is provided at Board request. **These locations are informational only and based on district needs at the time of the Personnel Memorandum; contracts and employment agreements are between the employee and the district.** Board approval of these internal hires and transitions does not create a contractual relationship between the employee and a particular building nor does it limit the rights and obligations outlined in any relevant collective bargaining agreement.*

SY 22-23

*pending background check and/or post offer physical assessment

Appointments - Certified

Employee	Position	Location	Notes
Nathan Head	Industrial Tech	Centennial High	

Appointments - Classified / Confidential

Employee	Position	Location	Notes
Stephanie Fitzgerald	General Education Associate	Northview Middle School	
Morgan Mason	Special Education Associate	Prairie Ridge Middle School	
Stephanie O'Leary	General Education Associate	Parkview Middle School	
Lucas Parks	HVAC Technician	Maintenance	Transferred from Utility in Maintenance
Erica Snodgrass	Special Education Associate	Heritage Elementary	
Holly Zeuthen	Special Education Associate	Southeast Elementary	
Shasta Pittman	Special Education Associate	Westwood Elementary	Transferring from Part-Time to Full-Time
Nathaniel Schabel	Special Education Associate	Westwood Elementary	
Tasha Zarghami	Special Education Associate	Terrace Learning Center	
Anne Paul	Special Education Associate	Crocker Elementary	
Eva Long	Special Education Associate	Westwood Elementary	

Andrea Smith	Special Education Associate	Prairie Ridge Middle School	
Jessica Zayudis	Special Education Associate	Terrace Learning Center	
Casey McIlrath	Special Education Associate	Crocker Elementary	
Ashley Stamey	Special Education Associate	Westwood Elementary	
Bailey Stegall	Special Education Associate	Southeast Elementary	
Iris Campbell	General Education Associate	Ashland Ridge Elementary	
Bejzada Okanovic	Special Education Associate	Ashland Ridge Elementary	
Darby Janes	Special Education Associate	Ashland Ridge Elementary	
Connor Kasperbauer	General Education Associate	East Elementary	
Christine McClain	General Education Associate	Parkview Middle School	
Stephanie Whitehead	Special Education Associate	Terrace Learning Center	
Kimberly Rivera	Cook 3	Ashland Ridge Elementary	Reassigned from Cook 2
Catherine Nolan	Custodian	Ashland Ridge Elementary	Pending Physical Assessment
Stacie Geneser	Cook 3	Centennial High School	Reassigned from Cook 2
Stefanie Dennis	Cook 3	Ankeny High School	Reassigned from Cook 2
Deanna Schrempf	Cook 3	Centennial High School	Reassigned from Cook 2
Katie Driscoll	Special Education Associate	Westwood Elementary	
Christie Hollenbeck	Special Education Associate	Southeast Elementary	Reassigned from Part-Time to Full-Time
Lisette Carlson	Special Education Associate	Rock Creek Elementary	
Nicole Saltzman	Cook 3	Northview Middle School	Reassigned from Cook 2
Michelle Tracy	Special Education Associate	Southeast Elementary	Transferring from Part-Time General Education Associate
Juliana VanRees	Special Education Associate	Crocker Elementary	
Rebecca Rydl	Special Education Associate	Ashland Ridge Elementary	
Janet Wellman	Special Education Associate	Centennial High	Transferring from Ankeny High to Centennial High
Catherine Nolan	Custodian	Ashland Ridge Elementary	
Sara Thompson	Special Education Associate	Crocker Elementary	

Kelly Buttery	Cook 2	East Elementary	Reassigned from Cook 1
Mary Allen	General Education Associate	Ankeny High	Transferring from Parkview General Education Associate
Kameo Pope	Special Education Associate	Neveln	Transferring from Ankeny High Special Education Associate
Kathryn Gunderson	Cook 3	Ankeny High	Reassigned from a Cook 1
Nancy Thompson	Special Education Associate	Heritage Elementary	Pending Background Check
Katherine Taylor	Special Education Associate	Westwood Elementary	Reassigned from Part-Time General Education Associate
Rebecca Thomas	General Education Associate	Ankeny High	
Casey Barnes	Special Education Associate	Ashland Ridge Elementary	Pending Background Check
Guadalupe Melendrez	Custodian	Centennial High School	Pending Physical Assessment
Linda Westerly	Nutrition Services Team Member	Floater	

Resignations - Classified / Confidential

Employee	Position	Location	Notes
Dagan Peacock	Special Education Associate	Rock Creek Elementary	Resignation
Briana Michael	Nutrition Services Lead	Westwood Elementary	Resignation
Danielle Schaffer	Special Education Associate	Parkview Middle School	Resignation
Tracy Tomlinson	Special Education Associate	Terrace Learning Center	Resignation
Mat Hodson	Special Education Associate	Northwest Elementary	Resignation
Catherine Hirschman	Nutrition Services Lead	Prairie Trail Elementary	Resignation
Amber Knapp	Cook 1	Westwood Elementary	Resignation
Lori Smith	Special Education Associate	Southeast Elementary	Resignation
Katie Crawley	General Education Associate	Prairie Ridge Middle School	Resignation
Salamatou Atchale	Custodian	Ashland Ridge Elementary	Resignation
Gabrielle Bell	Special Education Associate	Northeast Elementary	Resignation

Andrijana Omerovic	Cook I	Westwood Elementary	Resignation
Jasminka Mrkonjic	Cook I	Northview Middle School	Resignation
Harriett Den Adel	Cook I	Ankeny High	Resignation

Appointments - Extra-Curricular

Employee	Position	Location	Notes
Jacob Campos	10th Assistant Football Coach	Centennial High	
Holland Evermore	Speech Large Group/IE Assistant	Centennial High	
Kelcy Lofgren	IE Head Speech	Centennial High	
Gwendolyn Sorensen	Assistant Girls Swimming	Ankeny High / Centennial High	
Dave Richard	8th Assistant Football	Northview	
Brad Pook	Centennial High	Prom Assistant	

Resignations - Extra-Curricular

Employee	Position	Location	Notes
Thomas Ferguson	Head 10th Volleyball	Ankeny High	Effective immediately
Joleen Cox	Wellness Champion	Northwest Elementary	
Megan Heine	Assistant Girls Softball	Centennial High	
Karianna Grindberg	Assistant Girls Tennis	Ankeny High	
Kelly Postma	Building Equity Advocate	Northview Middle School	
Eric Anderson	Head JV2 Girls Soccer	Centennial High	
Tricia Dobrzynski	9th Assistant Softball	Northview Middle School	
Jonathan Gilbert	Strength & Conditioning, Winter (PM) Session	Northview Middle School	



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Open Enrollment

ATTACHMENTS:

File Name	Description	Type	Upload Date
OE_9.19.22.pdf	OE 9.19.22	Support Document	9/15/2022

Open Enrollment – 09/19/22 Board Agenda

Name	Grade	Resident District	Receiving District	School Year
Loudon, Madalynne	10	Bondurant	Ankeny	2022-23
Lopez, Alessandra	3	DMPS	Ankeny (continuation)	2022-23
Lopez, Danny	1	DMPS	Ankeny (continuation)	2022-23
Richey, Vincent	K	DMPS	Ankeny (continuation)	2022-23
Cox, Keigan	K	North Polk	Ankeny	2022-23
Andersen, Owen	12	Ankeny	CAM	2022-23
Perez-Rivas, Cieidy	11	Ankeny	CAM	2022-23
Zabel, Lilyth	7	Ankeny	Clayton Ridge	2022-23
Gutierrez Millan, Omar	10	Ankeny	DMPS	2022-23
Eagan, Jacob	11	Ankeny	North Polk	2022-23
Palmer, Isabella	9	Ankeny	North Polk (continuation)	2022-23
Palmer, Stephanie	7	Ankeny	North Polk (continuation)	2022-23
Cluff, Autumn	6	Ankeny	Saydel (continuation)	2022-23
Cluff, Dakota	9	Ankeny	Saydel (continuation)	2022-23
Downin, Jade	8	Ankeny	West Des Moines (HSAP)	2022-23
Davis, Austin	11	Ankeny	Woodward Granger (cont)	2022-23
Davis, Mellany	9	Ankeny	Woodward Granger (cont)	2022-23

Superintendent Recommendation: Approve above open enrollment requests.

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Superintendent Recommendation: Deny above open enrollment requests.

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Superintendent Recommendation: Approve above open enrolled Varsity participation waiver requests.



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Paid Bills

ATTACHMENTS:

File Name	Description	Type	Upload Date
September 19 2022 Paid Bills.pdf	September 19, 2022 Paid Bills	Support Document	9/15/2022

Check Number	Transaction Fund	Vendor Name	Transaction Amount	Remarks
468486	GENERAL	COLLECTION SERVICES CENTER	\$315.88	OTHER DISBURSEMENT
468487	GENERAL	ROTH - COMMON REMITTER	\$400.00	OTHER DISBURSEMENT
468488	GENERAL	COMMON REMITTER SERVICES	\$882.78	OTHER DISBURSEMENT
468489	GENERAL	FIRST INTERSTATE BANK	\$21,235.82	OTHER DISBURSEMENT
	GENERAL	FIRST INTERSTATE BANK	\$10,308.22	OTHER DISBURSEMENT
	GENERAL	FIRST INTERSTATE BANK	\$44,077.26	OTHER DISBURSEMENT
468490	GENERAL	GENERAL FUND - DENTAL SERVICE	\$1,914.45	OTHER DISBURSEMENT
468491	GENERAL	IOWA DEPARTMENT OF REVENUE	\$85.91	OTHER DISBURSEMENT
468492	GENERAL	ISOLVED BENEFIT SERVICES	\$1,441.30	OTHER DISBURSEMENT
	GENERAL	ISOLVED BENEFIT SERVICES	\$150.46	OTHER DISBURSEMENT
468493	GENERAL	POLK COUNTY SHERIFF	\$166.17	OTHER DISBURSEMENT
468494	GENERAL	TREASURER STATE OF IOWA	\$10,146.59	OTHER DISBURSEMENT
468495	GENERAL	FIDELITY SECURITY LIFE	\$13,805.41	OTHER DISBURSEMENT
468496	GENERAL	COLONIAL LIFE PROCESSING CENTER	\$91.35	OTHER DISBURSEMENT
	GENERAL	COLONIAL LIFE PROCESSING CENTER	\$141.00	OTHER DISBURSEMENT
	GENERAL	COLONIAL LIFE PROCESSING CENTER	\$108.35	OTHER DISBURSEMENT
468497	GENERAL	MADISON NATIONAL LIFE INSURANCE CO.	\$9,707.70	INSTR DISBURSEMENT
	GENERAL	MADISON NATIONAL LIFE INSURANCE CO.	\$14,710.95	INSTR DISBURSEMENT
468498	GENERAL	UHS PREMIUM BILLING	\$1,168,018.14	OTHER DISBURSEMENT
	GENERAL	UHS PREMIUM BILLING	\$201,060.32	INSTR DISBURSEMENT
468499	GENERAL	A + LAWN & LANDSCAPE - ANKENY	\$1,867.33	MAINT SERVICE
468500	GENERAL	ABC PEST CONTROL	\$1,679.70	MAINT SERVICE
468501	GENERAL	ACADEMIC THERAPY PUBLICATIONS	\$5,013.00	INSTR SUPPLIES
468502	ATHLETIC	ACE FUNDRAISING	\$6,876.00	INSTR SUPPLIES
468503	ATHLETIC	ADEL-DESOTO-MINBURN COMM SCHOOLS	\$65.00	INSTR DUES
468504	GENERAL	ADVENTURE LIGHTING INC	\$3,701.37	MAINT SUPPLIES
468505	ATHLETIC	ALL AMERICAN TIMING	\$664.00	INSTR SERVICE
468515	GENERAL	AMAZON BUSINESS	\$451.63	MEDIA SUPPLIES
	GENERAL	AMAZON BUSINESS	\$130.07	MEDIA BOOKS
	GENERAL	AMAZON BUSINESS	\$442.25	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$638.00	MAINT SUPPLIES
	GENERAL	AMAZON BUSINESS	\$16,814.65	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$86.89	MEDIA SUPPLIES
	ACTIVITY	AMAZON BUSINESS	\$419.09	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$145.30	TRANSP SUPPLIES
	GENERAL	AMAZON BUSINESS	\$38.96	COMM ENG SUPPLIES
	ACTIVITY	AMAZON BUSINESS	\$598.96	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$1,113.81	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$587.06	INSTR SUPPLIES
	ATHLETIC	AMAZON BUSINESS	(\$32.87)	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$697.42	INSTR SUPPLIES
	GENERAL	AMAZON BUSINESS	\$94.76	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$23.79	MAINT SUPPLIES
	GENERAL	AMAZON BUSINESS	\$317.26	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$168.19	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$449.80	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$646.78	ADMIN SUPPLIES
	GENERAL	AMAZON BUSINESS	\$142.55	MAINT SUPPLIES
	ACTIVITY	AMAZON BUSINESS	\$387.16	INSTR SUPPLIES
	ACTIVITY	AMAZON BUSINESS	\$387.32	INSTR SUPPLIES
GENERAL	AMAZON BUSINESS	\$1,632.45	INSTR BOOKS	
GENERAL	AMAZON BUSINESS	\$27.94	ADMIN SUPPLIES	
GENERAL	AMAZON BUSINESS	\$315.90	ADMIN SUPPLIES	
GENERAL	AMAZON BUSINESS	\$127.50	MAINT SUPPLIES	
NON STUDENT AGENCY	AMAZON BUSINESS	\$18.99	INSTR SUPPLIES	
468516	ATHLETIC	AMES HIGH SCHOOL	\$130.00	INSTR DUES
468517	ACTIVITY	ANDERSON/ERICKSON DAIRY INC.	\$36.58	INSTR SUPPLIES
468518	GENERAL	ANKENY SCHOOL FOUNDATION	\$20.00	INSTR REFUNDS
468519	GENERAL	ARBOR SCIENTIFIC	\$40.44	INSTR SUPPLIES
468520	SAVE - CP	ARCHITECTURAL ARTS	\$17,029.30	CONSTRUCT SERVICE
468521	ATHLETIC	ASPI SOLUTIONS INC	\$500.00	INSTR SERVICE
	ATHLETIC	ASPI SOLUTIONS INC	\$500.00	INSTR DUES

468522	NON STUDENT AGENCY	ATLANTIC BOTTLING CO.	\$105.39	INSTR SUPPLIES
468523	GENERAL	BACKGROUND INVESTIGATION BUREAU LLC	\$4,549.50	ADMIN SERVICE
468524	ATHLETIC	BRAD BATTANI	\$110.00	INSTR OFFICIALS
468525	GENERAL	DICK BLICK	\$5,563.33	INSTR SUPPLIES
	GENERAL	DICK BLICK	\$1,216.98	MEDIA EQUIP
468526	ATHLETIC	GREGORY A BOEKHOFF	\$110.00	INSTR OFFICIALS
468527	GENERAL	BOHNSACK & FROMMELT LLP	\$16,000.00	ADMIN SERVICE
468528	GENERAL	BRIGHTLY SOFTWARE INC	\$1,722.35	MAINT SUPPLIES
468529	GENERAL	CAPITAL CITY EQUIPMENT	\$79.52	MAINT SERVICE
	GENERAL	CAPITAL CITY EQUIPMENT	\$72.50	MAINT SUPPLIES
468530	GENERAL	CAPITAL SANITARY SUPPLY CO INC	\$7,758.22	MAINT SUPPLIES
468531	NON STUDENT AGENCY	CARMENS FLOWERS INC	\$37.00	INSTR SUPPLIES
468532	GENERAL	CAROLINA BIOLOGICAL SUPPLY CO	\$105.90	INSTR SUPPLIES
468533	GENERAL	CARQUEST AUTO PARTS	\$125.18	MAINT SUPPLIES
468534	GENERAL	CENGAGE LEARNING	\$1,900.00	INSTR SUPPLIES
468535	ATHLETIC	CHEER BOWS IOWA	\$910.00	INSTR SUPPLIES
468536	GENERAL	HOON CHOI	\$160.13	ADMIN TRAVEL
468537	GENERAL	CINTAS	\$585.82	MAINT SUPPLIES
468538	GENERAL	CIT CHARTERS	\$36,039.19	TRANSP SERVICE
468539	GENERAL	COMMERCIAL LIGHTING SERVICES	\$79.50	MAINT SUPPLIES
	GENERAL	COMMERCIAL LIGHTING SERVICES	\$118.75	MAINT SERVICE
468540	GENERAL	COMPUTER INFORMATION CONCEPTS	\$4,200.00	ADMIN SERVICE
468541	SAVE - CP	CORE CONSTRUCTION SERVICES	\$199,542.75	CONSTRUCT SERVICE
468542	ATHLETIC	DALLAS CENTER-GRIMES COMM SCHOOL DI	\$120.00	INSTR DUES
468543	GENERAL	DATA POWER MECHANICAL NE LLC	\$3,115.00	ADMIN SERVICE
468544	SAVE - CP	DDVI INC	\$598,971.52	CONSTRUCT SERVICE
468545	GENERAL	DECKER EQUIPMENT & SCHOOLFIX	\$85.89	ADMIN SUPPLIES
468546	ATHLETIC	DECKER SPORTING GOODS INC	\$15,349.60	INSTR SUPPLIES
468547	GENERAL	DENNIS SUPPLY CO	\$157.11	MAINT SUPPLIES
468548	ATHLETIC	PAUL DENNY	\$498.00	INSTR OFFICIALS
468549	GENERAL	DEPARTMENT OF ADMINISTRATIVE SERVIC	\$950.00	ADMIN SERVICE
468550	GENERAL	DES MOINES STEEL CO. INC	\$93.64	MAINT SUPPLIES
468551	GENERAL	DES MOINES STEEL FENCE CO. INC	\$11.48	MAINT SUPPLIES
	GENERAL	DES MOINES STEEL FENCE CO. INC	\$7,125.00	MAINT SERVICE
468552	SAVE - CP	DEVRIES ELECTRIC INC	\$57,552.90	CONSTRUCT SERVICE
468553	ATHLETIC	DOWLING HIGH SCHOOL	\$210.00	INSTR DUES
468554	ATHLETIC	DUANE DUNCAN	\$110.00	INSTR OFFICIALS
468555	ATHLETIC	KYLE R DUNCAN	\$110.00	INSTR OFFICIALS
468556	GENERAL	EASTEX PRODUCTS INC	\$254.20	INSTR SUPPLIES
468557	GENERAL	ELECTRONIC ENGINEERING CO	\$87.99	INSTR SUPPLIES
468558	GENERAL	ELITE GLASS AND METAL LLC	\$2,045.00	MAINT SERVICE
468559	GENERAL	EMBARC IT INC	\$2,480.00	ADMIN EQUIP
468560	GENERAL	THE FASTENAL COMPANY	\$87.50	MAINT SUPPLIES
	GENERAL	THE FASTENAL COMPANY	\$411.89	MAINT SUPPLIES
468561	GENERAL	FILTER SHOP INC.	\$75.00	MAINT SERVICE
	GENERAL	FILTER SHOP INC.	\$25.12	MAINT SUPPLIES
468562	GENERAL	FIRST INTERSTATE BANK	\$146.00	OTHER CHANGE CASH
468563	GENERAL	FIRST INTERSTATE BANK	\$364.92	OTHER DISBURSEMENT
468564	GENERAL	FLINN SCIENTIFIC INC	\$347.36	INSTR SUPPLIES
468565	ATHLETIC	JULIE FORTIN-KLAHN	\$502.00	INSTR OFFICIALS
468566	ATHLETIC	RAYMOND JAMES FOUTS	\$77.00	INSTR OFFICIALS
468567	GENERAL	FRONTSTREAM HOLDINGS LLC	\$710.20	ADMIN SERVICE
468568	GENERAL	L. A. FULTON & SONS INC	\$14,730.00	MAINT SERVICE
	GENERAL	L. A. FULTON & SONS INC	\$1,556.00	MAINT SUPPLIES
468569	GENERAL	GALLAGHER BENEFIT SERVICES INC	\$15,000.00	ADMIN SERVICE
468570	GENERAL	GARLAND'S INC.	\$548.00	MAINT SUPPLIES
468571	GENERAL	GOLDEN VALLEY SUPPLY CO	\$507.17	MAINT SUPPLIES
468572	GENERAL	W.W. GRAINGER INC.	\$373.98	MAINT SUPPLIES
	GENERAL	W.W. GRAINGER INC.	\$122.45	MAINT SUPPLIES
	GENERAL	W.W. GRAINGER INC.	\$103.92	MAINT SUPPLIES
468573	GENERAL	GRAYBAR ELECTRIC COMPANY INC	\$1,240.05	MAINT SUPPLIES
468574	GENERAL	VALERIE GREINER	\$22.97	INSTR SUPPLIES
468575	PPEL	GRIMES ASPHALT & PAVING CORP	\$63,074.00	CONSTRUCT SERVICE

468576	GENERAL	GROTH MUSIC COMPANY	\$55.68	INSTR SUPPLIES
468577	ATHLETIC	CARRIE HARJES	\$338.00	INSTR OFFICIALS
468578	ATHLETIC	JORGE HARWOOD	\$160.00	INSTR OFFICIALS
468579	GENERAL	LEGACY TRAVEL GROUP INC	\$1,956.00	TRANSP SERVICE
468580	GENERAL	HEARTLAND BUSINESS SYSTEMS LLC	\$12,754.33	ADMIN EQUIP
	GENERAL	HEARTLAND BUSINESS SYSTEMS LLC	\$24,000.00	ADMIN SERVICE
468581	GENERAL	HERC-U-LIFT INC.	\$4,400.00	MAINT DUES
468582	GENERAL	HILARY MULLEN	\$50.69	INSTR TRAVEL
468583	ATHLETIC	ERIC HINK	\$110.00	INSTR OFFICIALS
468584	GENERAL	HYDRONIC ENERGY INC.	\$79.82	MAINT SUPPLIES
468585	GENERAL	PRECISION DYNAMICS CORP	\$729.02	INSTR SUPPLIES
468586	GENERAL	INFOMAX OFFICE SYSTEMS	\$2,947.06	ADMIN SUPPLIES
468587	GENERAL	INSTRUCTURE INC	\$96,590.00	INSTR SERVICE
468588	ATHLETIC	IOWA BASKETBALL COACHES ASSN	\$160.00	INSTR DUES
468589	ATHLETIC	IOWA CITY WEST HIGH SCHOOL	\$120.00	INSTR DUES
468590	GENERAL	IOWA COMMUNICATIONS NETWORK	\$394.41	ADMIN SERVICE
468591	ACTIVITY	IOWA HIGH SCHOOL ATHLETIC ASSOC.	\$45.00	INSTR DUES
468592	GENERAL	IOWA HIGH SCHOOL MUSIC ASSOC.	\$430.00	INSTR DUES
468593	ATHLETIC	IOWA HS ATH DIRECTORS ASSN	\$750.00	INSTR DUES
468594	GENERAL	UNDERGROUND LOCATION COMPANY	\$275.60	MAINT SERVICE
468595	ATHLETIC	IOWA STATE DRILL TEAM ASSOC.	\$360.00	INSTR DUES
	ATHLETIC	IOWA STATE DRILL TEAM ASSOC.	\$669.00	INSTR SUPPLIES
468596	ACTIVITY	IOWA YOUTH RUGBY ASSOCIATION	\$240.00	INSTR OFFICIALS
468597	SAVE - CP	JC TOLAND PAINTING LLC	\$46,251.30	CONSTRUCT SERVICE
468598	ATHLETIC	THOMAS R JOHANNSEN	\$400.00	INSTR OFFICIALS
468599	ATHLETIC	DANIEL E JOHNSON	\$77.00	INSTR OFFICIALS
468600	ATHLETIC	JOHNSTON ATHLETIC DEPARTMENT	\$160.00	INSTR DUES
468601	GENERAL	JOSTENS	\$2,350.09	INSTR SUPPLIES
468602	ATHLETIC	JEFFREY L JUNKER	\$110.00	INSTR OFFICIALS
468603	SAVE - CP	KATELMAN STEEL FABRICATION INC	\$31,384.00	CONSTRUCT SERVICE
468604	GENERAL	KENDALL HUNT PUBLISHING COMPANY	\$10,785.71	INSTR SUPPLIES
468605	ATHLETIC	GRANT KETEL	\$160.00	INSTR OFFICIALS
468606	ATHLETIC	RICHARD KLAHN	\$502.00	INSTR OFFICIALS
468607	SAVE - CP	KLINE ELECTRIC INC.	\$75,564.55	CONSTRUCT SERVICE
468608	SAVE - CP	KRUCK PLUMBING & HEATING CO INC	\$224,877.35	CONSTRUCT SERVICE
468609	GENERAL	LAKESHORE LEARNING MATERIALS	\$324.73	INSTR SUPPLIES
468610	GENERAL	LANGUAGETECH INC	\$120.00	ADMIN SERVICE
468611	ATHLETIC	WILLIAM LARKIN	\$498.00	INSTR OFFICIALS
468613	GENERAL	LASER RESOURCES L.L.C.	\$1,759.28	ADMIN SERVICE
	GENERAL	LASER RESOURCES L.L.C.	\$1.56	ADMIN SERVICE
	GENERAL	LASER RESOURCES L.L.C.	\$5.07	MAINT SERVICE
	ATHLETIC	LASER RESOURCES L.L.C.	\$246.49	ATHLETIC SERVICE
	NON STUDENT AGENCY	LASER RESOURCES L.L.C.	\$4.92	COMM ENG SERVICE
	GENERAL	LASER RESOURCES L.L.C.	\$522.47	ADMIN SERVICE
468614	GENERAL	LASHIER PARTNERS LLC	\$1,853.34	INSTR SUPPLIES
468615	GENERAL	LIFE INTERPRETATION INC	\$315.00	ADMIN SERVICE
468616	GENERAL	LIGHTSPEED TECHNOLOGIES INC	\$48.00	INSTR SUPPLIES
468617	ATHLETIC	MICHAEL LORD	\$110.00	INSTR OFFICIALS
468618	GENERAL	MACKIN EDUCATIONAL RESOURCES	\$134.69	MEDIA SUPPLIES
	GENERAL	MACKIN EDUCATIONAL RESOURCES	\$5,480.77	MEDIA BOOKS
	GENERAL	MACKIN EDUCATIONAL RESOURCES	\$2,201.86	INSTR SUPPLIES
468619	GENERAL	MAIL SERVICES LLC	\$1,503.28	ADMIN SERVICE
468620	ATHLETIC	MARSHALLTOWN HIGH SCHOOL	\$150.00	INSTR DUES
468621	GENERAL	MARTIN BROTHERS	\$421.55	INSTR SUPPLIES
	ACTIVITY	MARTIN BROTHERS	\$1,885.12	INSTR SUPPLIES
468622	ATHLETIC	LOREN MAUCH	\$400.00	INSTR OFFICIALS
468623	GENERAL	MCGRAW-HILL SCHOOL EDUCATION GROUP	\$954.00	INSTR BOOKS
	GENERAL	MCGRAW-HILL SCHOOL EDUCATION GROUP	\$82.11	INSTR BOOKS
	GENERAL	MCGRAW-HILL SCHOOL EDUCATION GROUP	\$487.44	INSTR SUPPLIES
468624	ATHLETIC	MEDCO	\$96.82	INSTR SUPPLIES

468625	GENERAL	MENARDS	\$880.84	MAINT SUPPLIES
	GENERAL	MENARDS	\$177.71	MAINT SUPPLIES
	GENERAL	MENARDS	\$175.92	MAINT SUPPLIES
	GENERAL	MENARDS	\$88.58	INSTR SUPPLIES
468626	ATHLETIC	JASON MERTES	\$110.00	INSTR OFFICIALS
468627	GENERAL	MIDWEST COMPUTER PRODUCTS INC.	\$7,200.00	ADMIN SUPPLIES
	GENERAL	MIDWEST COMPUTER PRODUCTS INC.	\$2,171.36	ADMIN SUPPLIES
	PPEL	MIDWEST COMPUTER PRODUCTS INC.	\$20,629.35	INSTR EQUIP
468628	SAVE - CP	MIDWEST MASONRY INC	\$277,400.00	CONSTRUCT SERVICE
468629	GENERAL	AMPLYUS	\$2,392.00	INSTR SUPPLIES
468630	GENERAL	MINNESOTA CLAY	\$3,286.10	INSTR SUPPLIES
468631	GENERAL	NASCO	\$383.76	INSTR SUPPLIES
468632	GENERAL	NATIONAL SEATING & MOBILITY INC	\$4,384.00	INSTR EQUIP
468633	GENERAL	OFFICE DEPOT	\$357.47	ADMIN SUPPLIES
	GENERAL	OFFICE DEPOT	\$9.30	ADMIN SUPPLIES
	GENERAL	OFFICE DEPOT	\$980.42	INSTR SUPPLIES
	GENERAL	OFFICE DEPOT	\$66.39	ADMIN SUPPLIES
	GENERAL	OFFICE DEPOT	\$118.84	INSTR SUPPLIES
	GENERAL	OFFICE DEPOT	\$21.46	ADMIN SUPPLIES
	GENERAL	OFFICE DEPOT	\$969.81	INSTR SUPPLIES
	GENERAL	OFFICE DEPOT	\$89.94	ADMIN SUPPLIES
468634	ATHLETIC	BRIAN OHORILKO	\$160.00	INSTR OFFICIALS
468635	SAVE - CP	OLP CONSTRUCTION LLC	\$614,718.65	CONSTRUCT SERVICE
468636	GENERAL	OPC DIRECT	\$701.52	ADMIN SUPPLIES
468637	ATHLETIC	OTC BRANDS INC	\$1,511.18	INSTR SUPPLIES
468638	ATHLETIC	OSAGE HIGH SCHOOL	\$80.00	INSTR DUES
468639	GENERAL	TATUM OVESON	\$1,293.80	OTHER DISBURSEMENT
468640	GENERAL	THE PAPER CORPORATION	\$132.00	MAINT SUPPLIES
	GENERAL	THE PAPER CORPORATION	\$872.98	ADMIN SUPPLIES
468641	ATHLETIC	PELLA HIGH SCHOOL	\$70.00	INSTR DUES
468642	GENERAL	J W PEPPER	\$154.80	INSTR SUPPLIES
468643	GENERAL	PLUMB SUPPLY CO.	\$2,172.00	MAINT SUPPLIES
	GENERAL	PLUMB SUPPLY CO.	\$896.37	MAINT SUPPLIES
468644	GENERAL	PRAIRIE MUSIC ASSOCIATION	\$140.00	INSTR DUES
468645	GENERAL	PREMIER A&B SERVICES	\$149.96	MAINT SUPPLIES
468646	ATHLETIC	JUSTIN PUTNEY	\$77.00	INSTR OFFICIALS
468647	ACTIVITY	QB STUDIOS	\$4,829.50	INSTR SUPPLIES
468648	ACTIVITY	CHAD QUAMME	\$3,250.00	INSTR SERVICE
468649	GENERAL	R & C ACOUSTICAL SERVICES INC.	\$306.00	MAINT SERVICE
	GENERAL	R & C ACOUSTICAL SERVICES INC.	\$161.00	MAINT SUPPLIES
468650	SAVE - CP	RAPIDS WHOLESALE INC	\$9,653.90	CONSTRUCT SERVICE
468651	GENERAL	REALLY GOOD STUFF LLC	\$484.87	INSTR SUPPLIES
468652	GENERAL	RESOURCE SERVICES INC	\$610.00	MAINT SERVICE
468653	GENERAL	RISER INC	\$575.00	MAINT SERVICE
468654	ATHLETIC	DAVID RITTMAN	\$160.00	INSTR OFFICIALS
468655	ATHLETIC	LAURA ROEDER-GRUBB	\$338.00	INSTR OFFICIALS
468656	ATHLETIC	TMS3 ENTERPRISES LLC	\$930.00	INSTR SUPPLIES
468657	SAVE - CP	SANDSTONE MANAGEMENT LTD.	\$149,516.60	CONSTRUCT SERVICE
468658	SAVE - CP	SANDSTONE MANAGEMENT LTD.	\$42,747.70	CONSTRUCT SERVICE
468659	GENERAL	SCHIPPERS ELECTRIC LLC	\$1,025.00	MAINT SERVICE
	GENERAL	SCHIPPERS ELECTRIC LLC	\$414.72	MAINT SUPPLIES
468660	GENERAL	SAI-SCHOOL ADMINISTRATORS OF IA.	\$200.00	ADMIN SERVICE
468661	GENERAL	SCHOOL SPECIALTY LLC	\$152.46	INSTR SUPPLIES
468662	ATHLETIC	CHRISTOPHER A SCOTT	\$160.00	INSTR OFFICIALS
468663	GENERAL	SETPOINT MECHANICAL SERVICES LLC	\$340.00	MAINT SERVICE
468664	ATHLETIC	TOM SEVERSON	\$110.00	INSTR OFFICIALS
468665	GENERAL	SHERWIN-WILLIAMS CO	\$84.25	MAINT SUPPLIES
468666	GENERAL	RALPH N SMITH INC	\$1,595.00	MAINT SUPPLIES
468667	ATHLETIC	SNAADT MEDIA GROUP	\$947.00	INSTR SUPPLIES
468668	GENERAL	THINK SOCIAL PUBLISHING INC	\$118.74	INSTR SUPPLIES
468669	GENERAL	SOUTHEAST POLK HIGH SCHOOL	\$300.00	INSTR DUES
468670	GENERAL	JOSHUA STAPLE	\$156.63	ADMIN TRAVEL
468671	GENERAL	STENHOUSE PUBLISHERS	\$565.71	INSTR SUPPLIES

468672	SAVE - CP	STORAGE & DESIGN	\$14,200.00	CONSTRUCT EQUIP
468673	GENERAL	STREET SMARTS LLC	\$1,850.00	INSTR SERVICE
468674	MANAGEMENT	SU INSURANCE COMPANY	\$143,033.00	MAINT SERVICE
468675	GENERAL	SUBSCRIPTION SERVICES OF AMERICA	\$291.68	MEDIA SUPPLIES
	GENERAL	SUBSCRIPTION SERVICES OF AMERICA	\$1,618.78	MEDIA BOOKS
468676	NON STUDENT AGENCY	JOEL SULLIVAN	\$250.00	INSTR TRAVEL
	NON STUDENT AGENCY	JOEL SULLIVAN	\$2,959.20	INSTR SERVICE
468677	GENERAL	SUN AUTO GLASS	\$816.00	MAINT SERVICE
468678	ATHLETIC	DAVID A. SWANSON	\$110.00	INSTR OFFICIALS
468679	GENERAL	TEACHER CREATED MATERIALS INC	\$3,737.96	INSTR SUPPLIES
468680	ATHLETIC	CHRISTOPHER E THOMAS	\$110.00	INSTR OFFICIALS
468681	GENERAL	TK ELEVATOR CORP	\$322.92	MAINT SERVICE
468682	ACTIVITY	TRESONA MULTIMEDIA LLC	\$4,060.00	INSTR SUPPLIES
468683	GENERAL	ULINE	\$177.47	ADMIN SUPPLIES
	GENERAL	ULINE	\$153.49	MAINT SUPPLIES
468684	DEBT SERVICE	UMB (F/K/A BANKERS TRUST)	\$300.00	DEBT SVC SERVICE
468685	ACTIVITY	UNIV OF IA COLLEGE OF ENGINEERING	\$470.00	INSTR DUES
468686	ATHLETIC	VALLEY HIGH SCHOOL	\$90.00	INSTR DUES
468687	GENERAL	ERIN VAN DORIN	\$159.75	INSTR TRAVEL
468688	GENERAL	VAN WALL EQUIPMENT INC	\$27.95	MAINT SUPPLIES
468689	GENERAL	VERITIV OPERATING CO	\$1,435.46	ADMIN SUPPLIES
468690	ATHLETIC	TODD WADDELL	\$502.00	INSTR OFFICIALS
468691	GENERAL	WALSH DOOR & HARDWARE	\$268.85	MAINT SUPPLIES
468692	SAVE - CP	WALSH DOOR & HARDWARE	\$15,493.82	CONSTRUCT SERVICE
468693	ATHLETIC	WAUKEE NORTHWEST HIGH SCHOOL	\$150.00	INSTR DUES
468694	GENERAL	WAYSIDE PUBLISHING	\$18.80	INSTR SUPPLIES
468695	ATHLETIC	LOGAN WEEKS	\$77.00	INSTR OFFICIALS
468696	ATHLETIC	WEE'S TEES LLC	\$2,089.50	INSTR SUPPLIES
468697	ATHLETIC	CRAIG WERNER	\$392.00	INSTR OFFICIALS
468698	GENERAL	WEST MUSIC COMPANY	\$160.27	INSTR SUPPLIES
468699	ATHLETIC	JEFFREY WIELAND	\$77.00	INSTR OFFICIALS
468700	GENERAL	WINDSTAR LINES INC	\$1,308.00	TRANSP SERVICE
468701	GENERAL	ZOOM VIDEO COMMUNICATIONS INC	\$2,947.67	ADMIN SERVICE
		GENERAL FUND SUB-TOTAL	\$4,558,464.53	
16275	ATHLETIC	FIRST INTERSTATE BANK	\$38,500.00	ATHLETIC CHANGE CASH
16276	ATHLETIC	FIRST INTERSTATE BANK	\$4,500.00	ATHLETIC CHANGE CASH
16277	GENERAL	MEDIACOM	\$2,600.00	ADMIN SERVICE
16280	GENERAL	TEACHERS ON CALL	\$23,945.28	INSTR SERVICE
	GENERAL	TEACHERS ON CALL	\$1,813.50	ADMIN SERVICE
16281	GENERAL	WINDSTREAM	\$183.05	ADMIN SERVICE
16282	GENERAL	BULLSEYE TELECOM	\$94.00	ADMIN SERVICE
16283	GENERAL	CITY OF ANKENY - WATER	\$31,872.37	MAINT SERVICE
16284	SAVE - CP	IOWA DEPT OF NATURAL RESOURCES	\$175.00	CONSTRUCT SERVICE
16285	GENERAL	MCI	\$265.19	ADMIN SERVICE
16286	GENERAL	MEDIACOM	\$549.90	ADMIN SERVICE
16287	GENERAL	PELLA COMMUNITY SCHOOLS	\$5,745.60	INSTR TUITION
16288	GENERAL	JOETTE AUSTIN	\$488.18	TRANSP SERVICE
16289	PPPEL	MIDAMERICAN ENERGY	\$40.00	CONSTRUCT SERVICE
16294	GENERAL	TEACHERS ON CALL	\$2,518.75	ADMIN SERVICE
	GENERAL	TEACHERS ON CALL	\$41,328.71	INSTR SERVICE
	GENERAL	TEACHERS ON CALL	\$463.27	MEDIA SERVICE
	GENERAL	TEACHERS ON CALL	\$302.25	MEDIA SERVICE
16295	GENERAL	WASTE MANAGEMENT OF IOWA	\$8,179.81	MAINT SERVICE
16296	ATHLETIC	FIRST INTERSTATE BANK	\$20,100.00	ATHLETIC CHANGE CASH
16297	ATHLETIC	FIRST INTERSTATE BANK	\$5,000.00	ATHLETIC CHANGE CASH
16298	GENERAL	MIDAMERICAN ENERGY	\$16,699.96	MAINT SUPPLIES
16299	GENERAL	WINDSTREAM	\$147.39	ADMIN SERVICE
		GENERAL FUND SUB-TOTAL	\$205,512.21	
		GENERAL FUND GRAND TOTAL	\$4,763,976.74	

700707	CHILD CARE FUND	CAPITAL SANITARY SUPPLY CO INC	\$439.98	INSTR SUPPLIES
700708	CHILD CARE FUND	LASER RESOURCES L.L.C.	\$52.41	ADMIN SERVICE
700709	CHILD CARE FUND	APRIL WALLACE-HENNING	\$115.00	OTHER DISBURSEMENT
		CHILD CARE FUND GRAND TOTAL	\$607.39	
246635	NUTRITION	AMERICAN BOTTLING COMPANY	\$917.19	NUTRITION SUPPLIES
246636	NUTRITION	EMS DETERGENT SERVICES	\$815.66	NUTRITION SUPPLIES
246637	NUTRITION	TIFFANY FORTUNE	\$121.50	NUTRITION REFUNDS
246638	NUTRITION	GOODWIN TUCKER GROUP	\$145.00	MAINT SERVICE
246639	NUTRITION	LASER RESOURCES L.L.C.	\$18.13	MAINT SERVICE
246641	NUTRITION	LOFFREDO FRESH PRODUCE CO	\$27,252.70	NUTRITION SUPPLIES
246646	NUTRITION	MARTIN BROTHERS	\$13,144.91	NUTRITION SUPPLIES
	NUTRITION	MARTIN BROTHERS	\$110,752.36	NUTRITION SUPPLIES
246647	NUTRITION	OFFICE DEPOT	\$128.98	NUTRITION SUPPLIES
246648	NUTRITION	STEPHANIE SHOOK	\$60.05	NUTRITION REFUNDS
246649	NUTRITION	TWANA SONGER	\$15.70	NUTRITION REFUNDS
		NUTRITION FUND SUB-TOTAL	\$153,372.18	
51768	NUTRITION	GOODWIN TUCKER GROUP	\$2,940.76	MAINT SERVICE
		NUTRITION FUND SUB-TOTAL	\$2,940.76	
		NUTRITION FUND GRAND TOTAL	\$156,312.94	

This is to certify that the following expenditures have been approved this 19th day of September, 2022

General Fund/Student Activity/Capital Projects/PPEL/Debt Service/SAVE	\$ 4,763,976.74
Childcare Fund	\$ 607.39
Nutrition Fund	\$ 156,312.94

Ryan Weldon, President

Aaron Johnson, Vice President

Sarah Barthole

Joy Burk

Katie Claeys

Joshua Palik

Amy Tagliareni

Jennifer Jamison, Board Secretary



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Personnel Report

ATTACHMENTS:

File Name	Description	Type	Upload Date
Personnel_Report_9.19.22.pdf	Personnel Report 9.19.22	Support Document	9/16/2022



Personnel Memorandum
September 19, 2022
AMENDED

*The buildings to which employees are being assigned upon hire, from and to which employees are transferring and/or being reassigned, and from which they are departing is provided at Board request. **These locations are informational only and based on district needs at the time of the Personnel Memorandum; contracts and employment agreements are between the employee and the district.** Board approval of these internal hires and transitions does not create a contractual relationship between the employee and a particular building nor does it limit the rights and obligations outlined in any relevant collective bargaining agreement.*

SY 22-23

*pending background check and/or post offer physical assessment

Appointments - Classified / Confidential

Employee	Position	Location	Notes
Carmen Anderson	Special Education Associate	Prairie Ridge Middle School	
Mackenna Sparks	Special Education Associate	Southeast Elementary	Reassigned from Special Education Associate at Prairie Trail Elementary
Steve Jones	Head Custodian	Northeast Elementary	Reassigned from Custodian at Ankeny High School
Jennifer Coglizer	Cook 3	Parkview Middle School	Reassigned from part-time Cook 2 to full-time Cook 3
Ganon Gorder	Maintenance Utility	Maintenance	Reassigned from Head Custodian at Northeast Elementary
Julia Belzer	Special Education Associate	Prairie Ridge Middle School	
Catherine Andersen	General Education Associate	East Elementary	
Michelle Lane	Cook 3	Southview Middle Schools	Reassigned from Cook 2 to Cook 3
Wendy Tuffin	Special Education Associate	Southeast Elementary	
Brian Adams	Head Custodian	East Elementary	Transferred from Custodian at Centennial High School
Kinsey Cahoon	General Education Associate	Westwood Elementary	
Zackary Cole	General Education Associate	Southview Middle School	
Iris Campbell	General Education Associate	East Elementary	Transferred from General Education

			Associate at Ashland Ridge Elementary
Sydney Vos	Special Education Associate	Ankeny High	Pending Background
Jordan Degroot	Nutrition Services Floater	Northeast Elementary	Pending Physical Assessment
Laura Perez	Special Education Associate	Prairie Ridge Middle School	
Mark Bennett	Nutrition Services Floater	Parkview Middle School	Pending Physical Assessment
Alicia Crow	Special Education Associate	Beyond Program-Neveln	Pending Background
Tammy Berkenbosch	Special Education Associate	Summit Program - Neveln	Transferred from Special Education Associate at Southview

Resignations - Classified / Confidential

Employee	Position	Location	Notes
Carmen Koenigshof	Special Education Associate	Prairie Ridge Middle School	Resignation
Michelle McClintic	Accounts Payable	District Office	Resignation
Rayanne Crawford	Food Services Lead	Rock Creek Elementary	Resignation
Linda Westerly	Food Service Floater	Westwood Elementary	Resignation
Diana Fagen	Special Education Associate	Centennial High	Retiring
Cathy Shelley	Special Education Associate	East Elementary	Resignation
Rebecca Thomas	Teacher Associate	Ankeny High	Resignation

Appointments - Extra-Curricular

Employee	Position	Location	Notes
Luke Den Adel	Assistant 10th Boys Basketball	Centennial High	Transferred from Assistant Varsity Boys Basketball at Centennial High
Jeff Kelling	Assistant Varsity Boys Basketball	Centennial High	
James Montgomery	9th Head Boys Basketball	Southview Middle School	
Trevor Neary	Assistant Girls Soccer	Ankeny High	

Resignations - Extra-Curricular

Employee	Position	Location	Notes
Matthew Deutsch	Head Trapshooting	Centennial High	



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Travel Request: ACHS Marching Band to New York City, NY, November 9-13, 2023

ATTACHMENTS:

File Name	Description	Type	Upload Date
ACHS_Marching_Band_Travel_Request_NY_NY_2023.pdf	ACHS Marching Band	Support Document	9/8/2022

This letter is seeking approval for the Ankeny Centennial Marching Band to travel outside the state of Iowa and miss three days of school to perform in the 2023 New York City Veterans Day Parade. (Days missed: Thursday, November 9th; Friday, November 10th; and Monday, November 13th).

The NYC Veterans Day Parade is the oldest and largest parade of its kind in the United States. The patriotic event features more than 20,000 participants, including veterans of all eras, active duty military, ROTC and JROTC units, civic and youth groups, all accompanied by music performed by top high school bands from around the country.

It is our intention with this trip to provide the students with not only an once-in-a-lifetime opportunity to perform in New York City for over 400,000 spectators, but also to honor our nation's veterans and to say "thank you for serving" while representing Ankeny Centennial High School and the Ankeny community on a national level.

The Ankeny Centennial Marching Band will consist of 200+ members in grades 9-12. This also includes all members of the Ankeny Centennial Color Guard.

We are seeking approval for this trip quite early so that we can allow families as much time to budget and fundraise for the trip as possible. We have already planned 2-3 fundraisers specifically for this trip and all money raised will be split evenly between all of the students traveling.

The cost for the trip for each student will be around \$1500 (final cost to be determined), which will be paid for by the students and their families. This cost covers roundtrip ground transportation aboard charter busses, room and board for the entire trip, admission to various sight-seeing attractions, i.e. 9/11 Memorial, Radio City Music Hall, etc., and participation fees for the NYC Veterans Day Parade

We will be seeking 15-20 chaperones for the trip, who will pay their own way and will be included in the total cost. Every effort is being made to keep the trip inexpensive while still providing the students with a high quality experience and missing as little school as possible.

Again, this is a once in a lifetime opportunity for many of our students, and in many ways, a reward for all of their hard work and dedication in continuing to be outstanding ambassadors of Ankeny, Ankeny Centennial High School, and themselves.

Thank you for your consideration,

Ankeny Centennial Marching Band:
Scott Hook-Director
Brogan Kearney-Director
Janelle Hook-Director
Mary Klemm-Harris-Director

Jacob Thieben-Director
Marcus Price- Director

Preliminary Itinerary

All times and events are approximate until approved and registered with travel company

Thursday, November 9th, 2023

Morning- Depart ACHS for New York, NY (1,111 miles; 17 hours drive time plus stops)

Friday, November 10th, 2023

Morning- Arrive in New York

-Visit 9/11 Memorial and Museum

Evening

-New York Harbor Dinner Cruise

-Check into hotel

Saturday, November 11th, 2023

Morning

- NYC Veterans Day Parade

Afternoon

- Central Park

Evening

-Chinatown and Little Italy

Sunday, November 12th, 2023

Morning

-Radio City Music Hall

Afternoon

-Tour Manhattan and Rockefeller Plaza

Evening

-Dinner and Broadway Musical

Late Evening

-Load busses and depart for Ankeny, Iowa (1,111 miles; 17 hours drive time plus stops)

Monday, November 13th, 2023

Morning/Afternoon

- Travel (meals en route)

Early Evening

-Arrive at ACHS



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Facilities & Finance Committee Minutes - August 2022

ATTACHMENTS:

File Name	Description	Type	Upload Date
Minutes_Only - 2022 8 11 Meeting.pdf	Facilities & Finance Committee Minutes - August 11, 2022	Support Document	9/9/2022



ANKENY COMMUNITY SCHOOL DISTRICT

The Ankeny Community School District engages all students in an educational experience that equips them with the skills to flourish in and contribute to an ever-changing world.

Facilities/Finance Committee Meeting MINUTES

Northview Middle School, 1302 N Ankeny Blvd, Conference Room Door
W22
August 11, 2022
4:30 PM

Please turn off cellular phone during the meeting. Thank you.

- **Welcome**

Attendees:

Dr. Erick Pruitt

Jennifer Jamison

Tim Simpkins

Darin Haack

Dallon Christensen

Jeff Johnson

Amy Tagliareni

- **Approval of Minutes:**

1. **Facilities & Finance Committee Minutes - June 2022**

- The June 9, 2022 Facilities and Finance Committee minutes were approved.

- **Update from Board**

- Director Tagliareni thanked the committee for their efforts to get ready for the new school year.

- **Updates:**

1. **2022-23 RFP Schedule**

- Jennifer Jamison went over the 2022-2023 RFP Schedule and the additional RFP's.

2. Instructional Support Levy Renewal

- Jennifer Jamison updated the committee on the process with the resolution on the August 15 Board Meeting.

3. 2022-2023 Snow Removal Update

- Tim Simpkins updated the committee on the plan for snow removal for the 2022-23 school year.

• Review Change Orders

1. Construction Change Orders

- August Construction Change Orders
- Parkview Middle School Flooring Change Order
- Tim Simpkins explained the change order process.

• Additional Items:

• Adjournment

- The Facilities and Finance Committee Meeting adjourned at 5:09 p.m.

Future Meetings Dates:

1. Future Meetings:

- Sept. 8, 2022
- Oct. 13, 2022
- Nov. 10, 2022
- Dec. 8, 2022



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Policy Committee Meeting Minutes - August 2022

ATTACHMENTS:

File Name	Description	Type	Upload Date
Policy_Minutes_Only_8.4.22.pdf	Policy Minutes 8.4.22	Support Document	9/8/2022



ANKENY COMMUNITY SCHOOL DISTRICT

The Ankeny Community School District engages all students in an educational experience that equips them with the skills to flourish in and contribute to an ever-changing world.

Policy Committee Meeting MINUTES

Northview Middle School, 1302 N Ankeny Blvd, Conference Room, Door
W22

August 4, 2022
4:30 PM

Please turn off cellular phone during the meeting. Thank you.

- **Welcome**

Attendees:

Jessie Dirks

Dr. Erick Pruitt

Ashley Rullestad

Emily Archer

Lori SchraderBachar

Jennifer Jamison

Dr. Darin Haack

Dr. Jen Lindaman

- **Approval of Minutes**

1. **June 16, 2022 Policy Committee Meeting Minutes**

The committee reviewed and approved the June 16, 2022 Policy Committee Meeting minutes.

2. **June 23, 2022 Policy Committee Meeting Minutes**

The committee reviewed and approved the June 23, 2022 Policy Committee Meeting minutes.

- **Updates**

1. **Proposed Policy Updates**

- 302.21 District Administrative Positions: *Changes to streamline and align with current practice*
- 302.22 Directors for District Wide Functions: *Deletion due to merger with*

302.21

- 302.20 Administrative Cabinet: *Deletion due to merger with 302.21*
- 1003.20 Gifts to Unit Personnel: *Changes for clarity and consistency*
- 400.06 Gifts to Employees: *Deletion due to merger with 302.21*
- 801.50 Public Hearing on the Budget: *Minor typographical changes for clarity and consistency*
- 801.60 Budget Adoption by the Board: *Minor typographical changes for clarity and consistency*
- 802.90 Classification of Accounts: *Minor typographical changes for clarity and consistency*
- 902.13 Access to District Buildings and Grounds: *Minor typographical changes for clarity and consistency*
- 1000.00 Principles and Objectives for Community Relations: *Changes for clarity and consistency*
- 1004.30 Visitors to School District Buildings and Sites: *Changes to explicitly clarify expectations for visitors to district property/ events*
- 1004.33 Volunteers: *New policy separated from 1004.30 to explicitly clarify expectations for volunteer engagement*
- 903.40 Public Conduct on School Premises: *Changes to explicitly clarify distinction between visitors, volunteers, and spectators/ guests for district activities*

- **Adjournment**

The meeting was adjourned at 5:17pm.

Future Meetings Dates

1. Future Meeting Dates

- September 1, 2022
- October 6, 2022



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Open Enrollment

ATTACHMENTS:

File Name	Description	Type	Upload Date
No Attachments Available			



ANKENY
COMMUNITY SCHOOL DISTRICT

Open Enrollment & Varsity Athletic Waivers

*Presentation to the Ankeny Community School
District Board of Education
September 19th, 2022*



Purpose

To provide an overview of the law, policy, and state athletic union guidelines that inform how the district responds to requests for open enrollment and waivers of varsity ineligibility, as well as a recommendation for district action moving forward.

Open Enrollment in Iowa Law

Open Enrollment: the process by which a parent/guardian residing in an Iowa district may enroll their child(ren) into another Iowa school district under the terms and conditions of [Iowa Code 282.18](#) and [Iowa Administrative Code 281-17](#).

Parent Files
Notification That
Intends to Enroll
Student in Another
District



Board of Sending &
Receiving Districts
Approve
“Enrolling Out” and
“Enrolling In”

Open enrollment should be “construed broadly to maximize parental choice and access to educational opportunities which are not available to children because of where they live.”

Changes to Open Enrollment Law

[House File \(HF\) 2589](#) **eliminates** the March 1 deadline for open enrollment. This allows parents/guardians to apply for open enrollment **at any time** without the need for good cause.

The receiving district **may deny** an open enrollment request **if** one of the following applies:

- Application violates the district's **insufficient classroom space** policy,
- District does **not have the appropriate special education program**,
- Application would adversely affect the district's implementation of a court-ordered **desegregation plan**, or
- Student has been **expelled or suspended**.

If a parent/guardian moves and wishes for their student to continue at the original resident district under open enrollment, requests cannot be denied due to insufficient classroom space policies.

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Varsity Eligibility in Iowa Law ("Open Enrollment Transfer Rule")

*Iowa Administrative Code provides that 9th - 12th grader who has open enrolled is **ineligible** to participate in **varsity** athletics in new district for **first 90 school days** unless an exception applies.*

Did the student **seeking to participate in varsity athletics** open enroll **less than 90 school days ago**?

No

Iowa law does not prohibit student from participating in varsity athletics.

Yes

Iowa law prohibits student from participating in varsity athletics unless an exception applies.

Additional requirements apply to academic ineligibility and 9th graders who did not previously participate in interscholastic athletics.



Exceptions to Open Enrollment Transfer Rule

- **Activity is not available** in resident district
- Resident and receiving district have **cooperative student participation agreement** (Rule 281)
- Student open enrolls from a district of residence that has determined that the student was previously subject to a **founded incident of harassment or bullying** as defined in Iowa Code Section 280.28
- Circumstances that meet the definition of “**good cause**” under 281 - 17.8(2)“k”
- The board of directors of the district of residence and the board of directors of the receiving district **both agree to waive** the ineligibility period



Exceptions to Open Enrollment Transfer Rule

- Student **paid tuition to receiving district** for one or more years before open enrolling
- Student **attended receiving district for one or more years** before being granted open enrolling
- Student has been **participating in open enrollment and the student's parents/guardians move** out of their district of residence but exercise the option of remaining in the original open enrollment district or enrolling in the new district of residence.
- Student has not been participating in open enrollment, but **utilizes open enrollment to remain in the original district of residence** following a change of residence of the student's parent(s).
- Open enrollment due to the **dissolution and merger of the former district**
- Open enrollment due to the student's **district of residence entering into a whole-grade sharing agreement**
- Open enrollment and the **parent/guardian is an active member of the armed forces** and resides in permanent housing on government property
- The board or superintendent of the district of residence issues or implements a decision that results in the **discontinuance or suspension of varsity interscholastic sports activities** in the district of residence
- For open enrollment applications approved for the school year beginning July 1, 2021, the student's district of residence had a **voluntary diversity plan** in effect on January 1, 2021, and applicable to the school year beginning July 1, 2021



Open Enrollment into the District

The district will participate in open enrollment as a receiving district. As a receiving district, the **board will allow nonresident students, who meet the legal requirements, to open enroll into the district.**

Students in [9th - 12th grade] open enrolling into the district will be **eligible for participation in interscholastic athletics, at the varsity level, in accordance with applicable law.**

Open Enrollment out of the District

Parents wishing to open enroll...out of the district...shall notify the superintendent/designee.... The notification.... shall **describe the reason(s) for enrollment in the receiving district.** The notification shall be made on form(s) prescribed by the (DE)...

The superintendent/designee shall present all applications for open enrollment out of the district, to the board for action **in alignment with the Iowa Department of Education's Open Enrollment regulations.**



Implementation across the Region

- CIML had initial conversation in late summer
- Topic is on agenda for the next meeting
- ADs report that at least two CIML districts have already determined that they will not recommend waivers



Current District Approach

- Registrar reviews all forms for completeness. Notify the Chief Officer of Legal Affairs and Assistant Superintendent if there is an allegation that the request to open enroll out is due to bullying, harassment, and/or other good cause.
- In the open enrollment tracker, make a recommendation as to whether the open enrollment into the district and/or out of the district should be granted or declined.
- Notify the Chief Officer of Legal Affairs if the recommendation is to **decline** the open enrollment request so, if a necessary, a hearing can be held.

Recommended District Approach

Follow existing process with the following additions:

- Create a brief document explaining the Open Enrollment Transfer Rule to families; ask them to review and indicate in writing if they will request a waiver of the Open Enrollment Transfer Rule.
- Add column(s) to the open enrollment tracker that goes to the board for approval indicating whether a waiver (in alignment with law) is recommended or not.



ANKENY
COMMUNITY SCHOOL DISTRICT

Questions?



“Good Cause”

Good cause:

- a change in a child’s residence due to a change in family residence,
- a change in a child’s residence from the residence of one parent or guardian to the residence of a different parent or guardian,
- a change in the state in which the family residence is located,
- a change in a child’s parents’ marital status, a guardianship or custody proceeding,
- placement in foster care, adoption, participation in a foreign exchange program,
- initial placement of a prekindergarten student in a special education program requiring specially designed instruction, or
- participation in a substance abuse or mental health treatment program,
- change in the status of a child’s resident district such as removal of accreditation by the state board, surrender of accreditation, or permanent closure of a nonpublic school, revocation of a charter school contract as provided in Iowa Code section 256E.10 or 256F.8,
- failure of negotiations for a whole grade sharing, reorganization, dissolution agreement, or the rejection of a current whole grade sharing agreement, or reorganization plan.



Athletic Union Guidelines

36.15(4) Open enrollment transfer rule. A student in grades 9 through 12 whose transfer of schools had occurred due to a request for open enrollment by the student's parent or guardian is ineligible to compete in interscholastic athletics, during the first 90 school days of the transfer except that a student may participate immediately if the student is entering grade 9 for the first time and did not participate in an interscholastic athletic competition for another school during the summer immediately following eighth grade. The period of ineligibility applies only to varsity-level contests and competitions.



ANKENY COMMUNITY SCHOOL DISTRICT

Item Cover Sheet

Title: Contracts and Agreements

Extended Information: NEW

- CultureAll, Inc - Parkview Middle School - September 28, 2022 - November 9, 2022 for \$2,500.00
- MOU with MENTOR and the Office of Juvenile Justice and Delinquency Prevention have established the National Mentoring Resource Center - No Cost
- The Snow Company, LLC - 2022-23 School Year - Centennial High School, Northview Middle School, Prairie Ridge Middle School and the Bus Barn - Cost varies on amount of snow
- Perficut Snow Removal - 2022-23 School Year - Southview Middle School, Parkview Middle School/Terrace Learning Center and Ankeny High School - Cost varies on amount of snow
- Steven Shanley - Professional Services Agreement - Centennial High School Marching Band Music Arrangement - June 1, 2022 - Sept. 1, 2022 for \$1,250.00+
- Jim Hudson - Professional Services Agreement - Centennial High School Drill Designer - June 1, 2022 - Sept. 1, 2022 for \$2,500.00
- Savvas Learning Company, LLC - 2022-23 School year for \$21,937.28
- Music First Software - Student and Teacher Licenses - August 29, 2022 - August 28, 2023 for \$423.00
- Hy-Vee Professional Services Agreement - Food Truck at ParkView on Sept. 9, 2022 - No Cost
- Ninja U, LLC - Site-based Learning Experience for BEYOND Program - Sept. 6, 2022 - Sept. 6, 2023 at No Cost
- Hawkeye Stages - \$19,682.50
- Kids Hope - Sept. 19, 2022 - June 30, 2023 - No Cost
- Savvas Learning Company, LLC - AP Math - 2022-23 School year for \$7870.50
- Mainstreet Bakery & Cafe, LLC - Site-Based Learning Assignment for BEYOND Program - No Cost
- Midwest DJ's - AHS Homecoming - Oct. 1, 2022 for \$2,195.00
- Traveling Photo Booth - Professional Service Agreement - AHS Homecoming Oct. 1, 2022

RENEWAL

- CommonLit - Renewal Subscription for Northview Middle School for FY22-23 for \$1,750.00
- ESGI, LLC - Software Assessment Renewal for Preschool - 2022-23 School Year for \$3,136.00
- Hudl (Agile Sports Technologies, Inc.) Software Renewal - Sept. 15, 2022 - Sept. 14, 2023 for \$15,200.00/ACHS and \$13,850/AHS

CONSTRUCTION

- Substantial Completion for the Ankeny High School and Ankeny Centennial High School Additions
- Final Acceptance and Completion - Ankeny High School and Ankeny Centennial High School Additions

Superintendent's Recommendation: Approve and accept the contracts and agreements as recommended.

ATTACHMENTS:

File Name	Description	Type	Upload Date
Cultureall_Inc - 2022-09_ACS_D_Parkview.v2.pdf	Cultureall, Inc	Support Document	9/6/2022
MOU Office of Juvenile Justice and Delinquency Prevention.pdf	MOU National Mentoring Resource Center	Support Document	9/7/2022
The_Snow_Company_LLC - Snow_Contract_2022_Ankeny_Schools_Redacted.pdf	The Snow Company, LLC	Support Document	9/8/2022
Perficut - Ankeny High School Snow Contract 2022-2023 080422.pdf	Perficut - Ankeny High School	Support Document	9/8/2022
Perficut - Parkview Middle and Terrace Learning Center Snow Contract 2022-2023 080422.pdf	Perficut - Parkview Middle School & Terrace	Support Document	9/8/2022
Perficut - Snow Maintenance Services - Southview Middle School Snow Contract 2022-2023 080422.pdf	Perficut - Southview Middle School	Support Document	9/8/2022
Steve Shanley Professional Services Agreement.Indemnification Only.2022 copy 2.pdf	Steven Shanley - Professional Services Agreement	Support Document	9/8/2022
Jim Hudson - PSA - ACHS Marching Band Drill (1).pdf	Jim Hudson - Professional Services Agreement	Support Document	9/9/2022
Savvas_Learning.pdf	Savvas	Support Document	9/9/2022

Musicfirst.pdf	Music First	Support Document	9/13/2022
Hy-Vee-Professional-Services-Agreement.pdf	Hy-Vee Professional Services Agreement	Support Document	9/13/2022
Ninja U LLC.pdf	Ninja U, LLC	Support Document	9/13/2022
Hawkeye Stages.pdf	Hawkeye Stages Charter Buses	Support Document	9/15/2022
Kids Hope.Ridge.v3.pdf	Kids Hope	Support Document	9/15/2022
Savvas Learning - AP Math.pdf	Savvas Learning - AP Math	Support Document	9/16/2022
Mainstreet Bakery Cafe Inc..pdf	Mainstreet Bakery & Cafe, LLC	Support Document	9/16/2022
CommonLit #2207199 - NV.pdf	CommonLit School Essentials -FY22-23 - Northview Middle School	Support Document	9/9/2022
ESGI LLC.pdf	ESGI Software for Assessments in PK	Support Document	9/16/2022
Hudl Renewal.pdf	Hudl Renewal	Support Document	9/16/2022
Substantial Completion 9-6-22 - High School Additions.pdf	Substantial Completion - AHS & ACHS Additions	Support Document	9/9/2022
Final Acceptance Completion Letter - AHS ACHS Additions Sept 2022.pdf	Final Acceptance and Completion - AHS & ACHS Additions	Support Document	9/9/2022

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN CULTUREALL, INC. AND**

WHEREAS, CultureALL, Inc., an Iowa nonprofit corporation, (“CultureALL”), intends to contract with **Ankeny Community School District** (“Client”), for the performance of certain services, with the goal being to provide cultural workshops.

THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES AND REPRESENTATIONS SET FORTH HEREIN THE PARTIES AGREE AS FOLLOWS:

- 1. SERVICES TO BE PERFORMED.** Client shall engage CultureALL for the term of this Agreement to perform ZOOM in on Culture beginning September 28th, 2022 to include:
 - *Program offering for up to 25 students at Parkview Middle School*
 - *Seven (7) afterschool sessions to be held from 3:50-5:00 PM each consecutive Wednesday from September 28th through November 9th, 2022*
 - *Printed program of the collection of student’s work*
 - *Foam prints of student’s photograph & essays*
 - *Refreshments for artist reception at a date to be determined*

CultureALL reserves the right to provide substitute presenters with substitute topics other than those shown above. CultureALL owns all hard materials associated with this project and will collect them upon completion of the program.

2. TERMS OF PAYMENT. Client shall make payment of **\$2,500** to CultureALL (PO BOX 3913, Urbandale, IA, 50323) within 30 days of fulfillment of all activities outlined in Section 1 above. If special materials are required to complete the activities outlined in Section 1, CulturalALL will send a request for approval prior to confirming the program. In the event CultureALL must make adjustments to the Services to be performed as specified in this Agreement and such adjustments reduce the number of workshops or the presentation time, CultureALL will adjust the payment required of Client accordingly.

3. REIMBURSEMENT OF EXPENSES. Clients will not be liable to CultureALL for any expenses paid or incurred by CultureALL unless otherwise agreed in writing.

4. INDEPENDENT CONTRACTOR RELATIONSHIP. The parties intend that this Independent Contractor Agreement create an independent contractor relationship between them. Client is interested only in the end results achieved by the Services of CultureALL and that they conform to the requirements specified in this Agreement. The manner of achieving those results and the right to exercise control or direction as to the details, means, and method by which the Services are completed is the responsibility of CultureALL or the CultureALL Ambassador(s). CultureALL is not an agent or employee of Client for any purpose. Neither party shall be considered to be an agent, master or servant of the other party for any purpose whatsoever, and neither has any authority to enter into any contract, assume any obligations or make any warranties or representations on behalf of the other. Client is not responsible for deducting from payments to CultureALL any amounts for taxes, insurance or other similar items

relating to CultureALL. Accordingly, CultureALL shall be responsible for payment of all taxes arising out CultureALL's activities in accordance with this Independent Contractor Agreement, including by way of illustration but not limitation, federal and state income tax, and social security tax (FICA), unemployment insurance taxes (FUTA), and any other taxes or business license fees as required. CultureALL shall further assume exclusive responsibility for the filing of all tax returns due in connection with all amounts paid to CultureALL under the terms of this Independent Contractor Agreement.

5. PAYROLL OR EMPLOYMENT TAXES. No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to CultureALL. The payroll or employment taxes that are subject to this paragraph include, but are not limited to, SECA or FICA (social security tax), FUTA (federal unemployment tax), federal income tax, state income tax and state unemployment insurance tax.

6. FRINGE BENEFITS. CultureALL is not eligible for, and shall not participate in any employee pension, health, disability or other fringe benefit plan of the Client.

7. INSURANCE. No workers' compensation insurance, or any other type of insurance (including, but not limited to, professional liability insurance) has been or will be obtained, by the Client on account of CultureALL. CultureALL shall comply with the workers' compensation laws (and all other applicable law) with respect to CultureALL's engagement. Upon Client's request, CultureALL shall provide client with proof of insurance.

8. INDEMNIFICATION. CultureALL shall indemnify and hold Client harmless from and against all liabilities, claims, debts, taxes, obligations, costs and expenses (including reasonable attorney's fees, court costs and costs of appeal) that Client may incur or sustain as a result of any breach of this Independent Contractor Agreement or negligent or other wrongful conduct in the performance of this Independent Contractor Agreement by CultureALL, or as a result of failure to pay any employment or income taxes arising out CultureALL's performance of Services for the Client. Client shall indemnify and hold CultureALL harmless from and against all liabilities, claims, debts, taxes, obligations, costs and expenses (including reasonable attorney's fees, court costs and costs of appeal) that CultureALL may incur or sustain as a result of any breach of this Independent Contractor Agreement or negligent or other wrongful conduct in the performance of this Independent Contractor Agreement by Client.

9. BACKGROUND CHECK: CultureALL shall complete the Sex Offender Registry Certificate of Compliance, prior to the start date. Results of this check(s) may result in immediate termination of this Agreement.

10. MINORS. Client shall have an adult representative of Client in the room with any CultureALL Ambassador at all times when minors are present.

11. STATUS OF CULTUREALL AMBASSADORS. Client understands and acknowledges that CultureALL Ambassadors are independent contractors of CultureALL. CultureALL Ambassadors are not agents or employees of CultureALL. CultureALL Ambassadors do not have any authority to enter into any contract, assume any obligations, or make any warranties or representations on behalf of CultureALL.

12. TERM. This Agreement is for workshops to be presented on dates specified above unless terminated by either party in accordance with Section 13.

13. TERMINATION. This Agreement may be terminated by either party, without cause, upon seven (7) days prior written notice. Upon termination, CultureALL shall be compensated for all work performed prior to the date of termination.

14. ASSIGNMENT. CultureALL acknowledges that CultureALL's services are unique and personal. Accordingly, CultureALL may not assign CultureALL's rights or delegate CultureALL's duties or obligations under this Independent Contractor Agreement without the prior written consent of Client.

15. AMENDMENTS. This Independent Contractor Agreement may be supplemented, amended, and/or revised only in writing by mutual agreement of the parties.

16. GOVERNING LAW. This Independent Contractor Agreement shall be governed by and construed pursuant to the laws of the State of Iowa. The parties hereto further agree and consent that jurisdiction and venue for any action brought related to or arising out of this Agreement shall be limited to the Iowa District Court in Polk County, Iowa.

17. CONFIDENTIALITY: In the performance of services, CultureALL, its employees and/or agents, may have access to and/or receive and be entrusted with confidential information. All such material is considered secret and will be available to CultureALL in strict confidence. Except in the performance of its services, CultureALL, its employees, and/or agents, shall not, directly or indirectly for any reason whatsoever, disclose or use any such confidential material until such material ceases (through no fault whatsoever of CultureALL's) to be confidential because it has become public knowledge or part of the public domain.

Upon termination of this Agreement by any means, or whenever requested by Client, CultureALL shall promptly deliver to Client any and all of the confidential material, not previously delivered, that may be or at any previous time has been in CultureALL's possession or under CultureALL's control. CultureALL agrees that this confidentiality provision shall survive and continue after the termination of this Agreement for any reason whatsoever.

CultureALL shall limit its employees' and/or agents' access to students' educational records to those persons for whom access is essential to the performance of services. CultureALL shall, at all times and in all respects, comply with the terms of the Family Educational Rights and Privacy Act of 1974, as amended.

18. MEDIA RELEASE: CultureALL authorizes and grants permission to Client, as well as its agents, representatives, and others working under its authority, to take and use CultureALL's photographed, video recorded, and/or live-streamed image, likeness, voice, and name for any and all purposes, including marketing, commercial, or advertising purposes, and in any and all forms of media, without further consideration. CultureALL understands and agrees that CultureALL has no rights to any benefits derived from the use of such image, likeness, voice, or name.

19. ENTIRE AGREEMENT. This is the entire agreement of the parties and no other representations, promises or agreements, oral or otherwise, shall be of any force or effect.

This Agreement was signed and dated this 6th **day of September, 2022.**

CultureALL:

Client: Ankeny Community School District

By: *Jessie Orton*

By: _____

Title: Operations Director

Title: _____

MENTOR and the Office of Juvenile Justice and Delinquency Prevention (OJJDP) have partnered to establish the National Mentoring Resource Center to improve the quality and effectiveness of mentoring across the nation. With the establishment of the National Mentoring Resource Center, OJJDP builds upon its history and leadership in mentoring to provide a comprehensive and reliable resource for mentoring tools, program and training materials, and information. One key offering of the National Mentoring Resource Center is no-cost technical assistance delivered at the local level to ensure that resources of the National Mentoring Resource Center are actively used by mentoring programs to more deeply incorporate evidence-based practices, ultimately leading to greater positive outcomes for youth. Technical assistance is intended to build the capacity of mentoring programs in implementing the Elements of Effective Practice for Mentoring™ and is available in at least the following areas: (1) mentor/mentee recruitment; (2) mentor/mentee screening; (3) mentor/mentee training; (4) matching; (5) monitoring and support; (6) match closure; (7) program design, planning and partnership development; (8) program management; (9) program operations and (10) program evaluation. Programs may request technical assistance in a combination of these areas as well as in other topics specific to their mentoring program. Technical assistance requests will be reviewed regularly by the National Mentoring Resource Center Technical Assistance Review Committee. Once requests are approved by OJJDP, a Technical Assistance provider will work with requesting mentoring programs to outline specific needs, deliverables, and a timeline within the following Memorandum of Understanding.

Terms and Scope

This Memorandum of Understanding among MENTOR, Technical Assistance Provider and Technical Assistance Requester will be in effect upon the agreement of all parties. Responsibilities of MENTOR

- 1) Provide the service of Technical Assistance Provider for the agreed upon number of hours who will:
 - a. Conduct services via telephone, email and potentially webinar and in person at mutually agreed upon times.
 - b. Complete tasks and deliverables (as outlined below) beginning on the date of requester agreement, or earlier as agreed upon with the Technical Assistance Requester.

- 2) Ensure that high quality technical assistance is delivered within the agreed upon timeline.

Responsibilities of Technical Assistance Providing Organization:

Technical Assistance Provider will complete the following tasks and deliverables, as determined by the preliminary telephone call and Initial Needs Assessment, as outlined in the MOU line item.

Responsibilities of Requester:

- 1) Complete the following: Initial Needs Assessment before Technical Assistance is initiated, a Technical Assistance Evaluation within two weeks of the Technical Assistance being provided, and a Post-Survey three months after the Technical Assistance has been delivered. Mentoring programs cannot request additional Technical Assistance unless all three forms have been completed.
- 2) Provide the services and time of Technical Assistance Requester to work with the consultant and be responsible for implementing agreed upon tasks and deliverables within timelines with the consultant.
- 3) Provide materials, as needed, about current practices and protocols to the consultant either electronically or hard copy as agreed upon.

This Memorandum of Understanding will be in effect upon all parties' agreement.

Please review the MOU line items below. If they meet with your approval, please check the box next to "Requester Agreement" and then click "Save".

MOU Approval	
Requester Agreement <input checked="" type="checkbox"/>	
<input type="button" value="Save"/> <input type="button" value="Print"/>	

MOU Information	
Start Date	8/18/2022
Description	
Type	

MOU Line Items

MOU Line Item Number	Description	MOU Start Date
MOULI-00012180	Review program plans, provide resources, and templates for program development	8/18/2022
MOULI-00012181	Admin time	8/18/2022
MOULI-00012182	Consultation calls/meetings	8/18/2022
MOULI-00012183	Review EEP and program design with program staff	8/18/2022

SNOW & ICE MANAGEMENT AGREEMENT

THIS AGREEMENT, made this 19th day of September 2022, by and between, The Snow Company, LLC, an Iowa Limited Liability Company (“Contractor”), whose address is 3107 SE 17th Street, Ankeny, Iowa 50021 and (“Customer”), whose address is 306 SW School Street, Ankeny, Iowa 50023.

WHEREAS, the Customer desires Contractor to perform snow and ice management services at the location(s) more fully set forth in **Schedule 1 – Work Site(s)**.

WHEREAS, the Contractor desires to perform said snow and ice management services for Customer on a time and materials basis as more fully set forth in **Schedule 2 – Compensation**.

NOW, THEREFORE, in consideration of the premises, the mutual covenants contained herein, and for the other good and valuable consideration the receipt and sufficiency whereof being hereby acknowledged, Contractor agrees to perform the following work:

SCOPE OF WORK

General Conditions:

1. Snowplowing operations to commence when two inches, or more, of snow accumulates as determined by contractor; irrespective of time of day or day of week and including all holidays. If sanding, salting or other melting agent is included in this Agreement, operations are to commence within one hour of **Customer's request**, or if agreed upon in writing in advance, within a reasonable time from. A separate charge for this service applies. Commencements of plowing operations are at the discretion of the Contractor, based upon snow accumulations at the Property. Customer understands that snow accumulations may vary throughout Central Iowa, and that accumulations in one section of Central Iowa are not necessarily indicative of the accumulations at the Property. Customer maintains the responsibility for monitoring and inspecting premises.
2. The Customer understands that plowing or ice control of a particular location may not clear the area to "bare pavement" and that slippery conditions may continue to prevail even after plowing or ice control services have occurred. The Customer understands that the Contractor assumes no liability for this naturally occurring condition. The Customer is aware that weather conditions may change rapidly and without notice and that Contractor assumes no liability for such changes in conditions. During operations and after completion of operations, Customer agrees to indemnify and save harmless the Contractor, and its employees, against any and all claims by the Customer, its employees or third parties, their heirs, executors, administrators, successors, surrogates, or assignees, arising on account of death or injuries to persons or damage to property, arising out of use of, or traveling at, or onto, the Property, whether or not such claim, damage, injury or death results from the negligence of Customer, Contractor or others. Customer shall defend all suits and claims arising from or incidental to the work under the Agreement, without expense or annoyance to the Contractor or its employees.
3. It is understood that the Contractor is not responsible for incidental damages from plowing or deicing materials to ground cover, shrubbery, landscape lighting, parking curbs, paver bricks, hardscapes, blacktop surfaces, concrete, movement of gravel, moving of vehicles, and snow piling around parked vehicles.

4. **INDEMNITY:** To the fullest extent permitted by law, Customer shall defend, indemnify and hold harmless **Contractor**, it's owners, agents, consultants, employees, and subcontractors, from all claims for bodily injury and property damage that may arise from Customer's premises including any acts or omissions by Customer or Customer's subcontractors whether employed directly or indirectly, which occur while **Contractor** is not physically on the work site(s).
5. Contractor shall maintain appropriate insurance coverage throughout the term of this Agreement. This shall include comprehensive general liability covering bodily injury and property damage, Worker's Compensation at statutory limits, and automobile liability covering all vehicles, equipment and their operators while physically on the work site(s).
6. The Customer is responsible for any damage to obstacles that protrude from the surface of the pavement. This includes utilities such as water shut offs, electrical boxes, sewer vents & clean outs and any other obstacles on or within 10" of the pavement. Customer understands that snow plowing, by its very nature, involves pushing a steel blade over the surface of the pavement. If your pavement is defective, deteriorated, weakened, frost heaved, or, was installed improperly, the results of this previous damage are more likely to appear after snow plowing. Contractor is not responsible for any damages to pavement or curbs unless Contractor has been negligent. Customer is responsible for all damage caused to and/or by hidden objects.
7. If sidewalk snow maintenance is selected as an option: The Customer understands that the sidewalk crews may not work safely if temperature and wind conditions combined to make the wind-chill factor below (0) zero degrees Fahrenheit. The Customer agrees and understands that the Contractor reserves the right to stop working in these severe conditions (without penalty), so as not to force unsafe conditions upon our employees.
8. Contractor will reserve a time slot just for you. Thus, Contractor expects payment for that time slot each time 2" or more snowfalls and we send our trucks out to plow. If we get to your premises and it has already been cleared by someone other than Contractor, we will still charge the initial accumulation price for that time slot.

SPECIFICATIONS:

1. The Customer must keep plowing areas clear of vehicles, debris, dumpsters, displays and various other items to ensure a thorough plowing. It is the Contractor's policy to stay a minimum of (2) two feet away from all vehicles or other objects in the plowing area. If a vehicle is blocking the area to be plowed, the Contractor will only plow the open portion of the plowing area. If the Contractor is called back to plow the remainder of the area where vehicles or debris had been in the way, the Customer will be billed accordingly.
2. Contractor shall snow plow from main roadway into driveway, one or more times per snowfall starting at two or more inches as conditions dictate.
3. To the extent possible, snow maintenance services shall be completed during over-night hours, after snowfall has stopped. Contractor is not responsible for clearing of spaces that contain vehicles, debris, dumpsters, etc.
4. Contractor shall apply anti-icing chemicals, as specified in this contract, to maintain passage conditions for vehicular & pedestrian traffic at Property.

5. In the event of snowfall of less than **two** inches of total accumulation, Customer shall notify Contractor as to the necessity of snowplowing services.
6. Snow accumulation of less than 2" and/or icy conditions may be treated chemically depending upon conditions.
7. Contractor reserves the right to install marker stakes along Customer driveway and parking lot boundaries to help protect the lawn and other property from plow damage and to prevent damage to plow equipment. Customer agrees not to remove these stakes. Contractor will return in the Spring to collect stakes.
8. Contractor is not responsible for snow banks built up by town plows AFTER service has been rendered, **nor ice that forms caused by melting and refreezing after requested services were originally provided.**

GENERAL PROVISIONS:

1. Notices. Any notice required or permitted to be given under this Agreement shall be deemed delivered two (2) days after depositing if placed in the United States mails for delivery by registered or certified mail, return receipt requested, postage pre-paid, and addressed to the appropriate party at the address set forth on the first page of this Agreement. Such addresses may be changed by giving written notice to the other party of such different address pursuant to the provisions of this section.
2. Entire Agreement. This Agreement, together with the Schedules and addendums which may be attached hereto and made part thereof, constitutes the entire Agreement between the parties and supersedes any and all prior and contemporaneous oral or written understandings between the parties relating to the subject matter hereof.
3. Modification and Waiver. No purported amendment, modification or waiver of any provision hereof shall be binding unless set forth in a writing signed by both parties (in a case of amendments, addendums and notifications) or by the party to be charged thereby (in the case of waivers). Any waiver shall be limited to the circumstance or event specifically referenced in the written waiver document and shall not be deemed a waiver of any other term of this Agreement or of the same circumstance or event upon any recurrence thereof.
4. Term and Termination. This Agreement is an annual contract – valid and enforceable for one year from the date of execution. This agreement may be cancelled by either party upon written 30-days written notification via registered mail. Payments for services rendered are due and payable immediately upon such cancellation.

THE CONTRACTOR SHALL HAVE NO LIABILITY TO ANY PERSON OR ENTITY FOR ANY INDIRECT, SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES OR ANY KIND, NATURE, OR DESCRIPTION, WHETHER ARISING OUT OF WARRANTY OR OTHER CONTRACT, NEGLIGENCE OR OTHER TORT, OR OTHERWISE, INCLUDING BUT NOT LIMITED TO ANY LOST PROFITS OR BENEFITS OF THE BARGAIN.

5. Controlling Law and Jurisdiction. This agreement shall be deemed to have been made in the State of Iowa, and shall be governed by, construed, and interpreted in accordance with the laws

of the state of Iowa, with respect to any dispute or controversy or claim arising out of or relating to this Agreement or the relationship between parties, the Contractor and the Client agree that this agreement shall be performed in the State of Iowa, and any suit on this agreement shall be proper if filed in Polk County District Court. In event litigation is necessary to enforce this Agreement, in addition to any other remedy that may be awarded, the prevailing party shall also be entitled to recover reasonable attorney fees and expenses.

- 6. Headings. The headings in this agreement are inserted for convenience only, and are not a part of this agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first above written. This agreement can be changed, altered, amended, and canceled at any time by mutual agreement of the parties, in writing.

Customer

Date Signed

Printed Name

Title

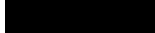



The Snow Company, LLC

Date Signed

Chad Klonglan, Manager

Title

**SCHEDULE 1
WORK SITE(S)**

ADDRESS	PRIMARY CONTACT NAME(S)	PHONE #
1) Ankeny Centennial High School Just Plowing Ice Control \$1,850.00 0-3" Snow \$2,450.00 4-6" Snow \$5,150.00 7-9" Snow \$7,850.00 10-12" Snow \$10,475.00	Tim Simpkins	
2) Prairie Ridge Middle School Plowing and Walks Ice Control \$1,950.00 0-3" Snow \$2,350.00 4-6" Snow \$5,050.00 7-9" Snow \$7,750.00 10-12" Snow \$10,375.00	Tim Simpkins	
3)Northview Middle School Just Plowing Ice Control \$1,650.00 0-3" Snow \$2,450.00 4-6" Snow \$5,150.00 7-9" Snow \$7,850.00 10-12" Snow \$10,275.00	Tim Simpkins	
4)Bus Barn Plowing and Walks Ice Control \$1,550.00 0-3" Snow \$2,150.00 4-6" Snow \$4,350.00 7-9" Snow \$6,850.00 10-12" Snow \$8,875.00	Tim Simpkins	

**SCHEDULE 2
COMPENSATION**

Pricing:

1. To ensure a superior level of service, Contractor will bill for one 0-4" snow during each of the months of December, January and February, in the event that there are no plowable snows during that particular month. The amount billed will be credited toward other snow services performed during the same month. All prices are plus sales tax.

Initial accumulation up to 3 inches:	\$
Over 3 inches up to 6 inches:	\$
Over 7 inches up to 10 inches:	\$
Over 10 inches up to 12 inches:	\$
Over 12 inches:	An additional \$15 per inch

2. Ice control / de-icing materials:
 - a. An application of salt will be made per 50-lb. bag for: \$65.00

OR

- b. To help minimize the effects of de-icing chemicals to concrete sidewalks and surrounding vegetation, 50 lb. bags of Potassium Chloride will be applied at the rate of \$50 per bag.
3. Check here, if you wish to **DECLINE** having the Contractor apply de-icing agents on your Property. We strongly advise against declining application of de-icing agents due to concerns for slippery or icy conditions which could result in damage, injury or death.
4. **Snow Excavation & Removal, Hourly Prices**, the following services are available if necessary, with a one-hour travel charge, and a minimum charge of two hours. This equipment will only be used after consulting with & receiving approval of Customer.

Straight Blade Truck	\$80.00/hr
V-Blade Truck	\$95.00/hr
Skid-Loader	\$135.00/hr.
Hand work	\$65.00/hr

5. Snow/ice maintenance on holidays will be charged at a 20% premium. Holidays include: Thanksgiving, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day and Easter.

Terms

1. Service is effective between October 1st and April 30 each year. .
2. Terms are Net 10 days with a 1.5% charge per month (18% per annum) on all balances 10 days past due. Customer agrees to pay all costs associated with collecting past due balances including, but not limited to, any and all attorney's or collection agency's fees.
3. Contractor will not perform plowing services until any past due balances are paid in full.



EXHIBIT A

SNOW MAINTENANCE SERVICES PRICING

CLIENT: _____

PROPERTY ADDRESS: _____

BILLING ADDRESS: _____

BILLING EMAIL: _____

WEATHER ALERT EMAILS: _____

WEATHER STATION: _____

CLIENT IS OPEN ON WEEKENDS: YES NO

HOURS OF OPERATION: _____

ADDITIONAL NOTES FOR SNOW CREWS: _____

SET-RATE PAYMENT ARRANGEMENT

Trigger Amount: _____"

~~Parking lots and walks~~

Parking lots and drives

0.1-3" \$ _____

3.1-6" \$ _____

6.1-9" \$ _____

9.1-12" \$ _____

12.1" + \$ _____ PER INCH

Salting of lot **Salting of lots and drives**

PER APP or TON \$ _____

Sanding of lot

PER APP or TON \$ _____

Eco friendly Ice Melt (walks only)

PER APP or BAG \$ _____

Snow Hauling \$325 per hour (includes one loading and one hauling asset)

Additional loading & hauling assets will be billed hourly

See the Service Agreement for additional terms & conditions



SERVICE AGREEMENT
SNOW & ICE MAINTENANCE SERVICES

DATE OF EXECUTION: _____

EFFECTIVE DATE: October 15th, _____

TERMINATION DATE: October 14th, _____

CONTRACT LENGTH: 1 YEAR ___ 2 YEAR ___ 3 YEAR ___

CONTRACTOR: Perficut Companies, Inc., an Iowa corporation with its principal office at
6550 NE 14th Street, Des Moines, Iowa 50313 (hereinafter, "PCI")

PERFICUT OFFICE: _____ ACCOUNT MANAGER: _____

CLIENT: _____

CLIENT CONTACT: _____

CONTACT EMAIL: _____ PHONE: _____

ATTACHMENTS: EXHIBIT A: Snow & Ice Management Services Pricing

This Agreement is by and between PCI and Client (collectively, the "Parties") and made effective pursuant to the Effective Date provided above.

1. TERMS

1.01 SCOPE OF WORK

Subject to the terms and conditions of this Agreement, PCI shall supply the snow and ice management services specified in Exhibit A (the "Work") at the sites identified in Exhibit A (the "Property" or "Properties"). Exhibit A is hereby incorporated into and made part of this Agreement by reference along with any plans or specifications attached to this Agreement. In case of conflict between such plans and specifications and the provisions of this Agreement, the provisions of this Agreement shall prevail.

1.02 TERM OF AGREEMENT

This Agreement shall remain in effect from the Effective Date to the Termination Date, unless earlier terminated by PCI pursuant to the terms of this Agreement or by applicable law.



1.03 PAYMENT

1.03.1 Payment Terms. Payment terms are net 30 days, with a service charge of 2% per month to be added to the outstanding balance thereafter.

1.03.2 Selection of Payment Arrangement. Client may select either a Seasonal, Set-rate, or Hourly Payment Arrangement by marking the preferred payment arrangement on Exhibit A. If neither Seasonal or Set-rate is selected in Exhibit A, the Seasonal payment arrangement will be used.

1.03.3 Seasonal Payment Arrangement.

- A. Payment Schedule. If the Client elects a Seasonal Payment Arrangement, the Client agrees to pay the price established in Exhibit A on a monthly basis from November through March of the Contract Term.
- B. Cap. The Seasonal Payment Arrangement includes performance of the Work up to a snowfall cap (checked below). Post cap rates will be charged on a monthly basis at the end of each month. Rates indicated on your Exhibit A:

 30 INCHES 40 INCHES NO CAP
- C. Post-cap Salt Rate. A post cap salt application will be charged, for both walks and drives, upon hitting the season snowfall cap. This will be charged on a per service basis.
- D. Snow hauling. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full.
- E. **REBATE. If total snowfall does not exceed the following between the yearly contracted dates (not to exceed more than one year for calculations), PCI will pay a percent of the contract price. Rebate will be applied against the first installment for the next year. If Client chooses not to renew a Snow & Ice Maintenance Service Agreement, Client will forfeit rebate.**

30 INCHES:

If snowfall does not exceed nineteen point nine inches (19.9") PCI will pay a rebate of 7% of total contract price.

40 INCHES:

If snowfall does not exceed twenty-nine point nine inches (29.9") PCI will pay a rebate of 7% of total contract price.

If snowfall does not exceed twenty-four point nine inches (24.9") PCI will pay a rebate of 10% of total contract price.

NO CAP:

No Rebate

Initial



1.03.4 Set-rate Payment Arrangement. If the Client elects a Set-rate Payment Arrangement, the Client agrees to pay the rates established in Exhibit A. For purposes of a Set-rate Payment Arrangement, the Work shall be deemed to include maintenance of the initial snow event plus one additional clean-up performed within a 24-hour period of the end of the event. The Work does not include any special requests such as drifting, parked cars, refreezing or hauling; and such special requests will be subject to hourly charges. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full. Should additional measurable precipitation occur after the 24-hour mark, two events will be counted.

1.03.4a Hourly Payment Arrangement. If the Client elects an Hourly Payment Arrangement, the Client agrees to pay the rates established in Exhibit A. For purposes of an Hourly Payment Arrangement, the Work shall be deemed to include maintenance of the initial snow event, and any additional cleanup after the event will incur additional hourly charges. The Work does not include any special requests such as drifting, parked cars, refreezing, or hauling; and such special requests will be subject to additional charges. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full.

1.03.5 Measurement of Snowfall. The Weather Station identified in Exhibit A will be the official source of accumulation for determining the price of the Work of a Set-rate Payment Arrangement and the Cap or Rebate that applies for a Seasonal Payment Arrangement. PCI uses a 3rd party for all snow totals. Trace amount readings will be measured at 0.1 inch that goes towards the seasonal total. These totals are measured by certified meteorologists and are verified totals based on zip codes.

1.03.6 Non-Payment by the Client. If Client fails to make the payments due pursuant to the agreed payment schedule, PCI may treat this contract as breached by the Client, terminate its obligations hereunder and retain all payments previously made as liquidated damages for the Work and preparation previously performed and for loss of profits; or, at its option and after notifying the Client in writing, PCI may continue to perform and hold the Client liable for damages for breach. Continuation of performance of the contract by PCI after failure of the Client to make the payments due shall not constitute a waiver of the Client's breach of contract.

If balances reach or exceed 60 days, PCI may elect to terminate this Agreement without further notice. If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition similar to that existent prior to the commencement of its performance.

1.04 TERMINATION

1.04.1 Termination by Client. Except as provided in Section below, Client has the right to terminate the Agreement by giving sixty (60) days written notice to PCI. If the Client has selected a Seasonal Payment Arrangement, the amount due on the Agreement will be prorated for the period of time that the Agreement was in force and effect. If the Client has a Set-Rate Payment Arrangement, the Client shall pay PCI an amount equal to the rate of the labor and materials utilized to date, plus a twenty-percent fee (20%) for PCI's preparation, fixed expenses and lost profits. If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition similar to that existent prior to the commencement of its performance.

1.04.2 Termination by PCI. PCI shall have the right to terminate this Agreement at any time for any reason, as to any or all the Properties, by giving written notice of thirty (30) days to the Client. If the Client has selected a Seasonal Payment Arrangement, the amount due on the Agreement will be prorated for the period that the Agreement was in force and effect.



1.05 TIME OF PERFORMANCE

PCI will arrive at the Property within a reasonable time period to commence the Work when snow has accumulated to a depth that PCI has deemed necessary. For all other services, PCI will commence work only after being specifically directed to do so by the Client.

1.06 DUTY TO INSPECT THE WORK

The Client has the duty to inspect the Work performed by PCI to determine if it is satisfactory. If the Client does not timely advise PCI that there is a need for additional services within 48 hours of event completion, then the Work shall be deemed to have been accepted by the Client and satisfactorily performed by PCI.

1.07 ADDITIONAL SERVICES

Once a snow event is completed and the Property is cleared, the Client must specifically request that PCI return to the Property to perform any additional services, including but not limited to snow plowing, shoveling, ice watch or deicing service. Absent a request from the Client, PCI shall have neither the duty nor the obligation to return to the Property to perform additional Work or services of any kind.

1.08 EXTRA WORK

1.08.1 In the event that the Client requests changes to the Work, or conditions are encountered which, in the opinion of PCI, require changes or additions to the Work, PCI shall provide the Client written notice of the existence of "Extra Work." "Extra Work" includes, but is not limited to, conditions that require additional or alternative materials, labor and/or equipment, and/or circumstances where the Client or others creates conditions delaying or making PCI's Work more difficult.

1.08.2 The Client shall either accept or decline the Extra Work in writing or via email within five (5) days of receipt of the written notice of Extra Work. Until the Client either accepts or declines the Extra Work, PCI shall have no obligations to perform under this Agreement.

1.08.3 In the event that the Client does not provide PCI with a written acceptance of Extra Work or declines the Extra Work, PCI's obligations hereunder shall terminate.

1.08.4 If the Agreement is terminated pursuant to this provision, the Client shall pay PCI an amount equal to the actual cost of the labor and materials incurred to date, plus a twenty-percent fee (20%) for PCI's fixed expenses and lost profits.

1.08.5 If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition like that existent prior to the commencement of its performance.

1.08.6 In the event snow storage areas are full in any location of the property and require moving or hauling; additional charges will apply and are not included in your set rate or seasonal price. See your Exhibit A for additional snow hauling costs associated.

1.09 REPRESENTATIONS AND WARRANTIES OF CLIENT

1.09.1 Right of Entry. The Client hereby represents and warrants that they are either the property owner and/or the authorized representative of the owner of the property upon which the Work is to be performed. The Client hereby acknowledges that the Client has selected the Work location and further represents and warrants that the location of Work encompassed by this agreement is entirely within the Client's property lines.



1.09.2 Space and Access. Client agrees to: (1) Provide ample space for the Work and the storage of equipment and material used in performance of the Work; (2) Maintain convenient and unobstructed access to the Property and to permit necessary personnel and equipment free entry and egress to and from the premises; (3) Secure access to the Property, at Client's sole expense, if access to the Property is over land not owned by the Client, and; (4) Provide access to and use of electricity for power tools, without cost to PCI.

2. NON-SOLICITATION AND NON-DISCLOSURE

2.01 CONFIDENTIAL INFORMATION

Any information given to Client by PCI in connection with this Agreement is provided as confidential and proprietary information only for the purposes facilitating performance of the Work pursuant to this Agreement. Unless Client has the prior written consent of PCI, Client shall not at any time following the date of this Agreement disclose any confidential information to any third party. Within three (3) days of the termination of this Agreement, Contractor shall return all physical embodiments of any confidential information to the Client and destroy any electronically stored confidential information. For purposes of this Agreement, confidential information shall include all site maps, snow plans, diagrams, schedules, communications, and all other printed or electronic information related to the Work.

2.02 NON-SOLICITATION

From the date of execution through a period of two (2) years following the termination of this Agreement, Client agrees that it will not at any time contact or solicit any of PCI's employees, agents, subcontractors or service providers for the purpose of inducing them to terminate their relationship with PCI and/or commence a relationship with Client or any business which is employed by Client, directly or indirectly, or which Client, directly or indirectly, owns, manage, operates, is employed by, consults with, participates in or is connected with in any manner.

2.03 IRREPARABLE INJURY

Both parties agree that the breach of any term of this Agreement by Client will cause irreparable harm and injury to PCI and that PCI shall be entitled injunctive relief, both temporary, preliminary and final, and both parties agree to the jurisdiction of the equitable powers of the appropriate Court to obtain such relief. If there is a breach of this non-disclosure/non-solicitation covenant, PCI shall have the right to sue for damages and the Client shall be liable for the payment of court costs, reasonable attorney's fees and cost incurred in enforcing this non-disclosure/non-solicitation covenant, including, but not limited to the cost of investigation.

2.04 INFORMED CONSENT

Client has carefully read and considered the provisions of this non-disclosure/non-solicitation covenant and having done so agrees that the restrictions set forth in this Agreement are fair and reasonably required for the protection of the interest of PCI.

3. LIMITATION OF LIABILITY AND INDEMNIFICATION

3.01 LIMITATION OF LIABILITY

3.01.1 Snow Piling. *PCI may deem areas suitable for snow piling including parking stalls, open areas of parking lots, turf areas and/or retention basins. During the pre-season walk through, PCI agrees to provide Client with notification of such designated areas that may be deemed necessary for snow piling. Client agrees to hold PCI harmless of damages that may occur, including turf damage, plant damage and concrete and/or curb damage related to designated snow stacking areas, or damages as the direct result of products used in maintaining site.*

Initial



3.01.2 Low-lying Areas. PCI will assume no responsibility for ice-control near low-lying areas that are prone to collect water and freeze. PCI will assume no responsibility for ice-control in or near depressions, potholes or other defects on the property that are prone to collect water and freeze. PCI is not responsible for water/ice/snow that melts and/or refreezes. PCI will treat areas affected by a melting and re-freeze only after being engaged and specifically directed by the Client to do so. PCI does not perform ice-watch at the Property or Properties covered by this Agreement.

3.01.3 Parked Vehicles. PCI will not plow within two (2) feet of parked vehicles. PCI will not plow between parked vehicles. If, and when, any vehicles that have impeded performance of the Work are moved, the Client must request that PCI return to the Property to perform services at an additional hourly rate. PCI will not return for additional work without specific request to do so by the Client.

3.01.4 No Bare Pavement. The Client understands that the Work does not include clearing the area to "bare pavement" and that slippery conditions will continue to prevail even after the Work has been performed. The Client understands that PCI assumes no liability for such conditions.

3.01.5 Changing Conditions. The Client is aware that weather conditions change rapidly and without notice and that PCI assumes no liability for such changes in conditions. PCI will not return for additional work due to changing conditions without specific request to do so by the Client.

3.02 INDEMNIFICATION

3.02.1 To the fullest extent permitted by applicable law, Client agrees to indemnify, defend and hold harmless PCI and its respective affiliated companies, partners, successors, assigns, heirs, legal representatives, devisees, officers, directors, shareholders, employees and agents (herein collectively Indemnitees) for, from and against all damages, liabilities, losses, demands, claims, suits, actions, causes of action, cost, penalties, judgments, and expenses (including, attorney fees, costs and expenses of litigation and of Investigation) due to personal injury or property damage, or both, including, but not limited to, any and all claims, demands, causes of action, proceedings or suits for bodily injury, illness, disease, death, property damage or loss, loss of use, maintenance, cure, or wages (herein collectively Liabilities) directly or indirectly arising out of, or caused by, or resulting from (in whole or in part): (1) Client's premises, including any acts or omissions by Client or Client's subcontractors whether employed directly or indirectly, which occur while PCI is or is not physically on premises, (2) snow banks or any resulting melt/re-freeze from snow banks created, built up or expanded by any other person or entity other than PCI, including but not limited to the Client or Client's subcontractors whether employed directly or indirectly, State, Municipal or County employees, agents or subcontractors, (3) obstacles that protrude from the surface of the pavement on the Property including but not limited to utilities, water shut offs, electrical boxes, sewer vents, clean outs and any other obstacles on or within 10" of the pavement, (4) pavement that is defective, deteriorated, weakened, frost heaved or installed improperly, (5) incidental damages from the Work to ground cover, shrubbery, landscape lighting, parking curbs, paver bricks, hardscapes, blacktop surfaces, concrete, movement of gravel, moving of vehicles and snow piling around parked vehicles, (6) injury or damage to the Property or adjoining premises caused by lightning, fire, flood, cloud bursts, or unusual water run-off or other conditions beyond the control of PCI existent prior to, during or after the performance of its obligations under this Agreement, (7) delays in performance caused by strikes, weather conditions, and inability to obtain material or any other cause beyond the control of PCI, (8) this Agreement, or (9) any act or omission of the Client, any sub-contractor, anyone directly or indirectly employed by them, or anyone that they control or exercise control over except for such Liabilities which are caused by the sole fault or willful misconduct of Indemnitees. Without intending to limit the scope of Liabilities in a way, and to the extent permitted by applicable law, the Client expressly waives its immunity under the applicable workers' compensation statute in connection with any Indemnities claim for indemnification under this article.



3.02 The Client's indemnity obligations under this paragraph shall also specifically include, without limitation, all fines, penalties, damages, liability, costs, expenses (including without limitation, attorney's fees, costs and expenses of litigation and investigation) and punitive damages (if any) arising out of, or in connection with, any (i) violation of or failure to comply with any and all building codes, permitting requirements and rule and regulations promulgated there under that bear upon the performance of the Work by PCI, a sub-contractor, or any person or entity for whom either is responsible, (ii) means, methods, procedures, techniques, or sequences of execution or performance of the Work, and (iii) failure to secure and pay for permits, fees, approvals, licenses, and inspections as required, or any violation of any permit or other approval of a public authority applicable to the Work by PCI, a sub-contractor, or any person or entity for whom either is responsible.

3.03 Client shall promptly advise PCI in writing of any action, administrative or legal proceeding, claim, notice or investigation as to which this indemnification may apply, and Client, at the Client's expense, shall assume on behalf of PCI (and the other Indemnitees) and conduct with due diligence and in good faith the defense thereof with council satisfactory to PCI, provided, however, that PCI shall have the right, at its option, to be represented therein by advisory council of its own selection and at its own expense. In the event of failure by the Client to fully perform in accordance with this indemnification provision, PCI, at its option, and without relieving the Client of its obligations hereunder, may so perform, but all costs and expenses so incurred by PCI in that event shall be reimbursed by the Client to PCI, together with interest on the same from the date any such expense was paid by PCI until reimbursed by the Client, at the rate of interest provided to be paid on judgments, by the law of the jurisdiction to which the interpretation of this Contract is subject. This indemnification shall not be limited to damages, compensation or benefits payable under insurance policies, worker's compensation acts, disability benefit acts or other employees benefit acts.

3.04 The Client shall indemnify and hold harmless all the Indemnitees from and against any costs and expenses (including attorney's fees, cost and expenses of litigation and investigation) incurred by and Indemnitees in enforcing any of PCI's defense, indemnify, and hold harmless obligations under this Contract.

4. GENERAL TERMS

4.01 PCI'S EQUIPMENT

In no event shall the Client have any interest in or right to possess, use, restrain, impound, attach or otherwise withhold PCI's material or equipment. The Client, its agents, employees or representatives shall be liable to PCI in damages for any withholding thereof after demand therefore by PCI.

4.02 AGREEMENT OF THE PARTIES

This Agreement supersedes any, and all, agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. Each party to this Agreement acknowledges that no representation, inducements, promises, agreements oral or otherwise, have been made by any party, anyone acting on behalf of any parties, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding.

4.03 PARTIAL INVALIDITY

Each clause, covenant and obligation set forth in this Agreement is separate and distinct from every other restrictive covenant, clause and obligation set forth herein, and in the event of the invalidity of any clause, covenant or obligation, the remaining clauses, covenants and obligations shall be deemed independent and devisable and in full force and effect.

4.04 MODIFICATION AND AMENDMENT

The parties may amend this Agreement at any time upon mutual written agreement of the parties. No amendment, waiver, change, modification, or termination of any of the terms, provisions or conditions of this Agreement shall be effective unless and until reduced to writing and signed by both parties.



4.05 WAIVER

No waiver of default, by any party, hereunder shall be implied from any omission by a party to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver, and that only for the time and to the extent therein stated. One or more waivers of any covenant, term or condition of this Agreement by a party shall not be construed to be a waiver of any subsequent breach of the same covenant, term or condition. The consent or approval of any party shall not be deemed to waive or render unnecessary the consent or approval of said party of any subsequent or similar acts or omissions by a party.

4.06 ASSIGNMENT

This Agreement may be assigned by PCI at its sole and absolute discretion.

4.07 INUREMENT

This Agreement shall inure to the benefit of, and shall be binding upon, the permitted assigns, successors in interest, personal representatives, estate heirs, and legatees of each of the parties hereto.

4.08 GOVERNING LAW

This Agreement shall be governed by the laws of Iowa. All claims, disputes or other controversies between PCI and the Client arising out of or relating to PCI or the breach thereof shall be decided by litigation filed and venued in Polk County, Iowa, unless PCI elects to have such claim, dispute or controversy resolved by arbitration. Either party has the right to proceed to arbitration to settle disputes or other controversy between PCI and the Client, or between the Client and a sub-contractor. It shall be the responsibility of PCI to continue to perform any and all Work and perform all of its services diligently and in good and professional manner in conformity with the Contract. Client shall have no right to cease performance hereunder or to permit the prosecution of the Work to be delayed.

4.09 RIGHTS AND REMEDIES BY LAW

Duties and obligations imposed by the Contract Documents and rights and remedies available there under shall be in addition to and not a limitation of duties, obligation, rights, and remedies otherwise imposed or available by law.

4.10 ATTORNEY AND/OR OTHER FEES

In the event of any controversy, claim, or dispute between the parties hereto, arising out of or relating to this Agreement, or the breach thereof, PCI shall be entitled to recover its reasonable expenses, attorney's fees and costs incurred in connection therewith, plus interest at the highest extent allowed by law. PCI's attorney's fees incurred shall not be deemed merged into the judgment.

In addition to, and not in lieu of any other remedies or damages otherwise available, if it shall be necessary to enforce the terms of this agreement, PCI shall be entitled to reimbursement of any fees and costs of its attorneys and/or expert witnesses, including, but not limited to, travel and lodging expense. The foregoing shall be applicable regardless of whether it is actually necessary to pursue litigation in order to forward the rights of the party.

4.11 NOTICES

All notices required or permitted to be given under this Agreement shall be in writing and either hand-delivered, faxed, or mailed via certified first-class mail, postage prepaid to the other party at the address set forth on the signature page of this Agreement. A notice shall be deemed given when hand-delivered, when faxed or three (3) days after mailed via certified first-class mail, postage prepaid.



4.12 HEADINGS

The headings in this Agreement are inserted for convenience only and are in no way intended to describe, interpret, define, or limit the scope, extent or intent of this Agreement or any provision hereof.

4.13 AUTHORITY TO BIND

Each party signing this Agreement represents and warrants to the other party that he or she has the full legal power, authority, and right to execute and deliver this Agreement, and the party on whose behalf he or she is executing has the full legal power and authority to perform its obligations under this Agreement.

4.14 COUNTERPARTS

This Agreement may be executed in counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to constitute a single document. The facsimile signatures of the parties shall be deemed to constitute original signatures and facsimile copies hereof shall be deemed to constitute duplicate original counterparts. The parties agree to follow up with signed originals.

*** END OF AGREEMENT ***

*** SIGNATURE PAGE FOLLOWS ***

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed and executed on the date first above written.

PERFICUT COMPANIES, INC.

CLIENT:

Signature

Signature

Name / Director of Snow

Name & Title

Address: Perficut Companies, Inc
Attn: Office Admin
P.O. Box 918
Ankeny, Iowa 50021

Address: _____

Phone: 515-965-0951
Fax: 515-965-6934

Phone: _____



"EXHIBIT A"

Snow Removal Services Proposal

Ankeny High School
1155 SW Cherry St
Ankeny, IA 50023

SET RATE PRICING

SNOW REMOVAL - PARKING LOT & DRIVES	0.1-3"	\$	2,481.14	_____
	3.1-6"	\$	4,962.27	_____
	6.1-9"	\$	7,443.42	_____
	9.1-12"	\$	9,924.56	_____
	12.1" PER INCH	\$	1,654.09	_____
SALTING OF LOT & DRIVES	PER APPLICATION	\$	1,825.91	_____

SET RATE PRICING IS BASED ON THE INITIAL SNOW FALL PLUS (1) CLEAN-UP DONE WITHIN A 24-HOUR PERIOD FROM THE END OF THE SNOW FALL. SPECIAL REQUEST PLOWING (I.E. DRIFTING, PARKED CARS, REFREEZING, ETC.) WILL BE SUBJECT TO HOURLY CHARGES

* PERFICUT MAY DEEM AREAS SUITABLE FOR SNOW STACKING OR SNOW PILING. AREAS MAY INCLULDE PARKING STALLS, OPEN AREAS OF PARKING LOTS, TURF AREAS AND/OR RETENTION BASINS. CUSTOMER AGREES TO HOLD PERFICUT HARMLESS OF DAMAGES THAT MAY OCCUR, INCLUDING TURF DAMAGE, PLANT DAMAGE AND CONCRETE AND/OR CURB DAMAGE RELATED TO DESIGNATED SNOW STACKING AREAS. DURING PRE-SEASON WALK THRU, PERFICUT AGREES TO PROVIDE CUSTOMER WRITTEN NOTIFICATION OF SUCH DESIGNATED AREAS THAT MAY BE DEEMED NECESSARY FOR SNOW STACKING OR PILING*

SEE ATTACHED EXHIBIT WITH TERMS AND CONDITIONS



EXHIBIT A

SNOW MAINTENANCE SERVICES PRICING

CLIENT: _____

PROPERTY ADDRESS: _____

BILLING ADDRESS: _____

BILLING EMAIL: _____

WEATHER ALERT EMAILS: _____

WEATHER STATION: _____

CLIENT IS OPEN ON WEEKENDS: YES NO

HOURS OF OPERATION: _____

ADDITIONAL NOTES FOR SNOW CREWS: _____

SET-RATE PAYMENT ARRANGEMENT

Trigger Amount: _____"

~~Parking lots and walks~~

Parking lots and drives

0.1-3" \$ _____

3.1-6" \$ _____

6.1-9" \$ _____

9.1-12" \$ _____

12.1" + \$ _____ PER INCH

Salting of lot **Salting of lots and drives**

PER APP or TON \$ _____

Sanding of lot

PER APP or TON \$ _____

Eco friendly Ice Melt (walks only)

PER APP or BAG \$ _____

Snow Hauling \$325 per hour (includes one loading and one hauling asset)

Additional loading & hauling assets will be billed hourly

See the Service Agreement for additional terms & conditions



SERVICE AGREEMENT
SNOW & ICE MAINTENANCE SERVICES

DATE OF EXECUTION: _____

EFFECTIVE DATE: October 15th, _____

TERMINATION DATE: October 14th, _____

CONTRACT LENGTH: 1 YEAR ___ 2 YEAR ___ 3 YEAR ___

CONTRACTOR: Pericut Companies, Inc., an Iowa corporation with its principal office at
6550 NE 14th Street, Des Moines, Iowa 50313 (hereinafter, "PCI")

PERFICUT OFFICE: _____ ACCOUNT MANAGER: _____

CLIENT: _____

CLIENT CONTACT: _____

CONTACT EMAIL: _____ PHONE: _____

ATTACHMENTS: EXHIBIT A: Snow & Ice Management Services Pricing

This Agreement is by and between PCI and Client (collectively, the "Parties") and made effective pursuant to the Effective Date provided above.

1. TERMS

1.01 SCOPE OF WORK

Subject to the terms and conditions of this Agreement, PCI shall supply the snow and ice management services specified in Exhibit A (the "Work") at the sites identified in Exhibit A (the "Property" or "Properties"). Exhibit A is hereby incorporated into and made part of this Agreement by reference along with any plans or specifications attached to this Agreement. In case of conflict between such plans and specifications and the provisions of this Agreement, the provisions of this Agreement shall prevail.

1.02 TERM OF AGREEMENT

This Agreement shall remain in effect from the Effective Date to the Termination Date, unless earlier terminated by PCI pursuant to the terms of this Agreement or by applicable law.



1.03 PAYMENT

1.03.1 Payment Terms. Payment terms are net 30 days, with a service charge of 2% per month to be added to the outstanding balance thereafter.

1.03.2 Selection of Payment Arrangement. Client may select either a Seasonal, Set-rate, or Hourly Payment Arrangement by marking the preferred payment arrangement on Exhibit A. If neither Seasonal or Set-rate is selected in Exhibit A, the Seasonal payment arrangement will be used.

1.03.3 Seasonal Payment Arrangement.

- A. Payment Schedule. If the Client elects a Seasonal Payment Arrangement, the Client agrees to pay the price established in Exhibit A on a monthly basis from November through March of the Contract Term.
- B. Cap. The Seasonal Payment Arrangement includes performance of the Work up to a snowfall cap (checked below). Post cap rates will be charged on a monthly basis at the end of each month. Rates indicated on your Exhibit A:

 30 INCHES 40 INCHES NO CAP
- C. Post-cap Salt Rate. A post cap salt application will be charged, for both walks and drives, upon hitting the season snowfall cap. This will be charged on a per service basis.
- D. Snow hauling. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full.
- E. **REBATE. If total snowfall does not exceed the following between the yearly contracted dates (not to exceed more than one year for calculations), PCI will pay a percent of the contract price. Rebate will be applied against the first installment for the next year. If Client chooses not to renew a Snow & Ice Maintenance Service Agreement, Client will forfeit rebate.**

30 INCHES:

If snowfall does not exceed nineteen point nine inches (19.9") PCI will pay a rebate of 7% of total contract price.

40 INCHES:

If snowfall does not exceed twenty-nine point nine inches (29.9") PCI will pay a rebate of 7% of total contract price.

If snowfall does not exceed twenty-four point nine inches (24.9") PCI will pay a rebate of 10% of total contract price.

NO CAP:

No Rebate

Initial



1.03.4 Set-rate Payment Arrangement. If the Client elects a Set-rate Payment Arrangement, the Client agrees to pay the rates established in Exhibit A. For purposes of a Set-rate Payment Arrangement, the Work shall be deemed to include maintenance of the initial snow event plus one additional clean-up performed within a 24-hour period of the end of the event. The Work does not include any special requests such as drifting, parked cars, refreezing or hauling; and such special requests will be subject to hourly charges. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full. Should additional measurable precipitation occur after the 24-hour mark, two events will be counted.

1.03.4a Hourly Payment Arrangement. If the Client elects an Hourly Payment Arrangement, the Client agrees to pay the rates established in Exhibit A. For purposes of an Hourly Payment Arrangement, the Work shall be deemed to include maintenance of the initial snow event, and any additional cleanup after the event will incur additional hourly charges. The Work does not include any special requests such as drifting, parked cars, refreezing, or hauling; and such special requests will be subject to additional charges. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full.

1.03.5 Measurement of Snowfall. The Weather Station identified in Exhibit A will be the official source of accumulation for determining the price of the Work of a Set-rate Payment Arrangement and the Cap or Rebate that applies for a Seasonal Payment Arrangement. PCI uses a 3rd party for all snow totals. Trace amount readings will be measured at 0.1 inch that goes towards the seasonal total. These totals are measured by certified meteorologists and are verified totals based on zip codes.

1.03.6 Non-Payment by the Client. If Client fails to make the payments due pursuant to the agreed payment schedule, PCI may treat this contract as breached by the Client, terminate its obligations hereunder and retain all payments previously made as liquidated damages for the Work and preparation previously performed and for loss of profits; or, at its option and after notifying the Client in writing, PCI may continue to perform and hold the Client liable for damages for breach. Continuation of performance of the contract by PCI after failure of the Client to make the payments due shall not constitute a waiver of the Client's breach of contract.

If balances reach or exceed 60 days, PCI may elect to terminate this Agreement without further notice. If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition similar to that existent prior to the commencement of its performance.

1.04 TERMINATION

1.04.1 Termination by Client. Except as provided in Section below, Client has the right to terminate the Agreement by giving sixty (60) days written notice to PCI. If the Client has selected a Seasonal Payment Arrangement, the amount due on the Agreement will be prorated for the period of time that the Agreement was in force and effect. If the Client has a Set-Rate Payment Arrangement, the Client shall pay PCI an amount equal to the rate of the labor and materials utilized to date, plus a twenty-percent fee (20%) for PCI's preparation, fixed expenses and lost profits. If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition similar to that existent prior to the commencement of its performance.

1.04.2 Termination by PCI. PCI shall have the right to terminate this Agreement at any time for any reason, as to any or all the Properties, by giving written notice of thirty (30) days to the Client. If the Client has selected a Seasonal Payment Arrangement, the amount due on the Agreement will be prorated for the period that the Agreement was in force and effect.



1.05 TIME OF PERFORMANCE

PCI will arrive at the Property within a reasonable time period to commence the Work when snow has accumulated to a depth that PCI has deemed necessary. For all other services, PCI will commence work only after being specifically directed to do so by the Client.

1.06 DUTY TO INSPECT THE WORK

The Client has the duty to inspect the Work performed by PCI to determine if it is satisfactory. If the Client does not timely advise PCI that there is a need for additional services within 48 hours of event completion, then the Work shall be deemed to have been accepted by the Client and satisfactorily performed by PCI.

1.07 ADDITIONAL SERVICES

Once a snow event is completed and the Property is cleared, the Client must specifically request that PCI return to the Property to perform any additional services, including but not limited to snow plowing, shoveling, ice watch or deicing service. Absent a request from the Client, PCI shall have neither the duty nor the obligation to return to the Property to perform additional Work or services of any kind.

1.08 EXTRA WORK

1.08.1 In the event that the Client requests changes to the Work, or conditions are encountered which, in the opinion of PCI, require changes or additions to the Work, PCI shall provide the Client written notice of the existence of "Extra Work." "Extra Work" includes, but is not limited to, conditions that require additional or alternative materials, labor and/or equipment, and/or circumstances where the Client or others creates conditions delaying or making PCI's Work more difficult.

1.08.2 The Client shall either accept or decline the Extra Work in writing or via email within five (5) days of receipt of the written notice of Extra Work. Until the Client either accepts or declines the Extra Work, PCI shall have no obligations to perform under this Agreement.

1.08.3 In the event that the Client does not provide PCI with a written acceptance of Extra Work or declines the Extra Work, PCI's obligations hereunder shall terminate.

1.08.4 If the Agreement is terminated pursuant to this provision, the Client shall pay PCI an amount equal to the actual cost of the labor and materials incurred to date, plus a twenty-percent fee (20%) for PCI's fixed expenses and lost profits.

1.08.5 If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition like that existent prior to the commencement of its performance.

1.08.6 In the event snow storage areas are full in any location of the property and require moving or hauling; additional charges will apply and are not included in your set rate or seasonal price. See your Exhibit A for additional snow hauling costs associated.

1.09 REPRESENTATIONS AND WARRANTIES OF CLIENT

1.09.1 Right of Entry. The Client hereby represents and warrants that they are either the property owner and/or the authorized representative of the owner of the property upon which the Work is to be performed. The Client hereby acknowledges that the Client has selected the Work location and further represents and warrants that the location of Work encompassed by this agreement is entirely within the Client's property lines.



1.09.2 Space and Access. Client agrees to: (1) Provide ample space for the Work and the storage of equipment and material used in performance of the Work; (2) Maintain convenient and unobstructed access to the Property and to permit necessary personnel and equipment free entry and egress to and from the premises; (3) Secure access to the Property, at Client's sole expense, if access to the Property is over land not owned by the Client, and; (4) Provide access to and use of electricity for power tools, without cost to PCI.

2. NON-SOLICITATION AND NON-DISCLOSURE

2.01 CONFIDENTIAL INFORMATION

Any information given to Client by PCI in connection with this Agreement is provided as confidential and proprietary information only for the purposes facilitating performance of the Work pursuant to this Agreement. Unless Client has the prior written consent of PCI, Client shall not at any time following the date of this Agreement disclose any confidential information to any third party. Within three (3) days of the termination of this Agreement, Contractor shall return all physical embodiments of any confidential information to the Client and destroy any electronically stored confidential information. For purposes of this Agreement, confidential information shall include all site maps, snow plans, diagrams, schedules, communications, and all other printed or electronic information related to the Work.

2.02 NON-SOLICITATION

From the date of execution through a period of two (2) years following the termination of this Agreement, Client agrees that it will not at any time contact or solicit any of PCI's employees, agents, subcontractors or service providers for the purpose of inducing them to terminate their relationship with PCI and/or commence a relationship with Client or any business which is employed by Client, directly or indirectly, or which Client, directly or indirectly, owns, manage, operates, is employed by, consults with, participates in or is connected with in any manner.

2.03 IRREPARABLE INJURY

Both parties agree that the breach of any term of this Agreement by Client will cause irreparable harm and injury to PCI and that PCI shall be entitled injunctive relief, both temporary, preliminary and final, and both parties agree to the jurisdiction of the equitable powers of the appropriate Court to obtain such relief. If there is a breach of this non-disclosure/non-solicitation covenant, PCI shall have the right to sue for damages and the Client shall be liable for the payment of court costs, reasonable attorney's fees and cost incurred in enforcing this non-disclosure/non-solicitation covenant, including, but not limited to the cost of investigation.

2.04 INFORMED CONSENT

Client has carefully read and considered the provisions of this non-disclosure/non-solicitation covenant and having done so agrees that the restrictions set forth in this Agreement are fair and reasonably required for the protection of the interest of PCI.

3. LIMITATION OF LIABILITY AND INDEMNIFICATION

3.01 LIMITATION OF LIABILITY

3.01.1 Snow Piling. *PCI may deem areas suitable for snow piling including parking stalls, open areas of parking lots, turf areas and/or retention basins. During the pre-season walk through, PCI agrees to provide Client with notification of such designated areas that may be deemed necessary for snow piling. Client agrees to hold PCI harmless of damages that may occur, including turf damage, plant damage and concrete and/or curb damage related to designated snow stacking areas, or damages as the direct result of products used in maintaining site.*

Initial



3.01.2 Low-lying Areas. PCI will assume no responsibility for ice-control near low-lying areas that are prone to collect water and freeze. PCI will assume no responsibility for ice-control in or near depressions, potholes or other defects on the property that are prone to collect water and freeze. PCI is not responsible for water/ice/snow that melts and/or refreezes. PCI will treat areas affected by a melting and re-freeze only after being engaged and specifically directed by the Client to do so. PCI does not perform ice-watch at the Property or Properties covered by this Agreement.

3.01.3 Parked Vehicles. PCI will not plow within two (2) feet of parked vehicles. PCI will not plow between parked vehicles. If, and when, any vehicles that have impeded performance of the Work are moved, the Client must request that PCI return to the Property to perform services at an additional hourly rate. PCI will not return for additional work without specific request to do so by the Client.

3.01.4 No Bare Pavement. The Client understands that the Work does not include clearing the area to "bare pavement" and that slippery conditions will continue to prevail even after the Work has been performed. The Client understands that PCI assumes no liability for such conditions.

3.01.5 Changing Conditions. The Client is aware that weather conditions change rapidly and without notice and that PCI assumes no liability for such changes in conditions. PCI will not return for additional work due to changing conditions without specific request to do so by the Client.

3.02 INDEMNIFICATION

3.02.1 To the fullest extent permitted by applicable law, Client agrees to indemnify, defend and hold harmless PCI and its respective affiliated companies, partners, successors, assigns, heirs, legal representatives, devisees, officers, directors, shareholders, employees and agents (herein collectively Indemnitees) for, from and against all damages, liabilities, losses, demands, claims, suits, actions, causes of action, cost, penalties, judgments, and expenses (including, attorney fees, costs and expenses of litigation and of Investigation) due to personal injury or property damage, or both, including, but not limited to, any and all claims, demands, causes of action, proceedings or suits for bodily injury, illness, disease, death, property damage or loss, loss of use, maintenance, cure, or wages (herein collectively Liabilities) directly or indirectly arising out of, or caused by, or resulting from (in whole or in part): (1) Client's premises, including any acts or omissions by Client or Client's subcontractors whether employed directly or indirectly, which occur while PCI is or is not physically on premises, (2) snow banks or any resulting melt/re-freeze from snow banks created, built up or expanded by any other person or entity other than PCI, including but not limited to the Client or Client's subcontractors whether employed directly or indirectly, State, Municipal or County employees, agents or subcontractors, (3) obstacles that protrude from the surface of the pavement on the Property including but not limited to utilities, water shut offs, electrical boxes, sewer vents, clean outs and any other obstacles on or within 10" of the pavement, (4) pavement that is defective, deteriorated, weakened, frost heaved or installed improperly, (5) incidental damages from the Work to ground cover, shrubbery, landscape lighting, parking curbs, paver bricks, hardscapes, blacktop surfaces, concrete, movement of gravel, moving of vehicles and snow piling around parked vehicles, (6) injury or damage to the Property or adjoining premises caused by lightning, fire, flood, cloud bursts, or unusual water run-off or other conditions beyond the control of PCI existent prior to, during or after the performance of its obligations under this Agreement, (7) delays in performance caused by strikes, weather conditions, and inability to obtain material or any other cause beyond the control of PCI, (8) this Agreement, or (9) any act or omission of the Client, any sub-contractor, anyone directly or indirectly employed by them, or anyone that they control or exercise control over except for such Liabilities which are caused by the sole fault or willful misconduct of Indemnitees. Without intending to limit the scope of Liabilities in a way, and to the extent permitted by applicable law, the Client expressly waives its immunity under the applicable workers' compensation statute in connection with any Indemnities claim for indemnification under this article.



3.02 The Client's indemnity obligations under this paragraph shall also specifically include, without limitation, all fines, penalties, damages, liability, costs, expenses (including without limitation, attorney's fees, costs and expenses of litigation and investigation) and punitive damages (if any) arising out of, or in connection with, any (i) violation of or failure to comply with any and all building codes, permitting requirements and rule and regulations promulgated there under that bear upon the performance of the Work by PCI, a sub-contractor, or any person or entity for whom either is responsible, (ii) means, methods, procedures, techniques, or sequences of execution or performance of the Work, and (iii) failure to secure and pay for permits, fees, approvals, licenses, and inspections as required, or any violation of any permit or other approval of a public authority applicable to the Work by PCI, a sub-contractor, or any person or entity for whom either is responsible.

3.03 Client shall promptly advise PCI in writing of any action, administrative or legal proceeding, claim, notice or investigation as to which this indemnification may apply, and Client, at the Client's expense, shall assume on behalf of PCI (and the other Indemnitees) and conduct with due diligence and in good faith the defense thereof with council satisfactory to PCI, provided, however, that PCI shall have the right, at its option, to be represented therein by advisory council of its own selection and at its own expense. In the event of failure by the Client to fully perform in accordance with this indemnification provision, PCI, at its option, and without relieving the Client of its obligations hereunder, may so perform, but all costs and expenses so incurred by PCI in that event shall be reimbursed by the Client to PCI, together with interest on the same from the date any such expense was paid by PCI until reimbursed by the Client, at the rate of interest provided to be paid on judgments, by the law of the jurisdiction to which the interpretation of this Contract is subject. This indemnification shall not be limited to damages, compensation or benefits payable under insurance policies, worker's compensation acts, disability benefit acts or other employees benefit acts.

3.04 The Client shall indemnify and hold harmless all the Indemnitees from and against any costs and expenses (including attorney's fees, cost and expenses of litigation and investigation) incurred by and Indemnitees in enforcing any of PCI's defense, indemnify, and hold harmless obligations under this Contract.

4. GENERAL TERMS

4.01 PCI'S EQUIPMENT

In no event shall the Client have any interest in or right to possess, use, restrain, impound, attach or otherwise withhold PCI's material or equipment. The Client, its agents, employees or representatives shall be liable to PCI in damages for any withholding thereof after demand therefore by PCI.

4.02 AGREEMENT OF THE PARTIES

This Agreement supersedes any, and all, agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. Each party to this Agreement acknowledges that no representation, inducements, promises, agreements oral or otherwise, have been made by any party, anyone acting on behalf of any parties, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding.

4.03 PARTIAL INVALIDITY

Each clause, covenant and obligation set forth in this Agreement is separate and distinct from every other restrictive covenant, clause and obligation set forth herein, and in the event of the invalidity of any clause, covenant or obligation, the remaining clauses, covenants and obligations shall be deemed independent and devisable and in full force and effect.

4.04 MODIFICATION AND AMENDMENT

The parties may amend this Agreement at any time upon mutual written agreement of the parties. No amendment, waiver, change, modification, or termination of any of the terms, provisions or conditions of this Agreement shall be effective unless and until reduced to writing and signed by both parties.



4.05 WAIVER

No waiver of default, by any party, hereunder shall be implied from any omission by a party to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver, and that only for the time and to the extent therein stated. One or more waivers of any covenant, term or condition of this Agreement by a party shall not be construed to be a waiver of any subsequent breach of the same covenant, term or condition. The consent or approval of any party shall not be deemed to waive or render unnecessary the consent or approval of said party of any subsequent or similar acts or omissions by a party.

4.06 ASSIGNMENT

This Agreement may be assigned by PCI at its sole and absolute discretion.

4.07 INUREMENT

This Agreement shall inure to the benefit of, and shall be binding upon, the permitted assigns, successors in interest, personal representatives, estate heirs, and legatees of each of the parties hereto.

4.08 GOVERNING LAW

This Agreement shall be governed by the laws of Iowa. All claims, disputes or other controversies between PCI and the Client arising out of or relating to PCI or the breach thereof shall be decided by litigation filed and venued in Polk County, Iowa, unless PCI elects to have such claim, dispute or controversy resolved by arbitration. Either party has the right to proceed to arbitration to settle disputes or other controversy between PCI and the Client, or between the Client and a sub-contractor. It shall be the responsibility of PCI to continue to perform any and all Work and perform all of its services diligently and in good and professional manner in conformity with the Contract. Client shall have no right to cease performance hereunder or to permit the prosecution of the Work to be delayed.

4.09 RIGHTS AND REMEDIES BY LAW

Duties and obligations imposed by the Contract Documents and rights and remedies available there under shall be in addition to and not a limitation of duties, obligation, rights, and remedies otherwise imposed or available by law.

4.10 ATTORNEY AND/OR OTHER FEES

In the event of any controversy, claim, or dispute between the parties hereto, arising out of or relating to this Agreement, or the breach thereof, PCI shall be entitled to recover its reasonable expenses, attorney's fees and costs incurred in connection therewith, plus interest at the highest extent allowed by law. PCI's attorney's fees incurred shall not be deemed merged into the judgment.

In addition to, and not in lieu of any other remedies or damages otherwise available, if it shall be necessary to enforce the terms of this agreement, PCI shall be entitled to reimbursement of any fees and costs of its attorneys and/or expert witnesses, including, but not limited to, travel and lodging expense. The foregoing shall be applicable regardless of whether it is actually necessary to pursue litigation in order to forward the rights of the party.

4.11 NOTICES

All notices required or permitted to be given under this Agreement shall be in writing and either hand-delivered, faxed, or mailed via certified first-class mail, postage prepaid to the other party at the address set forth on the signature page of this Agreement. A notice shall be deemed given when hand-delivered, when faxed or three (3) days after mailed via certified first-class mail, postage prepaid.



4.12 HEADINGS

The headings in this Agreement are inserted for convenience only and are in no way intended to describe, interpret, define, or limit the scope, extent or intent of this Agreement or any provision hereof.

4.13 AUTHORITY TO BIND

Each party signing this Agreement represents and warrants to the other party that he or she has the full legal power, authority, and right to execute and deliver this Agreement, and the party on whose behalf he or she is executing has the full legal power and authority to perform its obligations under this Agreement.

4.14 COUNTERPARTS

This Agreement may be executed in counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to constitute a single document. The facsimile signatures of the parties shall be deemed to constitute original signatures and facsimile copies hereof shall be deemed to constitute duplicate original counterparts. The parties agree to follow up with signed originals.

*** END OF AGREEMENT ***

*** SIGNATURE PAGE FOLLOWS ***

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed and executed on the date first above written.

PERFICUT COMPANIES, INC.

CLIENT:

Signature

Signature

Name / Director of Snow

Name & Title

Address: Perficut Companies, Inc
Attn: Office Admin
P.O. Box 918
Ankeny, Iowa 50021

Address: _____

Phone: 515-965-0951
Fax: 515-965-6934

Phone: _____



"EXHIBIT A"

Snow Removal Services Proposal

Parkview Middle School / Terrace Learning Center
310 NW School St
Ankeny, IA 50023

SET RATE PRICING

SNOW REMOVAL - PARKING LOT & DRIVES	0.1-3"	\$	766.95	_____
	3.1-6"	\$	1,533.97	_____
	6.1-9"	\$	2,300.95	_____
	9.1-12"	\$	3,067.93	_____
	12.1" PER INCH	\$	608.79	_____
SALTING OF LOT & DRIVES	PER APPLICATION	\$	597.93	_____

SET RATE PRICING IS BASED ON THE INITIAL SNOW FALL PLUS (1) CLEAN-UP DONE WITHIN A 24-HOUR PERIOD FROM THE END OF THE SNOW FALL. SPECIAL REQUEST PLOWING (I.E. DRIFTING, PARKED CARS, REFREEZING, ETC.) WILL BE SUBJECT TO HOURLY CHARGES

* PERFCUT MAY DEEM AREAS SUITABLE FOR SNOW STACKING OR SNOW PILING. AREAS MAY INCLULDE PARKING STALLS, OPEN AREAS OF PARKING LOTS, TURF AREAS AND/OR RETENTION BASINS. CUSTOMER AGREES TO HOLD PERFCUT HARMLESS OF DAMAGES THAT MAY OCCUR, INCLUDING TURF DAMAGE, PLANT DAMAGE AND CONCRETE AND/OR CURB DAMAGE RELATED TO DESIGNATED SNOW STACKING AREAS. DURING PRE-SEASON WALK THRU, PERFCUT AGREES TO PROVIDE CUSTOMER WRITTEN NOTIFICATION OF SUCH DESIGNATED AREAS THAT MAY BE DEEMED NECESSARY FOR SNOW STACKING OR PILING*

SEE ATTACHED EXHIBIT WITH TERMS AND CONDITIONS



EXHIBIT A

SNOW MAINTENANCE SERVICES PRICING

CLIENT: _____

PROPERTY ADDRESS: _____

BILLING ADDRESS: _____

BILLING EMAIL: _____

WEATHER ALERT EMAILS: _____

WEATHER STATION: _____

CLIENT IS OPEN ON WEEKENDS: YES NO

HOURS OF OPERATION: _____

ADDITIONAL NOTES FOR SNOW CREWS: _____

SET-RATE PAYMENT ARRANGEMENT

Trigger Amount: _____"

~~Parking lots and walks~~

Parking lots and drives

0.1-3" \$ _____

3.1-6" \$ _____

6.1-9" \$ _____

9.1-12" \$ _____

12.1" + \$ _____ PER INCH

Salting of lot **Salting of lots and drives**

PER APP or TON \$ _____

Sanding of lot

PER APP or TON \$ _____

Eco friendly Ice Melt (walks only)

PER APP or BAG \$ _____

Snow Hauling \$325 per hour (includes one loading and one hauling asset)

Additional loading & hauling assets will be billed hourly

See the Service Agreement for additional terms & conditions



SERVICE AGREEMENT
SNOW & ICE MAINTENANCE SERVICES

DATE OF EXECUTION: _____

EFFECTIVE DATE: October 15th, _____

TERMINATION DATE: October 14th, _____

CONTRACT LENGTH: 1 YEAR ___ 2 YEAR ___ 3 YEAR ___

CONTRACTOR: Perficut Companies, Inc., an Iowa corporation with its principal office at
6550 NE 14th Street, Des Moines, Iowa 50313 (hereinafter, "PCI")

PERFICUT OFFICE: _____ ACCOUNT MANAGER: _____

CLIENT: _____

CLIENT CONTACT: _____

CONTACT EMAIL: _____ PHONE: _____

ATTACHMENTS: EXHIBIT A: Snow & Ice Management Services Pricing

This Agreement is by and between PCI and Client (collectively, the "Parties") and made effective pursuant to the Effective Date provided above.

1. TERMS

1.01 SCOPE OF WORK

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1.02 TERM OF AGREEMENT

This Agreement shall remain in effect from the Effective Date to the Termination Date, unless earlier terminated by PCI pursuant to the terms of this Agreement or by applicable law.



1.03 PAYMENT

1.03.1 Payment Terms. Payment terms are net 30 days, with a service charge of 2% per month to be added to the outstanding balance thereafter.

1.03.2 Selection of Payment Arrangement. Client may select either a Seasonal, Set-rate, or Hourly Payment Arrangement by marking the preferred payment arrangement on Exhibit A. If neither Seasonal or Set-rate is selected in Exhibit A, the Seasonal payment arrangement will be used.

1.03.3 Seasonal Payment Arrangement.

- A. Payment Schedule. If the Client elects a Seasonal Payment Arrangement, the Client agrees to pay the price established in Exhibit A on a monthly basis from November through March of the Contract Term.
- B. Cap. The Seasonal Payment Arrangement includes performance of the Work up to a snowfall cap (checked below). Post cap rates will be charged on a monthly basis at the end of each month. Rates indicated on your Exhibit A:

 30 INCHES 40 INCHES NO CAP
- C. Post-cap Salt Rate. A post cap salt application will be charged, for both walks and drives, upon hitting the season snowfall cap. This will be charged on a per service basis.
- D. Snow hauling. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full.
- E. **REBATE. If total snowfall does not exceed the following between the yearly contracted dates (not to exceed more than one year for calculations), PCI will pay a percent of the contract price. Rebate will be applied against the first installment for the next year. If Client chooses not to renew a Snow & Ice Maintenance Service Agreement, Client will forfeit rebate.**

30 INCHES:

If snowfall does not exceed nineteen point nine inches (19.9") PCI will pay a rebate of 7% of total contract price.

40 INCHES:

If snowfall does not exceed twenty-nine point nine inches (29.9") PCI will pay a rebate of 7% of total contract price.

If snowfall does not exceed twenty-four point nine inches (24.9") PCI will pay a rebate of 10% of total contract price.

NO CAP:

No Rebate

Initial



1.03.4 Set-rate Payment Arrangement. If the Client elects a Set-rate Payment Arrangement, the Client agrees to pay the rates established in Exhibit A. For purposes of a Set-rate Payment Arrangement, the Work shall be deemed to include maintenance of the initial snow event plus one additional clean-up performed within a 24-hour period of the end of the event. The Work does not include any special requests such as drifting, parked cars, refreezing or hauling; and such special requests will be subject to hourly charges. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full. Should additional measurable precipitation occur after the 24-hour mark, two events will be counted.

1.03.4a Hourly Payment Arrangement. If the Client elects an Hourly Payment Arrangement, the Client agrees to pay the rates established in Exhibit A. For purposes of an Hourly Payment Arrangement, the Work shall be deemed to include maintenance of the initial snow event, and any additional cleanup after the event will incur additional hourly charges. The Work does not include any special requests such as drifting, parked cars, refreezing, or hauling; and such special requests will be subject to additional charges. Snow hauling services are an additional cost and charged at an hourly rate as shown on your Exhibit A. This also includes moving of piles on the site to and from approved storage areas when they are full.

1.03.5 Measurement of Snowfall. The Weather Station identified in Exhibit A will be the official source of accumulation for determining the price of the Work of a Set-rate Payment Arrangement and the Cap or Rebate that applies for a Seasonal Payment Arrangement. PCI uses a 3rd party for all snow totals. Trace amount readings will be measured at 0.1 inch that goes towards the seasonal total. These totals are measured by certified meteorologists and are verified totals based on zip codes.

1.03.6 Non-Payment by the Client. If Client fails to make the payments due pursuant to the agreed payment schedule, PCI may treat this contract as breached by the Client, terminate its obligations hereunder and retain all payments previously made as liquidated damages for the Work and preparation previously performed and for loss of profits; or, at its option and after notifying the Client in writing, PCI may continue to perform and hold the Client liable for damages for breach. Continuation of performance of the contract by PCI after failure of the Client to make the payments due shall not constitute a waiver of the Client's breach of contract.

If balances reach or exceed 60 days, PCI may elect to terminate this Agreement without further notice. If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition similar to that existent prior to the commencement of its performance.

1.04 TERMINATION

1.04.1 Termination by Client. Except as provided in Section below, Client has the right to terminate the Agreement by giving sixty (60) days written notice to PCI. If the Client has selected a Seasonal Payment Arrangement, the amount due on the Agreement will be prorated for the period of time that the Agreement was in force and effect. If the Client has a Set-Rate Payment Arrangement, the Client shall pay PCI an amount equal to the rate of the labor and materials utilized to date, plus a twenty-percent fee (20%) for PCI's preparation, fixed expenses and lost profits. If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition similar to that existent prior to the commencement of its performance.

1.04.2 Termination by PCI. PCI shall have the right to terminate this Agreement at any time for any reason, as to any or all the Properties, by giving written notice of thirty (30) days to the Client. If the Client has selected a Seasonal Payment Arrangement, the amount due on the Agreement will be prorated for the period that the Agreement was in force and effect.



1.05 TIME OF PERFORMANCE

PCI will arrive at the Property within a reasonable time period to commence the Work when snow has accumulated to a depth that PCI has deemed necessary. For all other services, PCI will commence work only after being specifically directed to do so by the Client.

1.06 DUTY TO INSPECT THE WORK

The Client has the duty to inspect the Work performed by PCI to determine if it is satisfactory. If the Client does not timely advise PCI that there is a need for additional services within 48 hours of event completion, then the Work shall be deemed to have been accepted by the Client and satisfactorily performed by PCI.

1.07 ADDITIONAL SERVICES

Once a snow event is completed and the Property is cleared, the Client must specifically request that PCI return to the Property to perform any additional services, including but not limited to snow plowing, shoveling, ice watch or deicing service. Absent a request from the Client, PCI shall have neither the duty nor the obligation to return to the Property to perform additional Work or services of any kind.

1.08 EXTRA WORK

1.08.1 In the event that the Client requests changes to the Work, or conditions are encountered which, in the opinion of PCI, require changes or additions to the Work, PCI shall provide the Client written notice of the existence of "Extra Work." "Extra Work" includes, but is not limited to, conditions that require additional or alternative materials, labor and/or equipment, and/or circumstances where the Client or others creates conditions delaying or making PCI's Work more difficult.

1.08.2 The Client shall either accept or decline the Extra Work in writing or via email within five (5) days of receipt of the written notice of Extra Work. Until the Client either accepts or declines the Extra Work, PCI shall have no obligations to perform under this Agreement.

1.08.3 In the event that the Client does not provide PCI with a written acceptance of Extra Work or declines the Extra Work, PCI's obligations hereunder shall terminate.

1.08.4 If the Agreement is terminated pursuant to this provision, the Client shall pay PCI an amount equal to the actual cost of the labor and materials incurred to date, plus a twenty-percent fee (20%) for PCI's fixed expenses and lost profits.

1.08.5 If the Agreement is terminated pursuant to this provision, PCI's obligations shall terminate immediately, and PCI shall not be required to replace the premises in a condition like that existent prior to the commencement of its performance.

1.08.6 In the event snow storage areas are full in any location of the property and require moving or hauling; additional charges will apply and are not included in your set rate or seasonal price. See your Exhibit A for additional snow hauling costs associated.

1.09 REPRESENTATIONS AND WARRANTIES OF CLIENT

1.09.1 Right of Entry. The Client hereby represents and warrants that they are either the property owner and/or the authorized representative of the owner of the property upon which the Work is to be performed. The Client hereby acknowledges that the Client has selected the Work location and further represents and warrants that the location of Work encompassed by this agreement is entirely within the Client's property lines.



1.09.2 Space and Access. Client agrees to: (1) Provide ample space for the Work and the storage of equipment and material used in performance of the Work; (2) Maintain convenient and unobstructed access to the Property and to permit necessary personnel and equipment free entry and egress to and from the premises; (3) Secure access to the Property, at Client's sole expense, if access to the Property is over land not owned by the Client, and; (4) Provide access to and use of electricity for power tools, without cost to PCI.

2. NON-SOLICITATION AND NON-DISCLOSURE

2.01 CONFIDENTIAL INFORMATION

Any information given to Client by PCI in connection with this Agreement is provided as confidential and proprietary information only for the purposes facilitating performance of the Work pursuant to this Agreement. Unless Client has the prior written consent of PCI, Client shall not at any time following the date of this Agreement disclose any confidential information to any third party. Within three (3) days of the termination of this Agreement, Contractor shall return all physical embodiments of any confidential information to the Client and destroy any electronically stored confidential information. For purposes of this Agreement, confidential information shall include all site maps, snow plans, diagrams, schedules, communications, and all other printed or electronic information related to the Work.

2.02 NON-SOLICITATION

From the date of execution through a period of two (2) years following the termination of this Agreement, Client agrees that it will not at any time contact or solicit any of PCI's employees, agents, subcontractors or service providers for the purpose of inducing them to terminate their relationship with PCI and/or commence a relationship with Client or any business which is employed by Client, directly or indirectly, or which Client, directly or indirectly, owns, manage, operates, is employed by, consults with, participates in or is connected with in any manner.

2.03 IRREPARABLE INJURY

Both parties agree that the breach of any term of this Agreement by Client will cause irreparable harm and injury to PCI and that PCI shall be entitled injunctive relief, both temporary, preliminary and final, and both parties agree to the jurisdiction of the equitable powers of the appropriate Court to obtain such relief. If there is a breach of this non-disclosure/non-solicitation covenant, PCI shall have the right to sue for damages and the Client shall be liable for the payment of court costs, reasonable attorney's fees and cost incurred in enforcing this non-disclosure/non-solicitation covenant, including, but not limited to the cost of investigation.

2.04 INFORMED CONSENT

Client has carefully read and considered the provisions of this non-disclosure/non-solicitation covenant and having done so agrees that the restrictions set forth in this Agreement are fair and reasonably required for the protection of the interest of PCI.

3. LIMITATION OF LIABILITY AND INDEMNIFICATION

3.01 LIMITATION OF LIABILITY

3.01.1 Snow Piling. *PCI may deem areas suitable for snow piling including parking stalls, open areas of parking lots, turf areas and/or retention basins. During the pre-season walk through, PCI agrees to provide Client with notification of such designated areas that may be deemed necessary for snow piling. Client agrees to hold PCI harmless of damages that may occur, including turf damage, plant damage and concrete and/or curb damage related to designated snow stacking areas, or damages as the direct result of products used in maintaining site.*

Initial



3.01.2 Low-lying Areas. PCI will assume no responsibility for ice-control near low-lying areas that are prone to collect water and freeze. PCI will assume no responsibility for ice-control in or near depressions, potholes or other defects on the property that are prone to collect water and freeze. PCI is not responsible for water/ice/snow that melts and/or refreezes. PCI will treat areas affected by a melting and re-freeze only after being engaged and specifically directed by the Client to do so. PCI does not perform ice-watch at the Property or Properties covered by this Agreement.

3.01.3 Parked Vehicles. PCI will not plow within two (2) feet of parked vehicles. PCI will not plow between parked vehicles. If, and when, any vehicles that have impeded performance of the Work are moved, the Client must request that PCI return to the Property to perform services at an additional hourly rate. PCI will not return for additional work without specific request to do so by the Client.

3.01.4 No Bare Pavement. The Client understands that the Work does not include clearing the area to "bare pavement" and that slippery conditions will continue to prevail even after the Work has been performed. The Client understands that PCI assumes no liability for such conditions.

3.01.5 Changing Conditions. The Client is aware that weather conditions change rapidly and without notice and that PCI assumes no liability for such changes in conditions. PCI will not return for additional work due to changing conditions without specific request to do so by the Client.

3.02 INDEMNIFICATION

3.02.1 To the fullest extent permitted by applicable law, Client agrees to indemnify, defend and hold harmless PCI and its respective affiliated companies, partners, successors, assigns, heirs, legal representatives, devisees, officers, directors, shareholders, employees and agents (herein collectively Indemnitees) for, from and against all damages, liabilities, losses, demands, claims, suits, actions, causes of action, cost, penalties, judgments, and expenses (including, attorney fees, costs and expenses of litigation and of Investigation) due to personal injury or property damage, or both, including, but not limited to, any and all claims, demands, causes of action, proceedings or suits for bodily injury, illness, disease, death, property damage or loss, loss of use, maintenance, cure, or wages (herein collectively Liabilities) directly or indirectly arising out of, or caused by, or resulting from (in whole or in part): (1) Client's premises, including any acts or omissions by Client or Client's subcontractors whether employed directly or indirectly, which occur while PCI is or is not physically on premises, (2) snow banks or any resulting melt/re-freeze from snow banks created, built up or expanded by any other person or entity other than PCI, including but not limited to the Client or Client's subcontractors whether employed directly or indirectly, State, Municipal or County employees, agents or subcontractors, (3) obstacles that protrude from the surface of the pavement on the Property including but not limited to utilities, water shut offs, electrical boxes, sewer vents, clean outs and any other obstacles on or within 10" of the pavement, (4) pavement that is defective, deteriorated, weakened, frost heaved or installed improperly, (5) incidental damages from the Work to ground cover, shrubbery, landscape lighting, parking curbs, paver bricks, hardscapes, blacktop surfaces, concrete, movement of gravel, moving of vehicles and snow piling around parked vehicles, (6) injury or damage to the Property or adjoining premises caused by lightning, fire, flood, cloud bursts, or unusual water run-off or other conditions beyond the control of PCI existent prior to, during or after the performance of its obligations under this Agreement, (7) delays in performance caused by strikes, weather conditions, and inability to obtain material or any other cause beyond the control of PCI, (8) this Agreement, or (9) any act or omission of the Client, any sub-contractor, anyone directly or indirectly employed by them, or anyone that they control or exercise control over except for such Liabilities which are caused by the sole fault or willful misconduct of Indemnitees. Without intending to limit the scope of Liabilities in a way, and to the extent permitted by applicable law, the Client expressly waives its immunity under the applicable workers' compensation statute in connection with any Indemnities claim for indemnification under this article.



3.02 The Client's indemnity obligations under this paragraph shall also specifically include, without limitation, all fines, penalties, damages, liability, costs, expenses (including without limitation, attorney's fees, costs and expenses of litigation and investigation) and punitive damages (if any) arising out of, or in connection with, any (i) violation of or failure to comply with any and all building codes, permitting requirements and rule and regulations promulgated there under that bear upon the performance of the Work by PCI, a sub-contractor, or any person or entity for whom either is responsible, (ii) means, methods, procedures, techniques, or sequences of execution or performance of the Work, and (iii) failure to secure and pay for permits, fees, approvals, licenses, and inspections as required, or any violation of any permit or other approval of a public authority applicable to the Work by PCI, a sub-contractor, or any person or entity for whom either is responsible.

3.03 Client shall promptly advise PCI in writing of any action, administrative or legal proceeding, claim, notice or investigation as to which this indemnification may apply, and Client, at the Client's expense, shall assume on behalf of PCI (and the other Indemnitees) and conduct with due diligence and in good faith the defense thereof with council satisfactory to PCI, provided, however, that PCI shall have the right, at its option, to be represented therein by advisory council of its own selection and at its own expense. In the event of failure by the Client to fully perform in accordance with this indemnification provision, PCI, at its option, and without relieving the Client of its obligations hereunder, may so perform, but all costs and expenses so incurred by PCI in that event shall be reimbursed by the Client to PCI, together with interest on the same from the date any such expense was paid by PCI until reimbursed by the Client, at the rate of interest provided to be paid on judgments, by the law of the jurisdiction to which the interpretation of this Contract is subject. This indemnification shall not be limited to damages, compensation or benefits payable under insurance policies, worker's compensation acts, disability benefit acts or other employees benefit acts.

3.04 The Client shall indemnify and hold harmless all the Indemnitees from and against any costs and expenses (including attorney's fees, cost and expenses of litigation and investigation) incurred by and Indemnitees in enforcing any of PCI's defense, indemnify, and hold harmless obligations under this Contract.

4. GENERAL TERMS

4.01 PCI'S EQUIPMENT

In no event shall the Client have any interest in or right to possess, use, restrain, impound, attach or otherwise withhold PCI's material or equipment. The Client, its agents, employees or representatives shall be liable to PCI in damages for any withholding thereof after demand therefore by PCI.

4.02 AGREEMENT OF THE PARTIES

This Agreement supersedes any, and all, agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. Each party to this Agreement acknowledges that no representation, inducements, promises, agreements oral or otherwise, have been made by any party, anyone acting on behalf of any parties, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding.

4.03 PARTIAL INVALIDITY

Each clause, covenant and obligation set forth in this Agreement is separate and distinct from every other restrictive covenant, clause and obligation set forth herein, and in the event of the invalidity of any clause, covenant or obligation, the remaining clauses, covenants and obligations shall be deemed independent and devisable and in full force and effect.

4.04 MODIFICATION AND AMENDMENT

The parties may amend this Agreement at any time upon mutual written agreement of the parties. No amendment, waiver, change, modification, or termination of any of the terms, provisions or conditions of this Agreement shall be effective unless and until reduced to writing and signed by both parties.



4.05 WAIVER

No waiver of default, by any party, hereunder shall be implied from any omission by a party to take any action on account of such default if such default persists or is repeated, and no express waiver shall affect any default other than the default specified in the express waiver, and that only for the time and to the extent therein stated. One or more waivers of any covenant, term or condition of this Agreement by a party shall not be construed to be a waiver of any subsequent breach of the same covenant, term or condition. The consent or approval of any party shall not be deemed to waive or render unnecessary the consent or approval of said party of any subsequent or similar acts or omissions by a party.

4.06 ASSIGNMENT

This Agreement may be assigned by PCI at its sole and absolute discretion.

4.07 INUREMENT

This Agreement shall inure to the benefit of, and shall be binding upon, the permitted assigns, successors in interest, personal representatives, estate heirs, and legatees of each of the parties hereto.

4.08 GOVERNING LAW

This Agreement shall be governed by the laws of Iowa. All claims, disputes or other controversies between PCI and the Client arising out of or relating to PCI or the breach thereof shall be decided by litigation filed and venued in Polk County, Iowa, unless PCI elects to have such claim, dispute or controversy resolved by arbitration. Either party has the right to proceed to arbitration to settle disputes or other controversy between PCI and the Client, or between the Client and a sub-contractor. It shall be the responsibility of PCI to continue to perform any and all Work and perform all of its services diligently and in good and professional manner in conformity with the Contract. Client shall have no right to cease performance hereunder or to permit the prosecution of the Work to be delayed.

4.09 RIGHTS AND REMEDIES BY LAW

Duties and obligations imposed by the Contract Documents and rights and remedies available there under shall be in addition to and not a limitation of duties, obligation, rights, and remedies otherwise imposed or available by law.

4.10 ATTORNEY AND/OR OTHER FEES

In the event of any controversy, claim, or dispute between the parties hereto, arising out of or relating to this Agreement, or the breach thereof, PCI shall be entitled to recover its reasonable expenses, attorney's fees and costs incurred in connection therewith, plus interest at the highest extent allowed by law. PCI's attorney's fees incurred shall not be deemed merged into the judgment.

In addition to, and not in lieu of any other remedies or damages otherwise available, if it shall be necessary to enforce the terms of this agreement, PCI shall be entitled to reimbursement of any fees and costs of its attorneys and/or expert witnesses, including, but not limited to, travel and lodging expense. The foregoing shall be applicable regardless of whether it is actually necessary to pursue litigation in order to forward the rights of the party.

4.11 NOTICES

All notices required or permitted to be given under this Agreement shall be in writing and either hand-delivered, faxed, or mailed via certified first-class mail, postage prepaid to the other party at the address set forth on the signature page of this Agreement. A notice shall be deemed given when hand-delivered, when faxed or three (3) days after mailed via certified first-class mail, postage prepaid.



4.12 HEADINGS

The headings in this Agreement are inserted for convenience only and are in no way intended to describe, interpret, define, or limit the scope, extent or intent of this Agreement or any provision hereof.

4.13 AUTHORITY TO BIND

Each party signing this Agreement represents and warrants to the other party that he or she has the full legal power, authority, and right to execute and deliver this Agreement, and the party on whose behalf he or she is executing has the full legal power and authority to perform its obligations under this Agreement.

4.14 COUNTERPARTS

This Agreement may be executed in counterparts, each of which shall be deemed to be an original and all of which together shall be deemed to constitute a single document. The facsimile signatures of the parties shall be deemed to constitute original signatures and facsimile copies hereof shall be deemed to constitute duplicate original counterparts. The parties agree to follow up with signed originals.

*** END OF AGREEMENT ***

*** SIGNATURE PAGE FOLLOWS ***

IN WITNESS WHEREOF, the parties have caused this Agreement to be signed and executed on the date first above written.

PERFICUT COMPANIES, INC.

CLIENT:

Signature

Signature

Name / Director of Snow

Name & Title

Address: Perficut Companies, Inc
Attn: Office Admin
P.O. Box 918
Ankeny, Iowa 50021

Address: _____

Phone: 515-965-0951
Fax: 515-965-6934

Phone: _____



"EXHIBIT A"

Snow Removal Services Proposal

Southview Middle School
1020 SW Cherry St
Ankeny, IA 50023

SET RATE PRICING

Table with 4 columns: Service Description, Quantity, Unit, and Price. Rows include SNOW REMOVAL - PARKING LOT & DRIVES (0.1-3", 3.1-6", 6.1-9", 9.1-12", 12.1" PER INCH) and SALTING OF LOT & DRIVES (PER APPLICATION).

SET RATE PRICING IS BASED ON THE INITIAL SNOW FALL PLUS (1) CLEAN-UP DONE WITHIN A 24-HOUR PERIOD FROM THE END OF THE SNOW FALL. SPECIAL REQUEST PLOWING (I.E. DRIFTING, PARKED CARS, REFREEZING, ETC.) WILL BE SUBJECT TO HOURLY CHARGES

* PERFCUT MAY DEEM AREAS SUITABLE FOR SNOW STACKING OR SNOW PILING. AREAS MAY INCLULDE PARKING STALLS, OPEN AREAS OF PARKING LOTS, TURF AREAS AND/OR RETENTION BASINS. CUSTOMER AGREES TO HOLD PERFCUT HARMLESS OF DAMAGES THAT MAY OCCUR, INCLUDING TURF DAMAGE, PLANT DAMAGE AND CONCRETE AND/OR CURB DAMAGE RELATED TO DESIGNATED SNOW STACKING AREAS. DURING PRE-SEASON WALK THRU, PERFCUT AGREES TO PROVIDE CUSTOMER WRITTEN NOTIFICATION OF SUCH DESIGNATED AREAS THAT MAY BE DEEMED NECESSARY FOR SNOW STACKING OR PILING*

SEE ATTACHED EXHIBIT WITH TERMS AND CONDITIONS

PROFESSIONAL SERVICES AGREEMENT

WHEREAS, ANKENY COMMUNITY SCHOOL DISTRICT (“District”), an Iowa public school district, intends to contract with (“Vendor”) to provide _____ to the District.

THEREFORE, in consideration of the mutual promises and representations set forth herein, the parties enter into this Professional Services Agreement (“Agreement”) and agree as follows:

I. SCOPE OF SERVICES

- A. District shall engage Vendor for the term of this Agreement to provide _____

II. RELATIONSHIP OF THE PARTIES

- A. Notwithstanding anything in this Agreement to the contrary, Vendor will be solely and exclusively responsible for providing services under this Agreement. All staffing and operations associated with the provision of the services are the sole and exclusive responsibility of Vendor.
- B. Neither Vendor, nor any of its personnel, shall be considered an agent and/or an employee of District for any purpose. Vendor does not have any authority to enter into any contract, assume any obligations, and/or make any warranties or representations on behalf of District.
- C. District is not responsible for deducting from payments to Vendor any amounts for taxes, insurance, and/or other similar items relating to Vendor's work with respect to this Agreement. Accordingly, Vendor shall be responsible for payment of all taxes arising out of Vendor's activities in accordance with this Agreement, including but not limited to, any relevant federal and/or state income tax, Social Security tax (FICA), unemployment insurance taxes (FUTA), and any other taxes or business license fees as required. Vendor shall further assume exclusive responsibility for the filing of all tax returns due in connection with all amounts paid to Vendor under the terms of this Agreement.

- D. No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to Vendor. The payroll or employment taxes that are subject to this paragraph include, but are not limited to, FICA (Social Security tax), FUTA (federal unemployment tax), federal income tax, state income tax and state unemployment insurance tax.
- E. Vendor, its agents, and its employees are not eligible for, and shall not participate in, any employee pension, health, disability and/or other fringe benefit plan of the District.
- F. District shall in no way be responsible for the acts or omissions of Vendor, its employees, and/or agents.

III. ASSIGNMENT

- A. Vendor acknowledges that Vendor's services are unique. Accordingly, Vendor may not assign Vendor's rights and/or delegate Vendor's duties and/or obligations under this Agreement to any third party without express prior written consent of District.

IV. TERM AND TERMINATION

- A. Agreement shall begin on _____ and shall continue in effect through _____ unless earlier terminated by either party in accordance with Section IV.B of this Agreement.
- B. This Agreement may be terminated by either party, without cause, upon thirty (30) days written notice. Either party may terminate this Agreement, with cause, immediately. Upon termination, Vendor shall be compensated for all services rendered prior to the date of termination.

V. PAYMENT

- A. District shall pay Vendor a total of _____ to complete the work outlined in the Scope of Services. Said payment shall be paid _____
- B. Vendor shall direct invoices to: Ankeny Community School District, ATTN: Business Office, 306 SW School Street, Ankeny, Iowa 50023.

- C. District shall render payment to Vendor via check within 30 days of receipt of said invoice.

VI. BACKGROUND CHECKS

- A. Vendor shall ensure that any and all of its employees and/or agents who are present on District property and/or who interact in-person and/or virtually with District students, staff, and/or other identified stakeholders complete and pass an industry-standard criminal history background check and all sound screening practices, including but not limited to legally-required Sex Offender Registry Certificate of Compliance, prior to the start date. Vendor agrees to work with the District's Business Office on completion of the above.
- B. The cost of background check(s) required under this Agreement will be borne by District.
- C. Unsatisfactory results of the background check(s) may result in Vendor's, its agent(s'), and/or its employee(s') disqualification from performance of services under this Agreement and/or immediate termination of this Agreement. District shall have sole discretion to determine if the results from the background check(s) meet District standards.

VII. CONFIDENTIALITY

- A. In the performance of services under this Agreement, Vendor, its employees, and/or its agents may have access to and/or receive and/or be entrusted with confidential information. All such material is considered secret and will be available to Vendor in strict confidence.
- B. Except in the performance of its services, Vendor, its employees, and/or agents, shall not, directly or indirectly, for any reason whatsoever, disclose and/or use any such confidential material until such material ceases, through no fault whatsoever of Vendor, to be confidential because it has become public knowledge or part of the public domain.
- C. Upon termination of this Agreement by any means, or whenever requested by District, Vendor shall promptly deliver to District any and all of the confidential material not previously delivered that may be and/or at any previous time(s) have been in Vendor's possession and/or under Vendor's control. Vendor agrees that this confidentiality provision shall survive and continue after the termination of this Agreement for any reason whatsoever.
- D. Vendor shall limit its employees' and/or agents' access to students' educational records to those persons for whom access is essential to the performance of services carried out under the Agreement. Vendor shall, at all times and in all respects, comply with the terms of the Family Educational Rights and Privacy Act of 1974, as amended.

VIII. INTELLECTUAL PROPERTY

- A. District shall own all rights, titles, and interests, including all related Intellectual Property

Rights, in and to work product, including any suggestions, ideas, enhancement requests, feedback, recommendations and/or other information provided by Vendor and/or any other party relating to the services covered by this agreement.

- B. District name and logo(s) are trademarks of District, and no right or license is granted to Vendor use them other than in the provision of services for District under the terms of this Agreement.

IX. INSURANCE

- A. No workers' compensation insurance and/or any other type of insurance (including, but not limited to, professional liability insurance) has been or will be obtained by District on account of Vendor.
- B. Upon request of District, Vendor shall provide proof of insurance coverage.

X. INDEMNIFICATION

- A. Vendor shall indemnify and hold District harmless from and against all liabilities, claims, debts, taxes, obligations, costs and/or expenses (including reasonable attorney's fees, court costs and costs of appeal) that District may incur or sustain as a result of any breach of this Agreement or negligent or other wrongful conduct in the performance of this Agreement by Vendor or as a result of failure to pay any employment or income taxes arising out of Vendor's performance of Services for the District.

XI. AMENDMENTS

- A. This Agreement may only be supplemented, amended or revised in writing by mutual agreement of the parties.

XII. GOVERNING LAW

- A. This Agreement shall be governed by and construed pursuant to the laws of the State of Iowa. Any claim or dispute which may arise out of this Agreement shall be heard in a court of competent jurisdiction in Polk County, Iowa, unless otherwise agreed by the parties.

XIII. SEVERABILITY

- A. If any provision of this Agreement is determined to be invalid by a court of competent jurisdiction, then such provision shall be deemed null and void, but without invalidating the remaining provisions.

XIV. ENTIRE AGREEMENT

- A. This Agreement constitutes the complete and entire agreement between the parties and no other representations, promises or agreements, oral or otherwise, shall be of any force or effect.


In consideration of the mutual covenants set forth above and for other good and valuable consideration, the receipt, adequacy, and legal sufficiency of which are hereby acknowledged, the parties have entered into this agreement and have caused their duly authorized representatives to execute this agreement.

Ankeny Community School District

By: _____

Ryan Weldon
President, Board of Education
Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

Date: _____

By:  _____

Date: _____

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shall be primary and non-contributory to any of the owner's policies and shall apply to both ongoing and completed operations.

6. **Insurance Certificates** Each policy noted above shall be issued by an insurance company authorized to write such insurance in the State of Iowa and shall be reasonably acceptable to the School. These insurance policies shall not be cancelled without at least 30 days prior written notice to the School. A properly executed Certificate of Insurance showing evidence of these insurance requirements shall be delivered to the School prior to the commencement of this lease.
7. **Government Immunity** The following clauses will be added to all liability coverages:
 - a. The company and the insured expressly agree and state that the purchase of this policy of insurance by the insured does not waive any of the defenses of governmental immunity available to the insured under Iowa Code Section 670.4 as it now exists and as it may be amended from time to time.
 - b. The company and the insured further agree that this policy of insurance shall cover only those claims not subject to the defense of governmental immunity under Iowa Code Section 670.4 as it now exists and as it may be amended from time to time.
8. **Subrogation** To the extent that such insurance is in force and collectible and to the extent permitted by law, the School and Vendor each hereby releases and waives all right of recovery against the other or anyone claiming through or under each of them by way of subrogation or otherwise, except in cases of gross negligence.
9. **Property Insurance** Unless otherwise provided, the Owner shall purchase and maintain property insurance on the project in the amount of the initial Contract Sum, plus value of subsequent Contract modifications and cost of materials supplied or installed by others. Such property insurance shall be maintained, unless otherwise provided in the Contract Documents or otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made. This insurance shall include interests of the Owner, the Vendor, Subcontractors and Sub-subcontractors in the Project.

Property insurance shall be on an "all-risk" or equivalent policy form and shall include insurance against the perils of fire, theft, vandalism, malicious mischief, collapse, earthquake, flood, windstorm, testing and debris removal including demolition occasioned by enforcement of any applicable legal requirements, depending on availability. The property insurance may contain sub-limits for these coverages. At the option of the school district, the insurance covering the project may be written under a Builder's Risk policy or covered under the District's permanent property insurance.
10. **Professional Insurance** If the Vendor is required to furnish professional services as part of the Work, the Vendor shall purchase Professional Liability insurance covering performance of the professional services, with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.
11. **Pollution Insurance** If the work involves the transport, dissemination, use or release of pollutants, the Vendor shall purchase Pollution Liability insurance, with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.

12. Coverages under sections 10 and 11 may be purchased through a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.
13. **Aircraft Insurance** If the work requires use or operation of manned or unmanned aircraft, including drones, the Vendor shall purchase coverage with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.

PROFESSIONAL SERVICES AGREEMENT

WHEREAS, ANKENY COMMUNITY SCHOOL DISTRICT (“District”), an Iowa public school district, intends to contract with Jim Hudson (“Vendor”) to provide Marching Band Drill to the District. ⁺

THEREFORE, in consideration of the mutual promises and representations set forth herein, the parties enter into this Professional Services Agreement (“Agreement”) and agree as follows:

I. SCOPE OF SERVICES

- A. District shall engage Vendor for the term of this Agreement to provide
Marching band drill for Centennial Marching Band Fall 2022 Show

II. RELATIONSHIP OF THE PARTIES

- A. Notwithstanding anything in this Agreement to the contrary, Vendor will be solely and exclusively responsible for providing services under this Agreement. All staffing and operations associated with the provision of the services are the sole and exclusive responsibility of Vendor.
- B. Neither Vendor, nor any of its personnel, shall be considered an agent and/or an employee of District for any purpose. Vendor does not have any authority to enter into any contract, assume any obligations, and/or make any warranties or representations on behalf of District.
- C. District is not responsible for deducting from payments to Vendor any amounts for taxes, insurance, and/or other similar items relating to Vendor's work with respect to this Agreement. Accordingly, Vendor shall be responsible for payment of all taxes arising out of Vendor's activities in accordance with this Agreement, including but not limited to, any relevant federal and/or state income tax, Social Security tax (FICA), unemployment insurance taxes (FUTA), and any other taxes or business license fees as required. Vendor shall further assume exclusive responsibility for the filing of all tax returns due in connection with all amounts paid to Vendor under the terms of this Agreement.

- D. No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to Vendor. The payroll or employment taxes that are subject to this paragraph include, but are not limited to, FICA (Social Security tax), FUTA (federal unemployment tax), federal income tax, state income tax and state unemployment insurance tax.
- E. Vendor, its agents, and its employees are not eligible for, and shall not participate in, any employee pension, health, disability and/or other fringe benefit plan of the District.
- F. District shall in no way be responsible for the acts or omissions of Vendor, its employees, and/or agents.

III. ASSIGNMENT

- A. Vendor acknowledges that Vendor's services are unique. Accordingly, Vendor may not assign Vendor's rights and/or delegate Vendor's duties and/or obligations under this Agreement to any third party without express prior written consent of District.

IV. TERM AND TERMINATION

- A. Agreement shall begin on 6/1/22 and shall continue in effect through 9/1/22 unless earlier terminated by either party in accordance with Section IV.B of this Agreement.
- B. This Agreement may be terminated by either party, without cause, upon thirty (30) days written notice. Either party may terminate this Agreement, with cause, immediately. Upon termination, Vendor shall be compensated for all services rendered prior to the date of termination.

V. PAYMENT

- A. District shall pay Vendor a total of \$2,500 to complete the work outlined in the Scope of Services. Said payment shall be paid
- B. Vendor shall direct invoices to: Ankeny Community School District, ATTN: Business Office, 306 SW School Street, Ankeny, Iowa 50023.

- C. District shall render payment to Vendor via check within 30 days of receipt of said invoice.

VI. BACKGROUND CHECKS

- A. Vendor shall ensure that any and all of its employees and/or agents who are present on District property and/or who interact in-person and/or virtually with District students, staff, and/or other identified stakeholders complete and pass an industry-standard criminal history background check and all sound screening practices, including but not limited to legally-required Sex Offender Registry Certificate of Compliance, prior to the start date. Vendor agrees to work with the District's Business Office on completion of the above.
- B. The cost of background check(s) required under this Agreement will be borne by District.
- C. Unsatisfactory results of the background check(s) may result in Vendor's, its agent(s'), and/or its employee(s') disqualification from performance of services under this Agreement and/or immediate termination of this Agreement. District shall have sole discretion to determine if the results from the background check(s) meet District standards.

VII. CONFIDENTIALITY

- A. In the performance of services under this Agreement, Vendor, its employees, and/or its agents may have access to and/or receive and/or be entrusted with confidential information. All such material is considered secret and will be available to Vendor in strict confidence.
- B. Except in the performance of its services, Vendor, its employees, and/or agents, shall not, directly or indirectly, for any reason whatsoever, disclose and/or use any such confidential material until such material ceases, through no fault whatsoever of Vendor, to be confidential because it has become public knowledge or part of the public domain.
- C. Upon termination of this Agreement by any means, or whenever requested by District, Vendor shall promptly deliver to District any and all of the confidential material not previously delivered that may be and/or at any previous time(s) have been in Vendor's possession and/or under Vendor's control. Vendor agrees that this confidentiality provision shall survive and continue after the termination of this Agreement for any reason whatsoever.
- D. Vendor shall limit its employees' and/or agents' access to students' educational records to those persons for whom access is essential to the performance of services carried out under the Agreement. Vendor shall, at all times and in all respects, comply with the terms of the Family Educational Rights and Privacy Act of 1974, as amended.

VIII. INTELLECTUAL PROPERTY

- A. District shall own all rights, titles, and interests, including all related Intellectual Property

Rights, in and to work product, including any suggestions, ideas, enhancement requests, feedback, recommendations and/or other information provided by Vendor and/or any other party relating to the services covered by this agreement.

- B. District name and logo(s) are trademarks of District, and no right or license is granted to Vendor use them other than in the provision of services for District under the terms of this Agreement.

IX. INSURANCE

- A. No workers' compensation insurance and/or any other type of insurance (including, but not limited to, professional liability insurance) has been or will be obtained by District on account of Vendor.
- B. Upon request of District, Vendor shall provide proof of insurance coverage.

X. INDEMNIFICATION

- A. Vendor shall indemnify and hold District harmless from and against all liabilities, claims, debts, taxes, obligations, costs and/or expenses (including reasonable attorney's fees, court costs and costs of appeal) that District may incur or sustain as a result of any breach of this Agreement or negligent or other wrongful conduct in the performance of this Agreement by Vendor or as a result of failure to pay any employment or income taxes arising out of Vendor's performance of Services for the District.

XI. AMENDMENTS

- A. This Agreement may only be supplemented, amended or revised in writing by mutual agreement of the parties.

XII. GOVERNING LAW

- A. This Agreement shall be governed by and construed pursuant to the laws of the State of Iowa. Any claim or dispute which may arise out of this Agreement shall be heard in a court of competent jurisdiction in Polk County, Iowa, unless otherwise agreed by the parties.

XIII. SEVERABILITY

- A. If any provision of this Agreement is determined to be invalid by a court of competent jurisdiction, then such provision shall be deemed null and void, but without invalidating the remaining provisions.

XIV. ENTIRE AGREEMENT

- A. This Agreement constitutes the complete and entire agreement between the parties and no other representations, promises or agreements, oral or otherwise, shall be of any force or effect.

In consideration of the mutual covenants set forth above and for other good and valuable consideration, the receipt, adequacy, and legal sufficiency of which are hereby acknowledged, the parties have entered into this agreement and have caused their duly authorized representatives to execute this agreement.

Ankeny Community School District

By: _____
Ryan Weldon
President, Board of Education
Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

Date: _____

By:  _____

Date: 8-30-22

shall be primary and non-contributory to any of the owner's policies and shall apply to both ongoing and completed operations.

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 - b. The company and the insured further agree that this policy of insurance shall cover only those claims not subject to the defense of governmental immunity under Iowa Code Section 670.4 as it now exists and as it may be amended from time to time.
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9. **Property Insurance** Unless otherwise provided, the Owner shall purchase and maintain property insurance on the project in the amount of the initial Contract Sum, plus value of subsequent Contract modifications and cost of materials supplied or installed by others. Such property insurance shall be maintained, unless otherwise provided in the Contract Documents or otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made. This insurance shall include interests of the Owner, the Vendor, Subcontractors and Sub-subcontractors in the Project.

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12. Coverages under sections 10 and 11 may be purchased through a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.

13. **Aircraft Insurance** If the work requires use or operation of manned or unmanned aircraft, including drones, the Vendor shall purchase coverage with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.

BILL - TO

ANKENY COMMUNITY SCHOOLS
PO BOX 189
ANKENY IA 50021

Acct.# 2252077

QUOTATION # 7028118329

Internal Use Only: 7028118329
Purchase Order #: QUOTE
Document Control #: 484488
of Cartons: 0
FOB:
Ship Via:
Tax Certificate:
Invoice Date: 08/25/2022
Payment Due: 09/24/2022
Invoice Routing: 1C

SHIP - TO

ANKENY COMMUNITY SCHOOLS
306 SW SCHOOL ST
ANKENY IA 50023

Acct.# 2542369

Title/Description	Copyright	ISBN13/Material#	Qty	Unit Price	Discount	Extended Price
Level for Sociology -- Access Card	2019	978013472294-8	120	49.97	NET	5,996.40

SHIPPING AND HANDLING CHARGES WILL BE PREPAID AND ADDED TO YOUR INVOICE.
ALL CHARGES ARE FOB SHIPPING POINT. THERE WILL BE A 2% CHARGE FOR ALL
ORDERS SHIPPING USING YOUR PREFERRED CARRIER AND/OR PICKED UP AT OUR
WAREHOUSE. PLEASE REFERENCE THE PROFORMA NUMBER FOR CORRECT PRICING.
THIS QUOTE IS VALID UNTIL 9/30/2022

REMITTANCE ADDRESS
Savvas Learning Company LLC
PO Box 409496
Atlanta GA 30384-9496
USA

PLEASE MAKE PAYMENT IN U.S. DOLLARS

PRODUCT CHARGE	5,996.40
TOTAL	5,996.40
AMOUNT APPLIED	
AMOUNT DUE \$	5,996.40

PROFORMA INVOICE

Hours of Operation 8:00 AM to 8:00 PM EST
Contact Customer Support : support.savvas.com.
Please note Savvas does not accept credit card information via mail or email

INSTRUCTIONS THIS ORDER:

All Returns must be authorized in advance by customer service. See reverse side for instructions.

Please visit OASIS at oasis.savvas.com to print additional copies of this invoice.

MEET SAVVAS LEARNING COMPANY! Formerly known as Pearson K12 Learning, Savvas Learning Company proudly carries on a long-standing tradition of delivering the highest-quality learning solutions available in K-12 education today. Learn more about our next-generation learning solutions at ... savvas.com.

QUOTATION # 7028118328

Internal Use Only: 7028118328
Purchase Order #: QUOTE
Document Control #: 484487
of Cartons: 0
FOB:
Ship Via:
Tax Certificate:
Invoice Date: 08/25/2022
Payment Due: 09/24/2022
Invoice Routing: 1C

BILL - TO

ANKENY COMMUNITY SCHOOLS
PO BOX 189
ANKENY IA 50021

SHIP - TO

ANKENY COMMUNITY SCHOOLS
306 SW SCHOOL ST
ANKENY IA 50023

Acct.# 2252077

Acct.# 2542369

Title/Description	Copyright	ISBN13/Material#	Qty	Unit Price	Discount	Extended Price
Level for Writing Arguments: A Rhetoric	2019	978013480785-0	2	49.97	NET	99.94
Level for Good Reasons with Contemporary	2018	978013442996-0	2	49.97	NET	99.94

SHIPPING AND HANDLING CHARGES WILL BE PREPAID AND ADDED TO YOUR INVOICE.
ALL CHARGES ARE FOB SHIPPING POINT. THERE WILL BE A 2% CHARGE FOR ALL
ORDERS SHIPPING USING YOUR PREFERRED CARRIER AND/OR PICKED UP AT OUR
WAREHOUSE. PLEASE REFERENCE THE PROFORMA NUMBER FOR CORRECT PRICING.
THIS QUOTE IS VALID UNTIL 9/30/2022

REMITTANCE ADDRESS

Savvas Learning Company LLC
PO Box 409496
Atlanta GA 30384-9496
USA

PRODUCT CHARGE	199.88
TOTAL	199.88

PLEASE MAKE PAYMENT IN U.S. DOLLARS

AMOUNT APPLIED	
AMOUNT DUE \$	199.88

PROFORMA INVOICE

Hours of Operation 8:00 AM to 8:00 PM EST
Contact Customer Support : support.savvas.com.
Please note Savvas does not accept credit card information via mail or email

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MEET SAVVAS LEARNING COMPANY! Formerly known as Pearson K12 Learning, Savvas Learning Company proudly carries on a long-standing tradition of delivering the highest-quality learning solutions available in K-12 education today. Learn more about our next-generation learning solutions at ... savvas.com.



Jana Engeberetson

Ankeny Cmty School District
 PO Box 189
 Ankeny, IA 50021-0189
 United States

Quote Number: 205620-1

Quote Creation Date: 08-23-2022

Quote Expiration Date: 09-30-2022

Quote Release: 1

Ankeny Pre-Calc/Alg 2022

Price Quote Summary

Solution	Base Amount	Total
MyMathLab	\$ 15,741.00	\$ 15,741.00
Solution Subtotal	\$ 15,741.00	\$ 15,741.00
	Shipping & Handling	\$ 0.00
	Total	\$ 15,741.00

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
MyMathLab				
MyMathLab for School from Pearson				
9780133135480	MYLAB MATH FOR SCHOOL (1-YEAR ACCESS)	52.47	300	\$15,741.00
	MyMathLab for School from Pearson Subtotal			\$ 15,741.00
	MyMathLab Subtotal			\$ 15,741.00
	Solution Subtotal			\$ 15,741.00
	Shipping and Handling			\$ 0.00
	Total			\$ 15,741.00

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price via one of the following methods:

e-Form: <http://support.savvas.com/support/s/contactsupport>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Savvas proprietary information and not subject to disclosure by the customer.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within six months from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Savvas within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://worktext-subscriptions.savvas.com/>.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here: <https://support.savvas.com/support/s/customer-service-support-form>.

Technical support services are included with purchase of Savvas digital products eform: <https://support.savvas.com/support/s/k12-curriculum-support-form> phone: 1-800-848-9500

Professional Services: All paid services must be scheduled and delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. MySavvasTraining, which provides online access to on-demand tutorials and interactive webinar sessions, is included with purchase of products (mySavvasTraining.com).



PRIVACY POLICY

IMPORTANT: This is the privacy policy page for our marketing site only. This privacy policy is different than that of our educational products. To view the Privacy Policy of the MusicFirst Classroom, please visit this link: <https://demo.musicfirstclassroom.com/privacy>

Music Sales Digital Services, LLC (hereinafter "MusicFirst") is committed to safeguarding your privacy online. For the purpose of this policy, MusicFirst defines the term "User" as an individual or entity with which MusicFirst has an established relationship, and the term "Visitor" as an individual that visits its front-end website. Any information stored on MusicFirst's platform is treated as confidential. All information is stored securely and is accessed by authorized personnel only. MusicFirst implements and maintains appropriate technical, security, and organizational measures to protect personal data against unauthorized or unlawful processing and use, and against accidental loss, destruction, damage, theft, or disclosure. Please read the following policy ("Privacy Policy") to understand how your personal information will be treated as you make full use of our website and services.

NOTICE CONCERNING MINORS

Minors (as defined under the laws of THEIR jurisdiction or residence) are not eligible to use these services without the express permission and/or supervision of their parent or guardian. MusicFirst does not knowingly collect personal information from any minor without parental consent, and we will not use this information if we discover that it has been provided without such consent. This site and service has been designed so that student users are not required to disclose their contact information. Parents and teachers are encouraged to discuss these policies and online safety practices with their children and students.

FERPA

The Family Educational Rights and Privacy Act of 1974 ("FERPA") is a federal law that states that an educational institution must establish a written institutional policy concerning the confidentiality of student education records and the fact that students must be notified of this statement of policy and their rights under the legislation. Your student records are protected by FERPA policy and the MusicFirst staff has been trained to follow and enforce this policy. FERPA Block – A FERPA Block allows you to protect the privacy of your information. It prevents the release of all your private

information, including the ability of MusicFirst to communicate with you by phone should you need to discuss information in your record. If you have a FERPA Block in place, you can communicate with us by email. In accordance with FERPA, MusicFirst Users have the following rights: 1. The right to inspect and review education records covered by FERPA. 2. The right to challenge (seek correction of) the contents of these records. 3. The right to a formal hearing, if necessary, for a fair consideration of such a challenge. 4. The right to place an explanatory note in the record in the event that a challenge of contents is unsuccessful. 5. The right to control, with certain exceptions, the disclosure of the contents of the records. 6. The right to be informed of the existence and availability of the institutional policy covering FERPA rights. 7. The right to report violations of FERPA legislation to MusicFirst and any applicable administrative body. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605. Users who wish to inspect and review their education records may do so by submitting a written request to MusicFirst at 180 Madison Avenue, 24th Floor New York, NY 10016 United States. MusicFirst must respond with 45 days of the request by arranging an appointment for the User to review the requested data. A User may challenge the contents of an education record which they consider to be inaccurate, misleading, or otherwise in violation of their privacy rights. Users may initiate a challenge by submitting a written request to MusicFirst at support@musicfirst.com which shall attempt to resolve the problem through informal discussions. If a challenge to a record is not satisfactorily resolved by this procedure, the User will be informed of their right to a formal hearing, the procedures to be followed concerning such a hearing, and its composition. A User requesting a hearing will be notified in writing of the date, place, and time of their hearing. The hearing board will consist of individuals who are disinterested parties but who may be MusicFirst employees. The decisions of the hearing board will be communicated to the User. Decisions of the hearing panel are final. If decisions of the hearing board are unsatisfactory to the User, the User may place in the education record a statement commenting on the information contained in the record and setting forth any reason for disagreeing with the decision of the hearing panel. If MusicFirst discloses the contested portion of the record, it must also disclose the User's statement. Users will be notified of their FERPA rights annually by e-mail and this policy will be reviewed by MusicFirst every two years.

How and when do you consent to this Privacy Policy?

By submitting personal information to us (through the use of this website and/or registering an account) you agree that MusicFirst may collect, use and disclose such personal information in accordance with this Privacy Policy and as permitted or required by law. If you do not agree with these terms, do not provide any personal information to us. If you refuse or withdraw your consent, or if you choose not to provide us with any required personal information, we may not be able to provide you with the services of this website and/or advertisements and services that can be offered on our site only if we have access to that certain personal information.

What personally identifiable information does MusicFirst collect from you?

MusicFirst collects information in several ways. By visiting this website, Visitors consent to the collection and use of their personal data. If you don't agree with the terms set out herein, please do not visit this website. If required by applicable law, we will seek your explicit consent to process personal data collected on this website or volunteered by you. Some personal information is gathered when you register for an account. When submitting a request for an account, MusicFirst asks for your first and last name and asks that you create a unique user name and password. For teacher, administrator, and teacher accounts MusicFirst will also request your email address and/or other contact information. When using the service Whether you are a Visitor or User, MusicFirst may passively collect your GPS location through your device, record your IP address, or use cookies. When passively collecting data in this manner, MusicFirst does not draw any conclusions about the data subject. Some of this information is necessary to take advantage of our services; some of the information that is collected is used to improve our services and offer targeted services announcements. If you contact MusicFirst we may keep a record of that correspondence. Whenever MusicFirst collects personal information we make an effort to include a link to this Privacy Policy on that page.

Data Processing in the European Economic Area (EEA)

A MusicFirst "Data Region" is a set of data centers located within a defined geographical area where User data is stored. Personal data is not transmitted between Data Regions. For Users with accounts located in MusicFirst's European Data Region, all processing of personal data is performed in accordance with privacy rights and regulations following the EU Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 (the "Directive"), and the implementation of the Directive in local legislation. From May 25, 2018, the Directive and local legislation based on the Directive will be replaced by the Regulations (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, known as the General Data Protection Regulation ("GDPR"), and MusicFirst's processing will take place in accordance with GDPR. MusicFirst processes personal data as both a Processor and Controller, as defined in the Directive and the GDPR. Consequently, MusicFirst processes all data provided by its Users with accounts in its European Data Region, in the European Economic Area ("EEA") only.

What are some things we do NOT do?

We do not and will not, at any time, request your credit card information, login name, or password, in an unsecure or unsolicited e-mail or telephone communication and we will not request the contact

information, including email, of a minor. Additionally we will not request any confidential or personal information through social networking sites, including, but not limited to, Twitter, LinkedIn, Pinterest, FourSquare, and Facebook. MusicFirst does not use automatic decision-making or profiling.

What happens when you call or write to our Customer Service?

When you call or write to our Customer Service, we may collect contact information, such as name, phone number, mailing address and/or e-mail address to process a service request. No such information will be collected directly from a minor.

What are cookies and how does MusicFirst use them?

MusicFirst may use cookies to store and sometimes track information about you. A “cookie” is a small amount of data that is sent to your browser from a web server and stored on your computer’s hard drive. Generally, we use cookies to: Monitor our services – It may be necessary from time to time for MusicFirst to monitor and/or track site usage as part of an internal audit of our services. Portions of this audit may be performed through the use of temporary cookies placed on your computer by the MusicFirst site. Facilitate login – Cookies may be used to collect and store login information to facilitate future logins. Some cookies used by MusicFirst are strictly necessary and essential in order to enable you to move around the site and service and use its features. Without these cookies, services you have asked for cannot be provided; they are deleted when you close your browser. Performance cookies are used to collect information in an anonymous form about how visitors use the service. MusicFirst may also use your IP address to help diagnose problems with its server and to improve its service and may perform IP lookups to determine which domain you are coming from to more accurately gauge user demographics. Information received in these forms is not combined with other information about you from any other source.

DO NOT TRACK

MusicFirst does not respond to Do Not Track Requests.

How does MusicFirst use your information and with whom is your information shared?

MusicFirst’s primary goal in collecting personal information is in providing you the best service possible through its site. The majority of information that is collected about you is for the purpose of verifying account registration and delivering relevant services and announcements. MusicFirst may retain your account information for as long as permitted by law and as long as is necessary to permit you to use our services without the requirement of resubmitting the same information. Except as

provided herein, MusicFirst shall not sell, rent, trade or otherwise transfer any personal and/or traffic data or communications content to any third party without your explicit permission, unless it is obliged to do so under applicable laws or by order of the competent authorities Your information

may be used to effect a corporate transaction, in connection with the sale, merger, spin-off or other corporate reorganization of our corporation, where the information is provided to the new controlling entity in regular course of business. In the event of such an occurrence, every effort will be made by MusicFirst to inform you of the transfer of your personal information. Your information may be disclosed as is required by our insurers and by regulatory agencies or to employees, contractors, consultants, and agents of MusicFirst to perform necessary actions in the normal course of business. No more information than is required in these circumstances will be provided.

What about linked websites?

MusicFirst's web pages and applications may contain links that will let you leave the MusicFirst service and access another website. These "linked websites" are not under the control of MusicFirst and it is possible that these websites have different privacy policies. This policy applies solely to personal information that is acquired on this website (MusicFirst.com) and through the MusicFirst application and service. MusicFirst accepts no responsibility or liability for your use or disclosure of personal information to linked websites.

What are your choices regarding collection, use, and distribution of your information?

The disclosure of very limited personal information is required to create an account on our site, which is required to access certain services. If you do not wish to disclose the requisite information you are free to discontinue use of the MusicFirst website and service. You also have choices with respect to cookies. By modifying your browser preferences, you have the choice to accept all cookies, to be notified when a cookie is set, or to reject all cookies. If you choose to reject all cookies MusicFirst may not be displayed or function in the way intended by MusicFirst. Right of confirmation – Users and Visitors will have the right granted by the European legislator to obtain from MusicFirst the confirmation as to whether or not personal data concerning him or her his being processed. If a data subject wishes to avail him or herself of this right of confirmation, he or she may, at any time, contact our Data Protection Officer. Right of access – Users and Visitors will have the right granted by the European legislator to obtain from MusicFirst free information about his or her personal data stored at any time and a copy of this information. Furthermore, the European directives and regulations grant the data subject access to the following information: (1) the purpose of the processing; (2) the categories of personal data concerned; (3) the recipients or categories of recipients to whom the personal data has been or will be disclosed, in particular recipients in third countries or international organizations; (4) where possible, the anticipated period for which the

personal data will be stored, or, if not possible, the criteria used to determine that period; (5) the existence of the right to request from MusicFirst rectification or erasure of personal data, or restriction of processing of personal data concerning the data subject, or to object to such processing; (6) the existence of the right to lodge a complaint with a supervisory authority; (7) where the personal data is not collected from the data subject, any available information as to its source; (8) the existence of automated decision-making, including profiling, referred to in Article 22(1) and (4) of the GDPR and, at least in those cases, meaningful information about the logic involved, as well as the significance and anticipated consequences of such processing for the data subject. Furthermore, the data subject shall have a right to obtain information as to whether personal data is transferred to a third country or to an international organization. Where this is the case, the data subject shall have the right to be informed of the appropriate safeguards relating to the transfer. If a data subject wishes to avail him or herself of this right of access, he or she may at any time contact our Data Protection Officer.

Right of rectification – Each User or Visitor shall have the right to obtain from MusicFirst without undue delay, the rectification of inaccurate personal data concerning him or her; and to complete incomplete data.

Right of restriction of processing – Each User or Visitor shall have the right to obtain from MusicFirst restriction of processing where: (1) the accuracy of the personal data is contested; (2) processing is unlawful and the data subject requests restriction rather than erasure; (3) MusicFirst no longer needs the personal data for the purpose of the processing; or (4) the data subject has objected to processing pursuant to Article 21(1) of the GDPR pending the verification whether the legitimate grounds of MusicFirst override those of the data subject.

Right to withdraw consent – Each Visitor and User shall have the right to withdraw his or her consent to processing of his or her personal data at any time by contacting our Data Protection Officer.

How long is your personal information stored?

MusicFirst will retain your personal information and IP information as long as is permitted by applicable laws and regulations or as long as necessary to achieve the purpose of storage of such information, whichever is shorter. If a storage purpose is not applicable, or if a storage period prescribed by the European legislator or other competent legislator expires, the personal data will be routinely blocked or erased in accordance with legal requirements.

What is MusicFirst's policy on allowing you to update, correct, or delete your personally identifiable information?

If you wish to update, correct, or delete any of the information about you stored by MusicFirst you can do so by visiting the account settings on your account profile. For all other information changes or requests, please send an inquiry to support@musicfirst.com. MusicFirst Users have control of the purpose for collecting data, and the duration for which the personal data may be kept. Users with an active account will therefore have the responsibility to delete data when required. MusicFirst, as the

Controller of personal data, shall, at any time, provide information upon request to each User or Visitor as to what personal data is stored about that data subject. In addition, MusicFirst shall correct or erase personal data upon request. When a User's account is terminated or expired, all personal data collected through the MusicFirst platform will be deleted, as required by applicable law.

What security precautions are in place to protect the loss, misuse, or alteration of your information?

MusicFirst shall take the appropriate organizational and technical measures to protect the personal information and IP data provided to it or collected by it necessary to comply fully with any and all applicable laws, obligations, and regulations. Unfortunately, no data transmission over the Internet can be guaranteed to be 100% secure. As a result, while we strive to protect your personal information, MusicFirst cannot ensure or warrant the security of any information you transmit to us or from our online products or services, and you do so at your own risk. Once we receive your transmission, we make our best effort to ensure its security on our systems.

What else should you know about your privacy?

If you choose to use the MusicFirst website and service you should be aware that any information transmitted electronically via the World Wide Web or wirelessly might not be secure. MusicFirst assumes no liability for the loss of any information that you transmit to us via the World Wide Web. We may release personal information when we believe in good faith that release is necessary to comply with a law; to enforce or apply our Terms of Use and other policies; or to protect the rights, property, or safety of MusicFirst, our employees, our users, or others

MusicFirst's Data Protection Officer

MusicFirst has a "Data Protection Officer" who is responsible for matters relating to privacy and data protection. This Data Protection Officer can be reached at the following address: MusicFirst Attn: Data Protection Officer 180 Madison Avenue, 24th Floor New York, NY 10016 United States support@musicfirst.com

Complaints

The Information Commissioner's Office (ICO) is an independent body responsible for making sure that organizations comply with the Data Protection Act. The ICO also deals with concerns raised by members of the public about the way in which organizations look after personal information and deal with subject access requests. You can complain to the ICO if an organization: - fails to respond to your request for disclosure - refuses your request - fails to send you all of the information you asked for - fails to comply with the 40-day time limit for disclosure - The ICO will always expect you to have raised your concerns with the organization before submitting a complaint. The ICO has a

form on its website which you can use to make your complaint. When you send the form to the ICO, include all the communications you've had with the organization about your request for disclosure, including copies of the documents raising your concerns. If you have this saved electronically, you

can submit the form and the correspondence by email to casework@ico.org.uk If you only have paper copies of the correspondence, you will need to send it along with the form to Customer Contact, Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF. You can call the ICO helpline on 0303 123 1113 (local rate). You should make a complaint to the ICO within three months of your last proper contact with the organization concerned.

When is the effective date of this policy, and what about future modifications?

This Privacy Policy is effective as of __1st May 2018__. MusicFirst reserves the right to make changes, deletions, modifications, or provide supplements to this policy from time to time. Changes will apply to the information collected after the date of changes as well as to existing information held by us and will take effect immediately upon publication, unless otherwise stated in writing by MusicFirst. You agree that the express acceptance by you, or your continued use of the MusicFirst website after publication of changes, shall constitute your acceptance of the Privacy Policy. If you have any further questions or concerns, please feel free to contact us by email at: support@musicfirst.com or in writing at: MusicFirst 180 Madison Avenue, 24th Floor New York, NY 10016 United States

PRIVACY STATEMENT - CALIFORNIA

This **PRIVACY NOTICE FOR CALIFORNIA RESIDENTS** supplements the information contained in the Privacy Statement of Music Sales Digital Services d.b.a. MusicFirst and its subsidiaries (collectively, "we," "us," or "our") and applies solely to visitors, users, and others who reside in the State of California ("consumers" or "you"). We adopt this notice to comply with the California Consumer Privacy Act of 2018 ("CCPA") and other California privacy laws. Any terms defined in the CCPA have the same meaning when used in this notice.

Information We Collect

We collect information that identifies, relates to, describes, references, is capable of being associated with, or could reasonably be linked, directly or indirectly, with a particular consumer or device ("personal information"). In particular, we have collected the following categories of personal information from consumers within the last twelve (12) months:

Category A. Identification.

Examples: A real name, alias, postal address, unique personal identifier, online identifier, Internet Protocol address, email address, account name, Social Security number, driver's license number, passport number, or other similar identifiers.

NOT COLLECTED CATEGORIES:

Category B. Personal information categories listed in the California Customer Records statute (Cal. Civ. Code § 1798.80(e)).

Examples: A name, signature, Social Security number, physical characteristics or description, address, telephone number, passport number, driver's license or state identification card number, insurance policy number, education, employment, employment history, bank account number, credit card number, debit card number, or any other financial information, medical information, or health insurance information. Some personal information included in this category may overlap with other categories.

Category C. Protected classification characteristics under California or federal law.

Examples: Age (40 years or older), race, color, ancestry, national origin, citizenship, religion or creed, marital status, medical condition, physical or mental disability, sex (including gender, gender identity, gender expression, pregnancy or childbirth and related medical conditions), sexual orientation, veteran or military status, genetic information (including familial genetic information).

Category D. Commercial information.

Examples: Records of personal property, products or services purchased, obtained, or considered, or other purchasing or consuming histories or tendencies.

Category E. Biometric information.

Examples: Genetic, physiological, behavioral, and biological characteristics, or activity patterns used to extract a template or other identifier or identifying information, such as, fingerprints, faceprints, and voiceprints, iris or retina scans, keystroke, gait, or other physical patterns, and sleep, health, or exercise data.

Category F. Internet or other similar network activity.

Examples: Browsing history, search history, information on a consumer's interaction with a website, application, or advertisement.

Category G. Geolocation data.

Examples: Physical location or movements.

Category H. Sensory data.

Examples: Audio, electronic, visual, thermal, olfactory, or similar information.

Category I. Professional or employment-related information.

Examples: Current or past job history or performance evaluations.

Category J. Non-public education information (per the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g, 34 C.F.R. Part 99)).

Examples: Education records directly related to a student maintained by an educational institution or party acting on its behalf, such as grades, transcripts, class lists, student schedules, student identification codes, student financial information, or student disciplinary records.

Category K. Inferences drawn from other personal information.

Examples: Profile reflecting a person's preferences, characteristics, psychological trends, predispositions, behavior, attitudes, intelligence, abilities, and aptitudes.

Personal information does not include:

- Publicly available information from government records.
- De-identified or aggregated consumer information.
- Information excluded from the CCPA's scope, like:
 - health or medical information covered by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the California Confidentiality of Medical Information Act (CMIA) or clinical trial data;
 - personal information covered by certain sector-specific privacy laws, including the Fair Credit Reporting Act (FCRA), the Gramm-Leach-Bliley Act (GLBA) or California Financial

Information Privacy Act (FIPA), and the Driver's Privacy Protection Act of 1994.

We obtain the categories of personal information listed above from the following categories of sources:

- Directly and indirectly from activity on our website (www.musicfirst.com, musicfirstclassroom.com, musicfirstappcloud.com and musicfirstjunior.com). For example, from submissions through our website portal or website usage details collected automatically.

Use of Personal Information

We may use or disclose the personal information we collect for one or more of the following business purposes:

- To provide you with information, products or services that you request from us.
- To provide you with email alerts, event registrations and other notices concerning our products or services, or events or news, that may be of interest to you.
- To carry out our obligations and enforce our rights arising from any contracts entered into between you and us, including for billing and collections.
- To improve our website and present its contents to you.
- For testing, research, analysis and product development.
- As necessary or appropriate to protect the rights, property or safety of us, our clients or others.

As described to you when collecting your personal information or as otherwise set forth in the CCPA.

Sharing Personal Information

We will not collect additional categories of personal information or use the personal information we collected for materially different, unrelated, or incompatible purposes without providing you notice.

We may disclose your personal information to a third party for a business purposes. When we disclose personal information for a business purpose, we enter a contract that describes the purpose and requires the recipient to both keep that personal information confidential and not use it for any purpose except performing the contract.

In the preceding twelve (12) months, we have disclosed the following categories of personal information for a business purpose:

Category A: Identifiers.

We disclose your personal information for a business purpose to the following categories of third parties:

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- Our affiliates.
- Service providers.

In the preceding twelve (12) months, we have not sold any personal information.

Your Rights and Choices

The CCPA provides consumers (California residents) with specific rights regarding their personal information. This section describes your CCPA rights and explains how to exercise those rights.

Access to Specific Information and Data Portability Rights

You have the right to request that we disclose certain information to you about our collection and use of your personal information over the past 12 months. Once we receive and confirm your verifiable consumer request, we will disclose to you:

- The categories of personal information we collected about you.
- The categories of sources for the personal information we collected about you.
- Our business or commercial purpose for collecting or selling that personal information.
- The categories of third parties with whom we share that personal information.
- The specific pieces of personal information we collected about you (also called a data portability request).
- If we sold or disclosed your personal information for a business purpose, two separate lists disclosing:
 - sales, identifying the personal information categories that each category of recipient purchased; and
 - disclosures for a business purpose, identifying the personal information categories that each category of recipient obtained.

Deletion Request Rights

You have the right to request that we delete any of your personal information that we collected from you and retained, subject to certain exceptions. Once we receive and confirm your verifiable consumer request, we will delete (and direct our service providers to delete) your personal information from our records, unless an exception applies.

We may deny your deletion request if retaining the information is necessary for us or our service providers to:

1. Complete the transaction for which we collected the personal information, provide a good or service that you requested, take actions reasonably anticipated within the context of our

- service that you requested, take actions reasonably anticipated within the context of our ongoing business relationship with you, or otherwise perform our contract with you.
2. Detect security incidents, protect against malicious, deceptive, fraudulent, or illegal activity, or prosecute those responsible for such activities.
 3. Debug products to identify and repair errors that impair existing intended functionality.
 4. Exercise free speech, ensure the right of another consumer to exercise their free speech rights, or exercise another right provided for by law.
 5. Comply with the California Electronic Communications Privacy Act (Cal. Penal Code § 1546 *seq.*).
 6. Engage in public or peer-reviewed scientific, historical, or statistical research in the public interest that adheres to all other applicable ethics and privacy laws, when the information's deletion may likely render impossible or seriously impair the research's achievement, if you previously provided informed consent.
 7. Enable solely internal uses that are reasonably aligned with consumer expectations based on your relationship with us.
 8. Comply with a legal obligation.
 9. Make other internal and lawful uses of that information that are compatible with the context in which you provided it.

Exercising Access, Data Portability, and Deletion Rights

To exercise the access, data portability, and deletion rights described above, please submit a verifiable consumer request to us by either:

- Calling us at 855-896-3344.
- Emailing us at info@musicfirst.com

Only you or a person registered with the California Secretary of State that you authorize to act on your behalf, may make a verifiable consumer request related to your personal information. You may also make a verifiable consumer request on behalf of your minor child.

You may only make a verifiable consumer request for access or data portability twice within a 12-month period. The verifiable consumer request must:

- Provide sufficient information that allows us to reasonably verify you are the person about whom we collected personal information or an authorized representative.
- Describe your request with sufficient detail that allows us to properly understand, evaluate, and respond to it.

We cannot respond to your request or provide you with personal information if we cannot verify your identity or authority to make the request and confirm the personal information relates to you. Making a verifiable consumer request does not require you to create an account with us. We will

Making a verifiable consumer request does not require you to create an account with us. We will only use personal information provided in a verifiable consumer request to verify the requestor's identity or authority to make the request.

Response Timing and Format

We endeavor to respond to a verifiable consumer request within 45 days of its receipt. If we require more time (up to 90 days), we will inform you of the reason and extension period in writing. If you have an account with us, we will deliver our written response to that account. If you do not have an account with us, we will deliver our written response by mail or electronically, at your option. Any disclosures we provide will only cover the 12-month period preceding the verifiable consumer request's receipt. The response we provide will also explain the reasons we cannot comply with a request, if applicable. For data portability requests, we will select a format to provide your personal information that is readily useable and should allow you to transmit the information from one entity to another entity without hindrance.

We do not charge a fee to process or respond to your verifiable consumer request unless it is excessive, repetitive, or manifestly unfounded. If we determine that the request warrants a fee, we will tell you why we made that decision and provide you with a cost estimate before completing your request.

Non-Discrimination

We will not discriminate against you for exercising any of your CCPA rights. Unless permitted by the CCPA, we will not:

- Deny you goods or services.
- Charge you different prices or rates for goods or services, including through granting discounts or other benefits, or imposing penalties.
- Provide you a different level or quality of goods or services.
- Suggest that you may receive a different price or rate for goods or services or a different level or quality of goods or services.

Changes to Our Privacy Notice

We reserve the right to amend this privacy notice at our discretion and at any time. When we make changes to this privacy notice, we will notify you by email or through a notice on our website homepage.

Contact Information

If you have any questions or comments about this notice, our Privacy Statement, the ways in which we collect and use your personal information, your choices and rights regarding such use, or wish to

we collect and use your personal information, your choices and rights regarding such use, or wish to exercise your rights under California law, please do not hesitate to contact us at:

Phone: 855-896-3344

Website: www.musicfirst.com

Email: info@musicfirst.com

Postal Address:

MusicFirst

Attn: Jim Frankel, Director

180 Madison Avenue - 24th Floor, New York, NY 10016

Contact us at
1-855-896-3344

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Terms and Conditions

Credit Cards

We accept the following credit cards: Visa, MasterCard, and Discover. There is no surcharge for using your credit card to make purchases. Please be sure to provide your exact billing address and telephone number (i.e. the address and phone number your credit card bank has on file for you). Incorrect information will cause a delay in processing your order. Your credit card will be billed upon shipment of your order.

Money Orders, Cashier's Checks, Company Checks, & Personal Checks

We accept money orders, cashier's checks, personal checks, and company checks in U.S. Dollars only. Orders are processed upon receipt of a money order or cashier's check. For personal and company checks, please allow up to 10 banking days after receipt for clearance of funds before the order is processed. We cannot guarantee the availability of a product by the time funds clear or payment is received. We will charge a \$25 fee on all returned checks.

Refund Policy

MusicFirst will evaluate subscription refund requests on a case-by-case basis and reserves the right to decline a request for a refund. MusicFirst cannot offer refund for unused licenses, if issues arise that are not communicated to the support team (support@musicfirst.com), or if the product does not have features/functions the customer expected but did not evaluate during the free trial period. Refund requests must be submitted to MusicFirst Support or Education Manager within 30 days of the order being placed.

If a customer wishes to decrease the subscription seat count or change their software selection(s), they must inform their Education Manager and finalize exact changes within 30 days of the order being placed. After the 30-day period has lapsed, seat count and software adjustments cannot be accommodated without express permission from supervisors. The minimum decrease in licenses is 10.

If customers wish to transfer licenses between different MusicFirst Classroom sites, they can do so only if the software assortment for each site is identical. Software adjustments and seat count

adjustments follow the same rules outlined above.

Typographical Errors

In the event a product is listed at an incorrect price due to typographical error or error in pricing information received from our suppliers, MusicFirst shall have the right to refuse or cancel any orders placed for product listed at the incorrect price. MusicFirst shall have the right to refuse or cancel any such orders whether or not the order has been confirmed and your credit card charged. If your credit card has already been charged for the purchase and your order is canceled, MusicFirst shall immediately issue a credit to your credit card account in the amount of the incorrect price.

Copyright and Trademark Notice

Unless otherwise specified, all materials appearing on this site, including the text, site design, logos, graphics, icons, and images, as well as the selection, assembly, and arrangement thereof, are the sole property of Music Sales Digital Services, LLC dab MusicFirst, Copyright 2013, ALL RIGHTS RESERVED. You may use the content of this site only for the purpose of shopping on this site or placing an order on this site and for no other purpose. No materials from this site may be copied, reproduced, modified, republished, uploaded, posted, transmitted, or distributed in any form or by any means without our prior written permission. All rights not expressly granted herein are served. Any unauthorized use of the materials appearing on this site may violate copyright, trademark, and other applicable laws and could result in criminal or civil penalties.

Links

This site may contain links to other sites on the Internet that are owned and operated by third parties. You acknowledge that we're not responsible for the operation of or content located on or through any such site.

Privacy on Other Websites

Other sites accessible through our site have their own privacy policies and data collection practices. Please consult each site's privacy policy. Our Store is not responsible for the actions of third parties.

Contact us at
1-855-896-3344

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PROFESSIONAL SERVICES AGREEMENT

WHEREAS, ANKENY COMMUNITY SCHOOL DISTRICT (“District”), an Iowa public school district, intends to contract with (“Vendor”) to provide _____ to the District.

THEREFORE, in consideration of the mutual promises and representations set forth herein, the parties enter into this Professional Services Agreement (“Agreement”) and agree as follows:

I. SCOPE OF SERVICES

- A. District shall engage Vendor for the term of this Agreement to provide

II. RELATIONSHIP OF THE PARTIES

- A. Notwithstanding anything in this Agreement to the contrary, Vendor will be solely and exclusively responsible for providing services under this Agreement. All staffing and operations associated with the provision of the services are the sole and exclusive responsibility of Vendor.
- B. Neither Vendor, nor any of its personnel, shall be considered an agent and/or an employee of District for any purpose. Vendor does not have any authority to enter into any contract, assume any obligations, and/or make any warranties or representations on behalf of District.
- C. District is not responsible for deducting from payments to Vendor any amounts for taxes, insurance, and/or other similar items relating to Vendor's work with respect to this Agreement. Accordingly, Vendor shall be responsible for payment of all taxes arising out of Vendor's activities in accordance with this Agreement, including but not limited to, any relevant federal and/or state income tax, Social Security tax (FICA), unemployment insurance taxes (FUTA), and any other taxes or business license fees as required. Vendor shall further assume exclusive responsibility for the filing of all tax returns due in connection with all amounts paid to Vendor under the terms of this Agreement.

- D. No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to Vendor. The payroll or employment taxes that are subject to this paragraph include, but are not limited to, FICA (Social Security tax), FUTA (federal unemployment tax), federal income tax, state income tax and state unemployment insurance tax.
- E. Vendor, its agents, and its employees are not eligible for, and shall not participate in, any employee pension, health, disability and/or other fringe benefit plan of the District.
- F. District shall in no way be responsible for the acts or omissions of Vendor, its employees, and/or agents.

III. ASSIGNMENT

- A. Vendor acknowledges that Vendor's services are unique. Accordingly, Vendor may not assign Vendor's rights and/or delegate Vendor's duties and/or obligations under this Agreement to any third party without express prior written consent of District.

IV. TERM AND TERMINATION

- A. Agreement shall begin on _____ and shall continue in effect through _____ unless earlier terminated by either party in accordance with Section IV.B of this Agreement.
- B. This Agreement may be terminated by either party, without cause, upon thirty (30) days written notice. Either party may terminate this Agreement, with cause, immediately. Upon termination, Vendor shall be compensated for all services rendered prior to the date of termination.

V. PAYMENT

- A. District shall pay Vendor a total of _____ to complete the work outlined in the Scope of Services. Said payment shall be paid _____
- B. Vendor shall direct invoices to: Ankeny Community School District, ATTN: Business Office, 306 SW School Street, Ankeny, Iowa 50023.

- C. District shall render payment to Vendor via check within 30 days of receipt of said invoice.

VI. BACKGROUND CHECKS

- A. Vendor shall ensure that any and all of its employees and/or agents who are present on District property and/or who interact in-person and/or virtually with District students, staff, and/or other identified stakeholders complete and pass an industry-standard criminal history background check and all sound screening practices, including but not limited to legally-required Sex Offender Registry Certificate of Compliance, prior to the start date. Vendor agrees to work with the District's Business Office on completion of the above.
- B. The cost of background check(s) required under this Agreement will be borne by District.
- C. Unsatisfactory results of the background check(s) may result in Vendor's, its agent(s'), and/or its employee(s') disqualification from performance of services under this Agreement and/or immediate termination of this Agreement. District shall have sole discretion to determine if the results from the background check(s) meet District standards.

VII. CONFIDENTIALITY

- A. In the performance of services under this Agreement, Vendor, its employees, and/or its agents may have access to and/or receive and/or be entrusted with confidential information. All such material is considered secret and will be available to Vendor in strict confidence.
- B. Except in the performance of its services, Vendor, its employees, and/or agents, shall not, directly or indirectly, for any reason whatsoever, disclose and/or use any such confidential material until such material ceases, through no fault whatsoever of Vendor, to be confidential because it has become public knowledge or part of the public domain.
- C. Upon termination of this Agreement by any means, or whenever requested by District, Vendor shall promptly deliver to District any and all of the confidential material not previously delivered that may be and/or at any previous time(s) have been in Vendor's possession and/or under Vendor's control. Vendor agrees that this confidentiality provision shall survive and continue after the termination of this Agreement for any reason whatsoever.
- D. Vendor shall limit its employees' and/or agents' access to students' educational records to those persons for whom access is essential to the performance of services carried out under the Agreement. Vendor shall, at all times and in all respects, comply with the terms of the Family Educational Rights and Privacy Act of 1974, as amended.

VIII. INTELLECTUAL PROPERTY

- A. District shall own all rights, titles, and interests, including all related Intellectual Property

Rights, in and to work product, including any suggestions, ideas, enhancement requests, feedback, recommendations and/or other information provided by Vendor and/or any other party relating to the services covered by this agreement.

- B. District name and logo(s) are trademarks of District, and no right or license is granted to Vendor use them other than in the provision of services for District under the terms of this Agreement.

IX. INSURANCE

- A. No workers' compensation insurance and/or any other type of insurance (including, but not limited to, professional liability insurance) has been or will be obtained by District on account of Vendor.
- B. Vendor shall maintain insurance and practices in alignment with *Appendix A: Vendor's Minimum Insurance Requirements*. Upon request of District, Vendor shall provide proof of said insurance coverage.

X. INDEMNIFICATION

- A. Vendor shall indemnify and hold District harmless from and against all liabilities, claims, debts, taxes, obligations, costs and/or expenses (including reasonable attorney's fees, court costs and costs of appeal) that District may incur or sustain as a result of any breach of this Agreement or negligent or other wrongful conduct in the performance of this Agreement by Vendor or as a result of failure to pay any employment or income taxes arising out of Vendor's performance of Services for the District.

XI. AMENDMENTS

- A. This Agreement may only be supplemented, amended or revised in writing by mutual agreement of the parties.

XII. GOVERNING LAW

- A. This Agreement shall be governed by and construed pursuant to the laws of the State of Iowa. Any claim or dispute which may arise out of this Agreement shall be heard in a court of competent jurisdiction in Polk County, Iowa, unless otherwise agreed by the parties.

XIII. SEVERABILITY

- A. If any provision of this Agreement is determined to be invalid by a court of competent jurisdiction, then such provision shall be deemed null and void, but without invalidating the remaining provisions.

XIV. ENTIRE AGREEMENT

- A. This Agreement constitutes the complete and entire agreement between the parties and no other representations, promises or agreements, oral or otherwise, shall be of any force or effect.

In consideration of the mutual covenants set forth above and for other good and valuable consideration, the receipt, adequacy, and legal sufficiency of which are hereby acknowledged, the parties have entered into this agreement and have caused their duly authorized representatives to execute this agreement.

Ankeny Community School District

By: _____
Ryan Weldon
President, Board of Education
Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

Date: _____

By: _____

Date: _____

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shall be primary and non-contributory to any of the owner's policies and shall apply to both ongoing and completed operations.

6. **Insurance Certificates** Each policy noted above shall be issued by an insurance company authorized to write such insurance in the State of Iowa and shall be reasonably acceptable to the School. These insurance policies shall not be cancelled without at least 30 days prior written notice to the School. A properly executed Certificate of Insurance showing evidence of these insurance requirements shall be delivered to the School prior to the commencement of this lease.
7. **Government Immunity** The following clauses will be added to all liability coverages:
 - a. The company and the insured expressly agree and state that the purchase of this policy of insurance by the insured does not waive any of the defenses of governmental immunity available to the insured under Iowa Code Section 670.4 as it now exists and as it may be amended from time to time.
 - b. The company and the insured further agree that this policy of insurance shall cover only those claims not subject to the defense of governmental immunity under Iowa Code Section 670.4 as it now exists and as it may be amended from time to time.
8. **Subrogation** To the extent that such insurance is in force and collectible and to the extent permitted by law, the School and Vendor each hereby releases and waives all right of recovery against the other or anyone claiming through or under each of them by way of subrogation or otherwise, except in cases of gross negligence.
9. **Property Insurance** Unless otherwise provided, the Owner shall purchase and maintain property insurance on the project in the amount of the initial Contract Sum, plus value of subsequent Contract modifications and cost of materials supplied or installed by others. Such property insurance shall be maintained, unless otherwise provided in the Contract Documents or otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made. This insurance shall include interests of the Owner, the Vendor, Subcontractors and Sub-subcontractors in the Project.

Property insurance shall be on an "all-risk" or equivalent policy form and shall include insurance against the perils of fire, theft, vandalism, malicious mischief, collapse, earthquake, flood, windstorm, testing and debris removal including demolition occasioned by enforcement of any applicable legal requirements, depending on availability. The property insurance may contain sub-limits for these coverages. At the option of the school district, the insurance covering the project may be written under a Builder's Risk policy or covered under the District's permanent property insurance.
10. **Professional Insurance** If the Vendor is required to furnish professional services as part of the Work, the Vendor shall purchase Professional Liability insurance covering performance of the professional services, with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.
11. **Pollution Insurance** If the work involves the transport, dissemination, use or release of pollutants, the Vendor shall purchase Pollution Liability insurance, with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.

12. Coverages under sections 10 and 11 may be purchased through a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.
13. **Aircraft Insurance** If the work requires use or operation of manned or unmanned aircraft, including drones, the Vendor shall purchase coverage with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.

**EDUCATION AGREEMENT BETWEEN
Ninja U, LLC.
AND
ANKENY COMMUNITY SCHOOL DISTRICT**

The Education Agreement (“Agreement”) is entered into between Ninja U, LLC . (“Company”) and Ankeny Community School District (“District”) effective as of September 6, 2022.

RECITALS

1. Company is a training gym located in Ankeny, Polk County, Iowa.
2. Company has an interest in supporting educational programs for the development of professionals in its field and has agreed to provide administrative staff and facilities for the on-site learning and development of District students (“Students”).
3. District, in its educational program for the development of career-readiness skills, has the responsibility of providing educational opportunities for Students enrolled in the Secondary & BEYOND Program (“Program”) who require site-based learning experience in order to complete the Program.
4. The parties desire to enter into this Agreement to set forth the terms and conditions under which each party and Student(s) shall conduct themselves in order to provide appropriate experiences for Students at Company.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, the parties agree as follows:

A. SCOPE OF SITE-BASED LEARNING ASSIGNMENT

1. Scope of Assignment. Student(s) engaged in site-based learning for Company shall perform assignment(s) as described herein (“Assignment”): Various cleaning tasks that may include: vacuuming, cleaning with chemicals, wiping equipment and other tasks as assigned.
2. Duration of Assignment. Unless otherwise agreed to in writing by the Parties, the Student assignments covered by this Agreement shall be completed during one academic semester.

B. RESPONSIBILITIES AND DUTIES OF DISTRICT

1. Placement of Students. District shall initiate communication with Company to identify site-based learning opportunities. District and Company shall collaborate to identify the skills and competencies needed by Students for success in a site-based learning experience at Company. District shall provide to Company for the experience Students who, in District’s discretion, possess the mutually-identified skills and competencies.

2. Preparation and Supervision of Students. District shall provide necessary preparatory instruction and ongoing consultation and support to Students who engage in site-based learning to ensure proper application of principle and theory during the Program.
3. Policies and Procedures. District shall become reasonably familiar with Company, and with its policies, procedures and standards identified by Company as relevant for the site-based learning experience, including but not limited to the policy for dress and conduct so as to ensure it can reinforce same with Students engaged in site-based learning for Company.
4. Planning Program. District shall collaborate with Company to plan the Program, including but not limited to the schedule for site-based learning, the scope of learning to be accomplished in the site-based learning experiences, and the objectives related to Program participation.
5. Supervision and Evaluation of Students.
 - a. District shall designate an appropriate person who will serve as supervisor of the Student, in cooperation with the Company. District may provide Company with an opportunity to provide feedback on Student work.
 - b. District shall regularly monitor and evaluate the Program-related performance of each Student during the time of their participation in the Program.
 - c. District shall keep an accurate record of Student's attendance and shall notify Company of Student absence(s) as soon as practicable.
 - d. District, in its discretion and professional judgment and in alignment with its policies, shall remove from the Program any Student who demonstrates that they are not competent and/or qualified to participate in the Program. District shall solely be responsible for taking any necessary disciplinary action related to Student performance.
6. Modification of Assignments. District may at any time and in alignment with its policies and procedures end any Student's participation in the Program and/or change any Student's Program Assignment. District shall notify Company as soon as practicable should any such modification become necessary.
7. Notification to and Assurances from Students and Parents/Guardians. Prior to authorizing a Student to participate in the Program, District agrees to collect from Student's parent or legal guardian a signed consent form that includes but is not necessarily limited to Student's agreement to comply with Company's relevant policies, procedures and standards for conduct.
8. Insurance. District shall secure and maintain during the term of this Agreement comprehensive general and professional liability insurance and property damage insurance and shall ensure coverage applies to Students participating in the Program.

Upon request by Company, District shall provide a certificate of insurance evidencing such coverage.

C. RESPONSIBILITIES AND DUTIES OF COMPANY

1. Duty to Company's Clients and/or Customers. Company shall retain responsibility for the quality and provision of services to Company's clients and/or customers. Company shall retain ultimate administrative authority consistent with the established policies of the Company for all Student activities which influence the operation of the Company and the direct or indirect care of Company's customers and/or clients.
2. Provision of Learning Experiences. Company, through its designated employees, shall serve as a resource to which Students may be assigned for education. Company shall designate a representative who will cooperate with District in planning and managing implementation of the relevant Assignment(s) and shall identify appropriate staff to support with implementation of site-based learning experiences for Students in the Company facilit(ies) where learning will occur.
3. Orientation and Training. Company shall provide relevant orientation to Students related to Company's policies, procedures, and rules of conduct, and expectations for attire when present at the site-based learning location. Company may, when required by law and/or internal Company policy, also require Students to attend additional training. Company shall notify District as soon as practicable of any orientation and/or training requirements not explicitly set forth in the terms of this Agreement.
4. Supervision of Students. Company shall provide adequate and appropriate staff to supervise Students engaged in Assignments for the Program so as to create a safe and educational experience for Students. Company shall provide designated staff with information related to the Program, Student(s)' Assignments, and expectations for Student behavior while on Company property and shall establish and education staff about the parameters for appropriate interaction with Students while they are present under the terms of this Agreement. Company shall be solely responsible for failure to comply with this section and/or for any violations thereof by its employees, agents, and/or assignees.
5. Access to Company Facilities. Company, in its discretion, may determine what access Students may have to Company facilities. Company shall be solely responsible for the safety and security of the facilities accessed and/or capable of being accessed by Students.
6. Treatment of Illness/Injuries. If Student(s) sustain non-emergency injuries and/or become ill with a non-emergency illness while at Company for the Program, Company shall contact District representative to ensure appropriate next steps aligned with District policy. In emergency situations, Company shall contact appropriate first responders and notify the District as soon as practicable.
7. Work Product. Any work product created while under the supervision of the Company as part of the Program shall remain the property of the Company.
8. Right to Refuse. Company shall have the right to refuse the placement of any Student(s) unless such refusal is prohibited by law. Company shall be solely responsible for such decisions to refuse placement.

D. RELATIONSHIP BETWEEN THE PARTIES

1. Status and Authority of Students. Student Assignments shall be of an educational and training nature and shall not be construed as a substitute for the services of an employee of Company. However, Students shall not, by virtue of their participation in Program, be precluded from seeking employment with Company unrelated to their Assignment.
2. Wages and Benefits. Company shall not be required to pay wages to Students for activities in the Program at Company, nor shall it be required to pay any workers' compensation benefits for any injury sustained during a placement at Company. Company shall be solely responsible for ensuring compliance with this provision of the Agreement.
3. No Partnership. This Agreement shall not be interpreted or construed to create an association, joint venture, agency relationship, and/or partnership among the Parties or to impose any partnership obligation or partnership liability upon any Party. No Party shall have any right, power or authority to enter into any agreement or undertaking for, or act on behalf of, or to act as or be an agent or representative of, or to otherwise bind, any other Party. Neither party, by virtue of this Agreement, assumes any liability for any debts or obligations of either a financial or a legal nature incurred by the other party to this Agreement.
4. Assignment. The Parties acknowledge that the nature of the on-site learning experience is unique and personal to Students. As such, neither party may transfer, assign or otherwise convey its rights or obligations under this Agreement without the written consent of the other party. Any attempt to transfer, assign or otherwise convey any rights or obligations in violation of this Section shall be void. Subject to the provisions of this Section regarding assignment, the terms, covenants, and conditions contained herein shall be binding upon and inure to the benefit of the successors and permitted assigns of the parties hereto.

E. TERM AND TERMINATION

1. Term. The Term of this Agreement shall be for one (1) year, commencing on September 6, 2022
2. Termination. The Agreement may be terminated by either party without cause by providing thirty (30) days' advance written notice of termination. This Agreement may be immediately terminated as necessary for the health or safety of Company's employees and/or Students. Company agrees that it will continue to work with District in a manner mutually agreeable to the parties regarding any Students who are participating in the Program at the time of the Agreement's termination. In the event of a material breach of this Agreement, the non-breaching party may terminate this Agreement after providing 10 days' written notice to the breaching party if a cure is not effected within such 10-day notice period.

F. GENERAL PROVISIONS

1. Educational Records. Company shall limit its employees' and/or agents' access to Students' educational records to those persons for whom access is essential to the performance of services. Company shall, at all times and in all respects, comply with the terms of the Family Educational Rights and Privacy Act of 1974, as amended.

2. Indemnification. Company shall indemnify and hold District harmless from and against all liabilities, claims, debts, taxes, obligations, costs and expenses (including reasonable attorney's fees, court costs and costs of appeal) that District may incur or sustain as a result of any breach of this Agreement or negligent or other wrongful conduct in the performance of this Agreement by Company and/or by damages or injuries caused by Student(s) who are acting on behalf of the Company or who are acting with the actual or apparent authorization of the Company, are negligent, and cause injury to a person or property.

3. Media Release. Company authorizes and grants permission to District, as well as its agents, representatives, and others working under its authority, to take and use Company's photographed, video recorded, and/or live-streamed image, likeness, voice, and name for any and all purposes associated with Company's participation in Program, including marketing, commercial, or advertising purposes, and in any and all forms of media, without further consideration. Company understands and agrees that Company has no rights to any benefits derived from the use of such image, likeness, voice, or name.

4. Notice. Whenever under the terms of this Agreement written notice is required or permitted to be given by any party to any other party, such notice shall be in writing and shall be deemed to have been sufficiently given if personally delivered, delivered by a national overnight courier service (such as Federal Express), transmitted by electronic facsimile or deposited in the United States Mail, in a properly stamped envelope, certified or registered mail, return receipt requested, addressed to the party to whom it is to be given, at the address hereinafter set forth. Any party hereto may change its address by written notice in accordance with this Section:

If to Company:	Ninja U Att: Nathan Person 1604 NW State St. Ankeny, Iowa 50023
If to District:	Ankeny Community School District Attn: Erin VanDorin 306 SW School Street Ankeny, Iowa 50023

5. Entire Agreement. This Agreement supersedes all previous contracts or agreements between the parties with respect to the same subject matter and constitutes the entire agreement between the parties hereto. There are no agreements, representations, or warranties between or among the parties other than those set forth in this Agreement or the documents and agreements referred to in this Agreement.

6. Waiver. The waiver by either party of a breach or violation of any provision of this Agreement shall not operate as or be construed to be a waiver of any subsequent breach hereof.

7. Headings for Convenience Only. The paragraph headings or captions are for identification purposes only and do not limit or construe the contents of the paragraphs.

8. Choice of Law. This Agreement shall be construed and governed under the laws of the State of Iowa, and any action relating to this Agreement shall only be commenced in the Iowa District Court in Polk County, or in the United State District Court for the Southern District of Iowa.
9. Severability. If any section, provision or part of this Agreement shall be found to be invalid or unconstitutional, such finding shall not affect the validity of the Agreement as a whole or any section, provision or part thereof not found to be invalid or unconstitutional.
10. Amendment. This Agreement may be amended only in writing signed by all parties hereto.
11. Authority to Enter into Agreement. Each Party represents and warrants to the other that it has the right, power and authority to enter into and perform its obligation under this Agreement. It has taken all requisite action (corporate, statutory, or otherwise) to approve execution, delivery and performance of this Agreement, and this Agreement constitutes a legal and binding obligation upon itself in accordance with its terms. All the terms, provisions and conditions of this Agreement shall be binding upon and inure to the benefit of the parties and their respective successors, assigns, and legal representatives.

[Remainder of page intentionally left blank; signature page follows]

WHEREFORE, the parties have executed this Agreement as of the date first above listed.

Ninja U

By:  _____

Name: Nathan Person

Title: General Manager

**ANKENY COMMUNITY SCHOOL
DISTRICT**

By: _____

Name: _____

Title: President, Board of Education

Hawkeye Stages

703 Dudley St.
Decorah, IA 52101
Email: sales@hawkeystages.com
Fax: 563-382-3945

Decorah Toll Free: 877-464-2954
Decorah Local: 563-382-3639
Waterloo Toll Free: 877-694-8726
Waterloo Local: 319-236-0621

Ankeny Community School District
Mary Swensen
2017 Southeast Oak Drive
Ankeny, IA 50021

Charter # 33444
PO #: Q25566
Group Name: Northview 9th VB
Customer Phone: 515-965-9615
Customer Fax:

		Arrive	Depart	Date	# Coaches	Description	Total Capacity
Pickup	Ankeny, IA	03:00 pm	03:15 pm	09/29/22	1	56 Passenger Coach	56
Dropoff	Alleman, IA			09/29/22			56
Pickup	Alleman, IA			09/29/22			56
Dropoff	Ankeny, IA	08:00 pm		09/29/22			56

Total Cost: \$ 1,956.00

Itinerary: Load 3pm Depart 3:15pm
ANKENY: Northview Middle School 1302 N Ankeny Blvd
(South door)
^less than 50 pax

ALLEMAN: North Polk Middle School 315 NE 141st Ave

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.
The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed.
We are at this time holding equipment for Order 33444.
For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah.
Refer to Order 33444 on checks and correspondence.
Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

Signature _____

Date 9/19/2022

Thank You: Amber Boutte

September 13, 2022

TERMINAL LOCATIONS

DECORAH 703 Dudley St. Ph:563-382-3639
FORT DODGE 2911 7th Ave. South Ph: 515-576-3300

NEWTON 300 E 17th St. South Ph: 641-792-3232
WATERLOO 3315 Titan Trail Ph: 319-236-0621
Page 206 of 382

Hawkeye Stages

703 Dudley St.
 Decorah, IA 52101
 Email: sales@hawkeystages.com
 Fax: 563-382-3945

Decorah Toll Free: 877-464-2954
 Decorah Local: 563-382-3639
 Waterloo Toll Free: 877-694-8726
 Waterloo Local: 319-236-0621

Ankeny Community School District
 Mary Swensen
 2017 Southeast Oak Drive
 Ankeny, IA 50021

Charter # 33445
 PO #: Q25567
 Group Name: Ankeny HS 9th VB
 Customer Phone: 515-965-9615
 Customer Fax:

		Arrive	Depart	Date	# Coaches	Description	Total Capacity
Pickup	Ankeny, IA	03:15 pm	03:30 pm	10/06/22	1	56 Passenger Coach	56
Dropoff	Urbandale, IA			10/06/22			56
Pickup	Urbandale, IA			10/06/22			56
Dropoff	Ankeny, IA	08:00 pm		10/06/22			56

Total Cost: \$ 2,078.50

Itinerary: Load 3:15pm Depart 3:30pm
 ANKENY: Ankeny High School, 1155 SW Cherry St
 (NORTH DOOR)
 ^35 pax
 URBANDALE: Urbandale High School 7111 NW Aurora Ave

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.
 The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed.
 We are at this time holding equipment for Order 33445.
 For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah. Refer to Order 33445 on checks and correspondence.
 Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

Signature _____

Date 9/19/2022

Thank You: Amber Boutte

September 13, 2022

TERMINAL LOCATIONS

DECORAH 703 Dudley St. Ph:563-382-3639
FORT DODGE 2911 7th Ave. South Ph: 515-576-3300

NEWTON 300 E 17th St. South Ph: 641-792-3232
WATERLOO 3315 Titan Trail Ph: 319-236-0621

Hawkeye Stages

703 Dudley St.
 Decorah, IA 52101
 Email: sales@hawkeystages.com
 Fax: 563-382-3945

Decorah Toll Free: 877-464-2954
 Decorah Local: 563-382-3639
 Waterloo Toll Free: 877-694-8726
 Waterloo Local: 319-236-0621

Ankeny Community School District
 Mary Swensen
 2017 Southeast Oak Drive
 Ankeny, IA 50021

Charter # 33446
 PO #: Q25568
 Group Name: Northview 9th FB
 Customer Phone: 515-965-9615
 Customer Fax:

		Arrive	Depart	Date	# Coaches	Description	Total Capacity
Pickup	Ankeny, IA	04:00 pm	04:15 pm	10/06/22	2	56 Passenger Coach	112
Dropoff	Waukee, IA			10/06/22			112
Pickup	Waukee, IA			10/06/22			112
Dropoff	Ankeny, IA	09:00 pm		10/06/22			112

Total Cost: \$ 3,912.00

Itinerary: Load 4pm Depart 4:15pm
 ANKENY: Northview Middle School, 1302 N Ankeny Boulevard
 (SOUTH DOOR).
 WAUKEE: Northwest High School

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.
 The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed.
 We are at this time holding equipment for Order 33446.
 For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah.
 Refer to Order 33446 on checks and correspondence.
 Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

Signature _____

Date 9/19/2022

Thank You: Amber Boutte

September 13, 2022

TERMINAL LOCATIONS

DECORAH 703 Dudley St. Ph:563-382-3639
FORT DODGE 2911 7th Ave. South Ph: 515-576-3300

NEWTON 300 E 17th St. South Ph: 641-792-3232
WATERLOO 3315 Titan Trail Ph: 319-236-0621

Hawkeye Stages

703 Dudley St.
 Decorah, IA 52101
 Email: sales@hawkeystages.com
 Fax: 563-382-3945

Decorah Toll Free: 877-464-2954
 Decorah Local: 563-382-3639
 Waterloo Toll Free: 877-694-8726
 Waterloo Local: 319-236-0621

Ankeny Community School District
 Mary Swensen
 2017 Southeast Oak Drive
 Ankeny, IA 50021

Charter # 33448
 PO #: Q25569
 Group Name: Northview 8th XC
 Customer Phone: 515-965-9615
 Customer Fax:

		Arrive	Depart	Date	# Coaches	Description	Total Capacity
Pickup	Ankeny, IA	02:30 pm	02:45 pm	10/11/22	2	48 Passenger Coach	96
Dropoff	Pleasant Hill, IA			10/11/22			96
Pickup	Pleasant Hill, IA			10/11/22			96
Dropoff	Ankeny, IA	07:00 pm		10/11/22			96

Total Cost: \$ 3,912.00

Itinerary: Load 2:30pm Depart 2:45pm
 ANKENY: Northview Middle School 1302 N Ankeny Blvd, Ankeny, IA 50023 (South door)
 ^75 pax
 PLEASANT HILL: Southeast Polk Jr High 8325 NE University Ave, Pleasant Hill, IA 50327

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.
 The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed.
 We are at this time holding equipment for Order 33448.
 For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah. Refer to Order 33448 on checks and correspondence.
 Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

Signature _____

Date 9/19/2022

Thank You: Amber Boutte

September 13, 2022

TERMINAL LOCATIONS

DECORAH 703 Dudley St. Ph:563-382-3639
FORT DODGE 2911 7th Ave. South Ph: 515-576-3300

NEWTON 300 E 17th St. South Ph: 641-792-3232
WATERLOO 3315 Titan Trail Ph: 319-236-0621

Hawkeye Stages

703 Dudley St.
Decorah, IA 52101
Email: sales@hawkeystages.com
Fax: 563-382-3945

Decorah Toll Free: 877-464-2954
Decorah Local: 563-382-3639
Waterloo Toll Free: 877-694-8726
Waterloo Local: 319-236-0621

Ankeny Community School District
Mary Swensen
2017 Southeast Oak Drive
Ankeny, IA 50021

Charter # 33449
PO #: Q25570
Group Name: Southview 8th XC
Customer Phone: 515-965-9615
Customer Fax:

		Arrive	Depart	Date	# Coaches	Description	Total Capacity
Pickup	Ankeny, IA	02:45 pm	03:00 pm	10/11/22	2	48 Passenger Coach	96
Dropoff	Pleasant Hill, IA			10/11/22			96
Pickup	Pleasant Hill, IA			10/11/22			96
Dropoff	Ankeny, IA	07:00 pm		10/11/22			96

Total Cost: \$ 3,912.00

Itinerary: Load 2:45pm Depart 3pm
ANKENY: Southview Middle School 1020 SW Cherry St, Ankeny,
IA 50023
(North Door)
^75 pax

PLEANSANT HILL: Southeast Polk Jr High School 8325 NE
University Ave, Pleasant Hill, IA 50327

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.

The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed.

We are at this time holding equipment for Order 33449.

For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah. Refer to Order 33449 on checks and correspondence.

Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

Signature _____

Date 9/19/2022

Thank You: Amber Boutte

September 13, 2022

TERMINAL LOCATIONS

DECORAH 703 Dudley St. Ph:563-382-3639
FORT DODGE 2911 7th Ave. South Ph: 515-576-3300

NEWTON 300 E 17th St. South Ph: 641-792-3232
WATERLOO 3315 Titan Trail Ph: 319-236-0621

Hawkeye Stages

703 Dudley St.
 Decorah, IA 52101
 Email: sales@hawkeystages.com
 Fax: 563-382-3945

Decorah Toll Free: 877-464-2954
 Decorah Local: 563-382-3639
 Waterloo Toll Free: 877-694-8726
 Waterloo Local: 319-236-0621

Ankeny Community School District
 Mary Swensen
 2017 Southeast Oak Drive
 Ankeny, IA 50021

Charter # 33452
 PO #: Q25575
 Group Name: Southview 9th Football
 Customer Phone: 515-965-9615
 Customer Fax:

		Arrive	Depart	Date	# Coaches	Description	Total Capacity
Pickup	Ankeny, IA	04:00 pm	04:15 pm	10/13/22	2	48 or 56 Pass Coach	0
Dropoff	Waukee, IA			10/13/22			0
Pickup	Waukee, IA			10/13/22			0
Dropoff	Ankeny, IA	10:00 pm		10/13/22			0

Total Cost: \$ 3,912.00

Itinerary: Load 4pm Depart 4:15pm
 ANKENY: Southview Middle School 1020 SW Cherry St, Ankeny, IA 50023
 WAUKEE: Northwest High School 655 N 10th St

Return times are critical and should be adhered to as well as possible for subsequent driver & coach scheduling.
 The cost specified above is based on the information supplied by you when placing your order and is subject to change based on actual service performed.
 We are at this time holding equipment for Order 33452.
 For final confirmation you will need to provide us with a brief itinerary, if you have not already done so, including details concerning pickup time and location along with estimated time of return. Please return itinerary, when established, and a signed copy of this agreement to our office in Decorah. Refer to Order 33452 on checks and correspondence.
 Hawkeye Stages reserves its right to lease equipment from other companies in order to fulfill this agreement. Hawkeye Stages shall not be liable for items left on the coach or loss of time due to mechanical failure or inclement weather.

**** SMOKING IS PROHIBITED AT ALL TIMES ON THE VEHICLES ****

Signature _____

Date 9/19/22

Thank You: Amber Boutte

September 14, 2022

TERMINAL LOCATIONS

DECORAH 703 Dudley St. Ph:563-382-3639
 FORT DODGE 2911 7th Ave. South Ph: 515-576-3300

NEWTON 300 E 17th St. South Ph: 641-792-3232
 WATERLOO 3315 Titan Trail Ph: 319-236-0621

No-Cost Services Agreement Between Ankeny Community School District and Prairie Ridge Church

This Agreement is effective upon full execution and is made between the Ankeny Community School District and Prairie Ridge Church.

1.0 IDENTITY OF PARTIES

- 1.1 Ankeny Community School District (“District”) is the issuing entity for this Agreement. The administrative office and address for correspondence related to this Agreement is: Ankeny Community School District, 306 SW School Street, Ankeny, Iowa 50023.
- 1.2 Prairie Ridge Church (“Service Provider”) is entering into this Agreement to provide adult mentors as described in *Appendix A, Scope of Services* at Heritage Elementary School, East Elementary School, and Parkview Middle School, attendance centers located in District. Service Provider’s address for correspondence related to this Agreement is 825 NW 36th St, Ankeny, IA 50023.

2.0 TERM AND TERMINATION

- 2.1 The term of this Agreement shall be from the date of full execution by both parties through June 30, 2023 unless terminated earlier in accordance with this Agreement.
- 2.2 Either party may terminate this Agreement, without penalty and without incurring further obligation, upon ten (10) days written notice. Either party may terminate this Agreement with cause immediately.

3.0 TERMS OF VOLUNTEER SERVICES PROVIDED BY SERVICE PROVIDER

- 3.1 Service Provider will provide volunteers to support District students as outlined in *Appendix A, Scope of Services*. Service provider will provide all supplies, which may include but are not limited to books, games, and art supplies.
- 3.2 Notwithstanding anything in this Agreement to the contrary, Service Provider will be solely and exclusively responsible for providing the services under this Agreement. All staffing and operations associated with the provision of the services are the sole and exclusive responsibility of Service Provider.
- 3.3 Neither Service Provider nor any of its personnel shall be considered an employee of the District for any purpose. Neither party shall be considered an agent, master or servant of the other party for any purpose and neither has any authority to enter into any contract, assume any obligations, and/or make any warranties or representations on behalf of the other.
- 3.4 Service Provider shall instruct all those providing volunteer service to District as outlined in this Agreement that they must complete an industry-standard criminal background check and all other screening practices directed by District, which may

include but are not limited to completion of the Sex Offender Registry Certificate of Compliance, prior to the first date of service. The cost of these background check(s) will be borne by District. Results of the background check(s) may result in immediate exclusion of a volunteer and/or termination of this agreement.

- 3.5 Service Provider will require those affiliated with Service Provider who are volunteering in the District who are arrested to notify Service Provider within five (5) days of arrest. Service Provider will take action to temporarily remove the volunteer from the team supporting the District until Service Provider receives notification of formal resolution of the arrest. If the arrest results in a conviction for a criminal offense, Service Provider will remove the individual from volunteer service with the District.
- 3.6 Service Provider will instruct those affiliated with it who are volunteering with the District via this Agreement to comply with any additional volunteer requirements and expectations established by the District.
- 3.7 District shall in no way be responsible for the actions or omissions of Service Provider, its employees, agents, and/or assigns. Service Provider shall inform all persons using its services that Service Provider is a separate entity from the District and that the services being provided are separate from the educational program of the District.
- 3.8 District in no way endorses Service Provider or the services it provides, and the District is under no obligation to refer any students to Service Provider. The final determination regarding the provision of services by Service Provider to a student shall be made by Service Provider, the student, and the student's parent/guardian.
- 3.9 District shall be responsible for identifying and selecting students for the mentoring program, generating and managing parent permission slips, and providing appropriate space within the school building for Service Provider to provide the services described in this Agreement.

4.0 CONFIDENTIALITY

- 4.1 Information about students and their families served by Service Provider that contains personally identifiable information is confidential in nature. Service Provider shall obtain a properly executed authorization and release prior to sharing information with the District or requesting educational records from the District. Other service-related data aggregated and/or with identifying information removed may be released as needed for compilation of data related to the Agreement. Service Provider shall not use confidential information for any purpose other than carrying out its obligations under this Agreement. Service Provider shall have established policies and procedures for safeguarding the confidentiality of such information.
- 4.2 Service Provider is solely responsible for maintaining all records of services provided under this Agreement. Service Provider will comply with all federal, state and local laws and regulations and District policies and rules applicable to

performance of services and obligations under this Agreement, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPPA), and their corresponding regulations, as applicable, and any other statutes or regulations governing privacy, security and confidentiality of student and/or health information.

5.0 INDEMNIFICATION

- 5.1 Service Provider will indemnify and hold harmless the District from and against any and all liabilities, losses, damages, costs or expenses (including but not limited to reasonable attorneys' fees, legal expenses, or amounts to be repaid from audits), incurred by the District as a result of a breach of the Agreement by Service Provider or any tortious, unlawful, or unauthorized acts or omissions by Service Provider related to this Agreement.

6.0 INSURANCE

- 6.1 No workers' compensation insurance, or any other type of insurance (including, but not limited to, professional liability insurance) has been or will be obtained, by the District on account of Service Provider.
- 6.2 Service Provider shall maintain insurance and practices in alignment those shared by the District. Upon request of the District, Service Provider shall provide proof of said insurance coverage.

7.0 MISCELLANEOUS

- 7.1 **Assignment.** Service Provider acknowledges that Service Provider's services are unique and personal. Accordingly, Service Provider may not assign Service Provider's rights or delegate Service Provider's duties or obligations under this Agreement without the prior written consent of the District. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.
- 7.2 **Amendments.** None of the terms or conditions of this Agreement shall be in any manner altered or modified except in writing and signed by both parties.
- 7.3 **Governing Law.** This Agreement shall be governed by and construed pursuant to the laws of the State of Iowa and any claim or dispute which may arise out of this Agreement shall be heard in a court of competent jurisdiction in Polk County, Iowa, unless otherwise agreed by the parties.
- 7.4 **Severability.** If any provision of this Agreement is determined to be invalid by a court of competent jurisdiction, then such provision shall be deemed null and void, but without invalidating the remaining provisions.
- 7.5 **Entire Agreement.** This Agreement constitutes the complete and entire agreement between the parties and no other representations, promises or agreements, oral or otherwise, shall be of any force or effect.

8.0 EXECUTION

8.1 In consideration of the mutual covenants set forth above, the receipt, adequacy and legal sufficiency of which are hereby acknowledged, the parties have entered into this Agreement and have caused their duly authorized representatives to execute this Agreement.

Ankeny Community School District

By: _____

Name: Ryan Weldon
Title: Board President
Date:

Prairie Ridge Church

By: Mary Kohlsdorf

Name: Mary Kohlsdorf
Title: Director of Outreach
Date: 9/13/22



WHAT IS KIDS HOPE USA?

One child. One hour. One church. One school.

Kids Hope USA (KHUSA) is a national organization that equips churches to serve their local public elementary schools by providing positive adults to serve as mentors. Because KHUSA mentors are trained to respect the separation of church and state, these programs are welcomed in hundreds of districts across the country.

KHUSA is a proven program that increases school engagement for selected children at no cost to the school.



THE MENTORING HOUR

Trained Kids Hope USA mentors form one-on-one relationships with students through weekly, one-hour visits at the school.

- During their hour together, the mentor and student play games, read together, and get to know each other.
- Time together is focused on supporting the students social, emotional and academic development. Mentors are not intended to be tutors.
- Building their relationship supports the student's academic growth.



THE STUDENTS

Students in a Kids Hope USA mentoring program are referred by parents, teachers, principals or school counselors who believe additional support and attention will benefit the child.

- Mentors are often considered PBIS Tier 2 support.
- Referral focus is on younger children in K-5. Early years are critical for forming values, developing self-esteem and acquiring academic skills.
- While it's up to the school to refer children, younger children allow for the opportunity to have a longer mentoring relationship.

THE SCHOOL

Schools welcome their community partner. The school maintains minimal responsibilities in a Kids Hope USA program.

- The school offers an opportunity for the church to introduce KHUSA partnership to the school staff and teachers.
- They identify and refer students who would benefit from having a mentor. They assist in matching mentors and students.
- They secure guardian consent for the mentoring program.
- They designate an appropriate space for weekly mentoring.



THE CHURCH

The church partner manages the program responsibilities and covers all program costs.

- The church recruits and supports a staff member or volunteer to direct the program.
- The director goes through extensive training (takes on average one month to complete).
- The director recruits, screens, trains and supports volunteer mentors.
- Once the church commits to being a KHUSA partner, it takes about three months for recruiting, screening and training the volunteers for mentoring to begin.



INTERESTED IN A KIDS HOPE USA PROGRAM AT YOUR SCHOOL?

We would love to help you secure a church partner to serve at your school. To learn more or discuss the next step, please call 616.546.3580 or email info@kidshopeusa.org to connect with our Partnership Growth Team.

We look forward to the opportunity to serve you and your students!



201 W. Washington Ave, Ste. 20
Zeeland, MI 49464
kidshopeusa.org

APPENDIX A: Scope of Services (Secondary Schools)



FAQS ABOUT KIDS HOPE USA NEXT

WHAT is Kids Hope USA NEXT? Kids Hope USA NEXT provides mentors and their students the opportunity to continue their relationships into middle school. NEXT mentors have the same basic goals as mentors in the elementary program – to faithfully show up each week, helping to meet the social, emotional, and academic needs of their students. The difference is these needs are changing as the student changes, requiring a fresh approach to this NEXT phase of the student’s life

WHO is Kids Hope USA NEXT for? NEXT is for mentors and students who want to continue their relationship into middle school. However, not every relationship should continue to the NEXT level. There are a variety of reasons why this might be, but it is the job of the director to decide which relationships are fit for middle school and which should end at elementary school.

WHY are we doing this? We know from research the longer these relationships last, the more opportunities mentors have to be a catalyst for change in their student’s life. Research has been done in the past few years about high school graduation. It has been found that graduation rates can be traced back to middle school. When students build healthy, strong habits in middle school they are more likely to graduate high school. More specifically, Robert Belfanz of John Hopkins University found that sixth graders who do any one of the following have only a 10 to 20 percent chance of graduating high school on time:

- Fail math or English/reading
- Attend school less than 80% of the time
- Receive unsatisfactory behavior grades in a core course Kids Hope USA NEXT gives mentors a chance to help their student build strong habits that will last through high school graduation.

WHEN is the mentoring happening? Mentoring should take place during the school day. In general, we have found that most middle school mentoring takes place during the lunch hour or during a study hall period, because there is not as much flexibility in the middle school day. On average these meetings are 40 minutes, which may feel short to your mentors. However, this is still enough time for mentors and students to get something accomplished, even if it is just mentors providing their student with time to breathe and share about their week – middle school students need this crucial time!

WHERE are the mentor- student meetings going to take place? Just like at the elementary level, students and their mentors will meet at the school. However, at the middle school you might not have the same space you did at the elementary level. Mentoring might take place in a hallway, conference room, library, or other common space at the front of the school. The most important thing in picking out a space is that it is open and visible to other adults in the school. We want to make sure wherever the mentor and student are meeting they are both kept safe and protected.



Jana Engeberetson

Ankeny Cmty School District
 PO Box 189
 Ankeny, IA 50021-0189
 United States

Quote Number: 208689-1

Quote Creation Date: 09-13-2022

Quote Expiration Date: 09-30-2022

Quote Release: 1

Ankeny AP Math 2022

Price Quote Summary

Solution	Base Amount	Total
MyMathLab	\$ 7,870.50	\$ 7,870.50
Solution Subtotal	\$ 7,870.50	\$ 7,870.50
	Shipping & Handling	\$ 0.00
	Total	\$ 7,870.50

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
MyMathLab				
MyMathLab for School from Pearson				
9780133135480	MYLAB MATH FOR SCHOOL (1-YEAR ACCESS)	52.47	150	\$7,870.50
	MyMathLab for School from Pearson Subtotal			\$ 7,870.50
	MyMathLab Subtotal			\$ 7,870.50
	Solution Subtotal			\$ 7,870.50
	Shipping and Handling			\$ 0.00
	Total			\$ 7,870.50

**EDUCATION AGREEMENT BETWEEN
Mainstreet Bakery & Cafe, Inc.
AND
ANKENY COMMUNITY SCHOOL DISTRICT**

The Education Agreement (“Agreement”) is entered into between Mainstreet Bakery & Cafe, LLC (“Company”) and Ankeny Community School District (“District”) effective as of September 12, 2022

RECITALS

1. Company is a restaurant & bakery located in Ankeny, Polk County, Iowa.
2. Company has an interest in supporting educational programs for the development of professionals in its field and has agreed to provide administrative staff and facilities for the on-site learning and development of District students (“Students”).
3. District, in its educational program for the development of career-readiness skills, has the responsibility of providing educational opportunities for Students enrolled in the Secondary & BEYOND (“Program”) who require site-based learning experience in order to complete the Program.
4. The parties desire to enter into this Agreement to set forth the terms and conditions under which each party and Student(s) shall conduct themselves in order to provide appropriate experiences for Students at Company.

NOW, THEREFORE, in consideration of the mutual promises set forth herein, the parties agree as follows:

A. SCOPE OF SITE-BASED LEARNING ASSIGNMENT

1. Scope of Assignment. Student(s) engaged in site-based learning for Company shall perform assignment(s) as described herein (“Assignment”): Cleaning the dining room, using commercial dishwashing equipment, bakery duties that include; weighing cookie dough, portioning food items, putting paper boxes together for orders and other duties as assigned.
2. Duration of Assignment. Unless otherwise agreed to in writing by the Parties, the Student assignments covered by this Agreement shall be completed during one academic semester.

B. RESPONSIBILITIES AND DUTIES OF DISTRICT

1. Placement of Students. District shall initiate communication with Company to identify site-based learning opportunities. District and Company shall collaborate to identify the skills and competencies needed by Students for success in a site-based learning experience at Company. District shall provide to Company for the experience Students who, in District’s discretion, possess the mutually-identified skills and competencies.

C. RESPONSIBILITIES AND DUTIES OF COMPANY

1. Duty to Company's Clients and/or Customers. Company shall retain responsibility for the quality and provision of services to Company's clients and/or customers. Company shall retain ultimate administrative authority consistent with the established policies of the Company for all Student activities which influence the operation of the Company and the direct or indirect care of Company's customers and/or clients.
2. Provision of Learning Experiences. Company, through its designated employees, shall serve as a resource to which Students may be assigned for education. Company shall designate a representative who will cooperate with District in planning and managing implementation of the relevant Assignment(s) and shall identify appropriate staff to support with implementation of site-based learning experiences for Students in the Company facilit(ies) where learning will occur.
3. Orientation and Training. Company shall provide relevant orientation to Students related to Company's policies, procedures, and rules of conduct, and expectations for attire when present at the site-based learning location. Company may, when required by law and/or internal Company policy, also require Students to attend additional training. Company shall notify District as soon as practicable of any orientation and/or training requirements not explicitly set forth in the terms of this Agreement.
4. Supervision of Students. Company shall provide adequate and appropriate staff to supervise Students engaged in Assignments for the Program so as to create a safe and educational experience for Students. Company shall provide designated staff with information related to the Program, Student(s)' Assignments, and expectations for Student behavior while on Company property and shall establish and education staff about the parameters for appropriate interaction with Students while they are present under the terms of this Agreement. Company shall be solely responsible for failure to comply with this section and/or for any violations thereof by its employees, agents, and/or assignees.
5. Access to Company Facilities. Company, in its discretion, may determine what access Students may have to Company facilities. Company shall be solely responsible for the safety and security of the facilities accessed and/or capable of being accessed by Students.
6. Treatment of Illness/Injuries. If Student(s) sustain non-emergency injuries and/or become ill with a non-emergency illness while at Company for the Program, Company shall contact District representative to ensure appropriate next steps aligned with District policy. In emergency situations, Company shall contact appropriate first responders and notify the District as soon as practicable.
7. Work Product. Any work product created while under the supervision of the Company as part of the Program shall remain the property of the Company.
8. Right to Refuse. Company shall have the right to refuse the placement of any Student(s) unless such refusal is prohibited by law. Company shall be solely responsible for such decisions to refuse placement.

2. Indemnification. Company shall indemnify and hold District harmless from and against all liabilities, claims, debts, taxes, obligations, costs and expenses (including reasonable attorney's fees, court costs and costs of appeal) that District may incur or sustain as a result of any breach of this Agreement or negligent or other wrongful conduct in the performance of this Agreement by Company and/or by damages or injuries caused by Student(s) who are acting on behalf of the Company or who are acting with the actual or apparent authorization of the Company, are negligent, and cause injury to a person or property.

3. Media Release. Company authorizes and grants permission to District, as well as its agents, representatives, and others working under its authority, to take and use Company's photographed, video recorded, and/or live-streamed image, likeness, voice, and name for any and all purposes associated with Company's participation in Program, including marketing, commercial, or advertising purposes, and in any and all forms of media, without further consideration. Company understands and agrees that Company has no rights to any benefits derived from the use of such image, likeness, voice, or name.

4. Notice. Whenever under the terms of this Agreement written notice is required or permitted to be given by any party to any other party, such notice shall be in writing and shall be deemed to have been sufficiently given if personally delivered, delivered by a national overnight courier service (such as Federal Express), transmitted by electronic facsimile or deposited in the United States Mail, in a properly stamped envelope, certified or registered mail, return receipt requested, addressed to the party to whom it is to be given, at the address hereinafter set forth. Any party hereto may change its address by written notice in accordance with this Section:

If to Company:

Mainstreet Bakery & Cafe
2510 SW White Birch Dr., #1&2
Ankeny, Iowa 50023

If to District:

Ankeny
Community
School District
Attn: Erin
VanDorin
306 SW
School
Street
Ankeny,
Iowa 50023

5. Entire Agreement. This Agreement supersedes all previous contracts or agreements between the parties with respect to the same subject matter and constitutes the entire agreement between the parties hereto. There are no agreements, representations, or warranties between or among the parties other than those set forth in this Agreement or the documents and agreements referred to in this Agreement.

6. Waiver. The waiver by either party of a breach or violation of any provision of this Agreement shall not operate as or be construed to be a waiver of any subsequent breach hereof.

7. Headings for Convenience Only. The paragraph headings or captions are for identification purposes only and do not limit or construe the contents of the paragraphs.

WHEREFORE, the parties have executed this Agreement as of the date first above listed.

Mainstreet Bakery & Cafe, INC.

By: 

Name: Ryan McCawley

Title: owner

ANKENY COMMUNITY SCHOOL DISTRICT

By: _____

Name: _____

Title: President, Board of Education



COMMONLIT SCHOOL ESSENTIALS
RENEWAL
SY22-23

Prepared for Northview MS, IA on February 1, 2022

Grades 8-9
Middle school(s)
1 school building(s)

CommonLit Account Manager: Rachel Bhatia, at rachel.bhatia@commonlit.org

CommonLit's School Essentials

Teachers and students will always have free access to CommonLit's ever-growing library of free, high-quality, easy-to-use lessons. With **CommonLit School Essentials**, your team will get access to the tools you need to rollout CommonLit :

- **CommonLit's Assessment Series:** Teacher access to the CommonLit Assessment Series. The CommonLit Assessment Series includes three benchmark assessments that are administered on CommonLit.org and assess student reading comprehension. These assessments allow teachers to evaluate student growth from the beginning to the end of the semester or school year.
- **CommonLit's On-Demand Professional Development Portal:** Teacher and administrator access to 40+ training modules in CommonLit's Professional Development Portal. These trainings include Assessment Series-specific modules and unit-specific training modules for teachers utilizing the CommonLit 360 curriculum.
- **Customized Onboarding & Partnership Experience:**
 - **Rostering:** Automated rostering and SSO via Clever (or support with use of CommonLit's Google Classroom integration).
 - **Dedicated account manager and priority support:** Priority technical support for teachers and administrators from the CommonLit Support Team.
 - **Virtual Training Webinars (Up to 2):** Our team of CommonLit experts will administer up to 2 live webinars to help teachers utilize CommonLit throughout the school year.

Multi-Year Pricing Options

1-2 Year Contract	\$1,750 / school / year
3+ Year Contract	\$1,600 / school / year (\$150 discount per school)

Quote for CommonLit School Essentials for SY22-23

Number of Schools	Length of contract	Cost per school	Yearly Cost
1 school(s)	1 year	\$1,750 per school	\$1,750 per school year
		Total Cost	\$1,750 for 1 year contract

Payment Schedule

Date	Payment Due
08/01/2022	100% of contract for SY22-23

Contract Term

Term	Date
Start Date	7/1/2022
End Date	6/30/2023

This Agreement (i.e., these Terms and Conditions and CommonLit’s [Terms of Use](#) into which this Agreement is incorporated) is entered into as of the date of the later signature below (“Effective Date”), by and between Ankeny Comm School District (“**Subscriber**”), having offices at 1020 SW Cherry St, Ankeny, IA 50023 and CommonLit, Inc. (“**CommonLit**”), a registered 501(c)(3) nonprofit organization having offices at 660 Pennsylvania Ave. SE, Suite 302, Washington, DC, 20003.

This Agreement serves as the invoice for CommonLit to Subscriber, for fees due as specified above. Subscriber agrees to pay fees as specified above. CommonLit and Subscriber have caused this agreement to be executed by their duly authorized representatives as of the date of the later signature below (“Effective Date”).

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

SIGNED on behalf of Ankeny Comm School District

.....

Name:

Position:

Date:

SIGNED on behalf of **CommonLit, Inc.**

.....

Name:

Position:

Date:



support@esgisoftware.com
 PO Box 938
 Elkhart, IN 46515
 Phone (443) 333-9898
 Fax (866) 925-3450

Quote # 939602
 Quote Prepared: 06/10/2022
 Quote Expires: 09/10/2022

Prepared For: Shella Schmldt
 State: Iowa
 District: ANKENY COMM SCHOOL DISTRICT
 School: TERRACE LEARNING CENTER

QUOTE

Qty	Description	Notes	List Price	Disc Price	Amount
14	ESGI 12-Month License (max. 35 students)		\$235.00	\$224.00	\$3,136.00
				Total	\$3,136.00

ORDER FORM

Complete all required information below and send this form with your PO or check.

Purchase Order
 support@esgisoftware.com
 Fax: 866-925-3450

Personal or School Check
 ESGI, LLC
 PO Box 938, Elkhart, IN 46515

After processing, an Activation Code will be sent to the contact for distribution to teachers.

ACTIVATION CODE CONTACT (*Required)

ACCOUNTS PAYABLE CONTACT (*Required)

Name: _____
 Email: _____

Phone: _____
 Email: _____

If your order includes extra students, please provide the teacher name(s) and number of students so we can update the accounts.

Teacher Name	# of Students	Teacher Name	# of Students
--------------	---------------	--------------	---------------

Other Information:

Marking Period for the current school year (circle one): Semester Trimester Quarters Other

Marking Period	End Date [MM/DD/YY]	Marking Period	End Date [MM/DD/YY]
First		Sixth (if applicable)	
Second		Seventh (if applicable)	
Third (if applicable)		Eighth (if applicable)	
Fourth (if applicable)		Ninth (if applicable)	
Fifth (if applicable)			



Invoice
INV01357932

Remit payment to:

All other mail:

Hudl
29775 Network Place
Chicago, IL 60673-1775 USA
Hudl's W9: hudl.com/p/w9
billing@hudl.com

Hudl
600 P Street, Suite 400
Lincoln, NE 68508 USA

Invoice Date: 08/16/2022
Due Date: 09/15/2022

RECEIVED
INTER-OFFICE MAIL

SEP 8 2022

BUSINESS OFFICE

Payments via ACH

Please include your invoice number in the transaction details field to ensure proper credit to your account (INV01357932).

Send all payment remittance emails to USAccountsReceivable@hudl.com.

Bank Name: JP Morgan Chase
Bank Address: 42 Broadway
New York, NY 10004
Account Name: Agile Sports Technologies, Inc.
Account Number: 659831215
Routing Number: 111000614

To: **Ankeny Centennial High School**

2220 NW State St.
Ankeny, Iowa 50023-4010
United States

All amounts are in USD

	Subscription Dates	Unit Price	Row Total
Hudl AD Package	09/15/2022-09/14/2023	15,200.00	15,200.00
		Sales Tax	0.00
		Total	15,200.00
		Balance	15,200.00

Notes

The package above was developed exclusively for Ankeny Centennial High School and reflects the following:

- Hudl | American Football | Mens | Platinum
- Hudl | Baseball | Mens | Silver
- Hudl | Basketball | Mens | Platinum
- Hudl | Basketball | Womens | Platinum
- Hudl | Cheer & Spirit | Womens | Silver
- Hudl | Dance & Drill | Womens | Silver
- Hudl | Golf | Coed | Silver
- Hudl | Golf | Womens | Silver
- Hudl | Performing Arts | Coed | Silver
- Hudl | Soccer | Mens | Gold
- Hudl | Soccer | Womens | Gold

A 0028415

For a full list of payments and adjustments, see the following pages of this invoice.

- Hudl | Tennis | Mens | Silver
- Hudl | Track & Field | Coed | Silver
- Hudl | Track & Field | Mens | Silver
- Hudl | Track & Field | Womens | Silver
- Hudl | Volleyball | Womens | Gold
- Hudl | Wrestling | Mens | Silver
- Hudl Assist | American Football | Mens | Unlimited Game & Scout
- Hudl Assist | Basketball | Mens | Unlimited Game
- Hudl Assist | Basketball | Womens | Unlimited Game and Scout
- Hudl Assist | Soccer | Mens | Unlimited Game
- Hudl Assist | Soccer | Womens | Unlimited Game
- Hudl Assist | Volleyball | Womens | Unlimited Game
- Hudl Focus Exchange Network
- Hudl Focus Indoor
- Hudl Focus Outdoor
- Hudl PlayTools | American Football | Mens
- Hudl Sideline | American Football | Mens | Premium
- Hudl | Other | Coed's | Silver
- Hudl | Softball | Womens | Silver

Payments and Adjustments

All payments and adjustments have already been applied to the balance shown on this invoice. The following list is for your records.

All amounts are in USD

DATE	TRANSACTION NUMBER	TYPE	NOTES	APPLIED AMOUNT
------	--------------------	------	-------	----------------

No payments or adjustments have been applied to this invoice.

Tax Breakdown

All taxes have already been applied to the balance shown on this invoice. The following list is a breakdown by tax rate for your records.

All amounts are in USD

TAX NAME	TAX RATE TYPE	TAX RATE	TAX AMOUNT
----------	---------------	----------	------------

No taxes have been applied to this invoice due to customer's tax exemption status.

Additional Information

By paying this invoice, you agree that the purchase is subject to the Organization Terms of Service found at www.hudl.com/eula.

Agile Sports Technologies, Inc. dba Hudl. EIN is 26-0568054. Go to hudl.com/p/w9 for a copy of Hudl's W9.

W9 Address:

Hudl

600 P Street, Ste. 400

Lincoln, NE 68508

Dominate.

600 P Street, Suite 400 | Lincoln, NE | 68508
billing@hudl.com



September 6, 2022

Mr. Tim Simpkins
Ankeny Community School District
306 SW School Street
Ankeny, IA 50023

Re: Substantial Completion
Ankeny South High School and Ankeny Centennial High School
Ankeny Community School District
Ankeny, IA 50023

Dear Mr. Simpkins:

The building construction work performed under the following contracts has been reviewed and found to our and the architect’s best knowledge, information, and belief, to be substantially complete. Substantial completion is the stage in the progress of the work or designated portion thereof is sufficiently complete in accordance with the contract documents so the owner can occupy or utilize the work for its intended use. The date of substantial completion for Ankeny High School and Ankeny Centennial High School is hereby established as August 20, 2021, which is also the date of commencement of applicable warranties required by the contract documents. We therefore recommend that the Ankeny Community School District approve “Substantial Completion” of the following bid package contracts at the next regularly scheduled board meeting.

<u>Bid Package No. & Description</u>	<u>Contractor</u>
8A – Furnish Doors, Frames & Hardware	Walsh Door & Security
9B – Flooring, Tile & Terrazzo	Ralph N. Smith Inc.
9C – Painting	Jarnagin Painting Inc
12A – Furnish Casework & Laboratory Equipment	Architectural Arts
26A – Electrical	Kline Electric
31A – Earthwork and Site Utilities	Sandstone Management Ltd.

Sincerely,

STAHL CONSTRUCTION COMPANY

Brett Cruse
Project Manager



AIA® Document G704/CMa™ – 1992

Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT: <i>(Name and address)</i> Ankeny High School 1155 SW Cherry Street Ankeny, IA 50023	PROJECT NUMBER: 8399/PRK-1023E01 CONTRACT FOR: 8A - Furnish Doors, Frames & Hardware CONTRACT DATE: August 4, 2020	OWNER: <input checked="" type="checkbox"/> CONSTRUCTION MANAGER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO OWNER: <i>(Name and address)</i> Ankeny Community School District 306 SW School Street Ankeny, IA 50023	TO CONTRACTOR: <i>(Name and address)</i> Walsh Door & Security 2600 Delaware Ave Des Moines, IA 50317	

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:


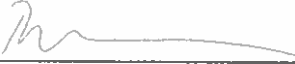
ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

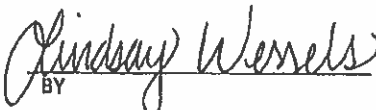
Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction		4/13/2022
CONSTRUCTION MANAGER	BY	DATE
PRK Architects & Engineers		8/15/2022
ARCHITECT	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Walsh Door & Security		4/11/22
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District		
OWNER	BY	DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

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User Notes: (389ADAC2)

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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT: <i>(Name and address)</i> Ankeny Centennial High School 2220 NW State Street Ankeny, IA 50023	PROJECT NUMBER: 8428/FRK-1023E01 CONTRACT FOR: 8A - Furnish Doors, Frames & Hardware CONTRACT DATE: August 4, 2020	OWNER: <input checked="" type="checkbox"/> CONSTRUCTION MANAGER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO OWNER: <i>(Name and address)</i> Ankeny Community School District 306 SW School Street Ankeny, IA 50023	TO CONTRACTOR: <i>(Name and address)</i> Walsh Door & Security 2600 Delaware Ave Des Moines, IA 50317	

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:



ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

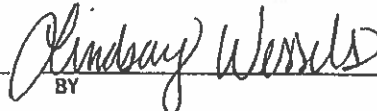
Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction		4/13/2022
CONSTRUCTION MANAGER	BY	DATE
FRK Architects & Engineers		8/15/2022
ARCHITECT	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Walsh Door & Security		4/11/22
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District	_____	_____
OWNER	BY	DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

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User Notes:

(3B9ADAB2)



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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT:

(Name and address)
Ankeny High School
1155 SW Cherry Street
Ankeny, IA 50023

PROJECT NUMBER: 8399/FRK-1023E01

CONTRACT FOR: 9B - Flooring, Tile & Terrazzo

CONTRACT DATE: August 4, 2020

OWNER:

CONSTRUCTION MANAGER:

ARCHITECT:

CONTRACTOR:

FIELD:

OTHER:

TO OWNER:

(Name and address)
Ankeny Community School District
306 SW School Street
Ankeny, IA 50023

TO CONTRACTOR:

(Name and address)
Ralph N. Smith Inc.
714 SE 15th
Des Moines, IA 50317

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:

ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction

CONSTRUCTION MANAGER

BY

4/13/2022

DATE

FRK Architects & Engineers

ARCHITECT

BY

4/15/22

DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Ralph N. Smith Inc.

CONTRACTOR

BY

3/3/22

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School

District

OWNER

BY

DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT: <i>(Name and address)</i> Ankeny Centennial High School 2220 NW State Street Ankeny, IA 50023	PROJECT NUMBER: 8428/PRK-1023E01 CONTRACT FOR: 9B - Flooring, Tile & Terrazzo CONTRACT DATE: August 4, 2020	OWNER: <input checked="" type="checkbox"/> CONSTRUCTION MANAGER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO OWNER: <i>(Name and address)</i> Ankeny Community School District 306 SW School Street Ankeny, IA 50023	TO CONTRACTOR: <i>(Name and address)</i> Ralph N. Smith Inc. 714 SE 15th Des Moines, IA 50317	

DATE OF ISSUANCE: August 5, 2021



PROJECT OR DESIGNATED PORTION SHALL INCLUDE:

ENTIRE PROJECT

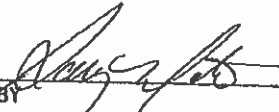
The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty	Date of Commencement
-----------------	-----------------------------

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction CONSTRUCTION MANAGER	BY 	4/13/2022 DATE
PRK Architects & Engineers ARCHITECT	BY 	4/15/22 DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Ralph N. Smith Inc. CONTRACTOR	BY 	3/3/27 DATE
-----------------------------------	--	----------------

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District OWNER	BY _____	DATE _____
---	----------	------------

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)



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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT:

(Name and address)
Ankeny High School
1155 SW Cherry Street
Ankeny, IA 50023

PROJECT NUMBER: 8399/PRK-1023E01
CONTRACT FOR: 9C - Painting
CONTRACT DATE: August 4, 2020

OWNER:
CONSTRUCTION MANAGER:

TO OWNER:

(Name and address)
Ankeny Community School District
306 SW School Street
Ankeny, IA 50023

TO CONTRACTOR:
(Name and address)
Wes Jamagin Inc
PO Box 409/6395 NW Beaver Drive,
Johnston, IA 50131

ARCHITECT:
CONTRACTOR:
FIELD:
OTHER:

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:

ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction

CONSTRUCTION MANAGER

TD
BY

8/5/22
DATE

PRK Architects & Engineers

ARCHITECT

[Signature]
BY

8/15/2022
DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Wes Jamagin Inc.

CONTRACTOR

Robert Wilcox
BY

8-23-2021
DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School
District

OWNER

BY

DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note-- Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT:
(Name and address)
 Ankeny Centennial High School
 2220 NW State Street
 Ankeny, IA 50023

PROJECT NUMBER: 8428/FRK-1023E01
CONTRACT FOR: 9C - Painting
CONTRACT DATE: August 4, 2020

OWNER:
CONSTRUCTION MANAGER:
ARCHITECT:
CONTRACTOR:
FIELD:
OTHER:

TO OWNER:
(Name and address)
 Ankeny Community School District
 306 SW School Street
 Ankeny, IA 50023

TO CONTRACTOR:
(Name and address)
 Wes Jamagin Inc
 PO Box 409/6395 NW Beaver Drive.
 Johnston, IA 50131

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:



ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction		8/5/22
CONSTRUCTION MANAGER	BY	DATE
FRK Architects & Engineers		8/15/2022
ARCHITECT	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Wes Jamagin Inc.		8-23-2021
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District	_____	_____
OWNER	BY	DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)



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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT:

(Name and address)

Ankeny High School
1155 SW Cherry Street
Ankeny, IA 50023

PROJECT NUMBER: 8399/FRK-1023E01
CONTRACT FOR: 12A - Furnish Casework &
Laboratory Equipment
CONTRACT DATE: August 4, 2020

OWNER:

CONSTRUCTION MANAGER:

ARCHITECT:

CONTRACTOR:

FIELD:

OTHER:

TO OWNER:

(Name and address)

Ankeny Community School District
306 SW School Street
Ankeny, IA 50023

TO CONTRACTOR:

(Name and address)

Architectural Arts
2200 East Ovid Ave
Des Moines, IA 50313

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:

ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction

CONSTRUCTION MANAGER

Ben Work

BY

4-14-2022

DATE

FRK Architects & Engineers

ARCHITECT

[Signature]

BY

8/15/2022

DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Architectural Arts

CONTRACTOR

[Signature]

BY

4-14-2022

DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School
District

OWNER

BY

DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)



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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT:

(Name and address)

Ankeny Centennial High School
2220 NW State Street
Ankeny, IA 50023

PROJECT NUMBER: 8428/FRK-1023101

CONTRACT FOR: 12A - Furnish Casework & Laboratory Equipment

CONTRACT DATE: August 4, 2020

OWNER:

CONSTRUCTION MANAGER:

ARCHITECT:

CONTRACTOR:

FIELD:

OTHER:

TO OWNER:

(Name and address)

Ankeny Community School District
306 SW School Street
Ankeny, IA 50023

TO CONTRACTOR:

(Name and address)

Architectural Arts
2200 East Ovid Ave
Des Moines, IA 50313

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:



ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction		4-14-2022
CONSTRUCTION MANAGER	BY	DATE
FRK Architects & Engineers		8/15/2022
ARCHITECT	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Architectural Arts		4-14-2022
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District	_____	_____
OWNER	BY	DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT:
(Name and address)
 Ankeny Centennial High School
 2220 NW State Street
 Ankeny, IA 50023

PROJECT NUMBER: 8428/FRK-1023E01
CONTRACT FOR: 26A - Electrical
CONTRACT DATE: August 4, 2020

TO OWNER:
(Name and address)
 Ankeny Community School District
 306 SW School Street
 Ankeny, IA 50023

TO CONTRACTOR:
(Name and address)
 Kline Electric
 6355 NE 14th
 Des Moines, IA 50313

OWNER:
CONSTRUCTION MANAGER:
ARCHITECT:
CONTRACTOR:
FIELD:
OTHER:

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:



ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction		8/5/22
CONSTRUCTION MANAGER	BY	DATE
FRK Architects & Engineers		8/15/2022
ARCHITECT	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Kline Electric		10/7/21
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District	_____	_____
OWNER	BY	DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

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User Notes:

(3B9ADAB6)

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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT: <i>(Name and address)</i> Ankeny High School 1155 SW Cherry Street Ankeny, IA 50023	PROJECT NUMBER: 8399/FRK-1023E01 CONTRACT FOR: 31A - Earthwork & Site Utilities CONTRACT DATE: August 4, 2020	OWNER: <input checked="" type="checkbox"/> CONSTRUCTION MANAGER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO OWNER: <i>(Name and address)</i> Ankeny Community School District 306 SW School Street Ankeny, IA 50023	TO CONTRACTOR: <i>(Name and address)</i> Sandstone Management Ltd. PO Bo 547 / 20 Vine Street Carlisle, IA 50047	

DATE OF ISSUANCE: August 5, 2021



PROJECT OR DESIGNATED PORTION SHALL INCLUDE:

ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty	Date of Commencement
-----------------	-----------------------------

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction		8/5/22
CONSTRUCTION MANAGER	BY	DATE
FRK Architects & Engineers		8/15/2022
ARCHITECT	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Sandstone Management Ltd.		12/22/21
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District		
OWNER	BY	DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

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Certificate of Substantial Completion Construction Manager-Adviser Edition

PROJECT: <i>(Name and address)</i> Ankeny Centennial High School 2220 NW State Street Ankeny, IA 50023	PROJECT NUMBER: 8428/FRK-1023E01 CONTRACT FOR: 31A - Earthwork & Site Utilities CONTRACT DATE: August 4, 2020	OWNER: <input checked="" type="checkbox"/> CONSTRUCTION MANAGER: <input checked="" type="checkbox"/> ARCHITECT: <input checked="" type="checkbox"/> CONTRACTOR: <input checked="" type="checkbox"/> FIELD: <input type="checkbox"/> OTHER: <input type="checkbox"/>
TO OWNER: <i>(Name and address)</i> Ankeny Community School District 306 SW School Street Ankeny, IA 50023	TO CONTRACTOR: <i>(Name and address)</i> Sandstone Management Ltd. PO Bo 547 / 20 Vine Street Carlisle, IA 50047	

DATE OF ISSUANCE: August 5, 2021

PROJECT OR DESIGNATED PORTION SHALL INCLUDE:



ENTIRE PROJECT

The Work performed under this Contract has been reviewed and found, to the Construction Manager's and Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as August 20, 2021 which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty

Date of Commencement

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

Stahl Construction		8/5/22
CONSTRUCTION MANAGER	BY	DATE
FRK Architects & Engineers		8/15/2022
ARCHITECT	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within _____ days from the above date of Substantial Completion.

Sandstone Management Ltd.	 text here	12/22/21
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00 PM (time) on August 20, 2021 (date).

Ankeny Community School District		
OWNER	BY	DATE

The responsibilities of the Owner and the Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:

(Note--Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)



September 6, 2022

Tim Simpkins
Ankeny Community School District
306 SW School Street
Ankeny, IA 50023

Re: **Final Acceptance and Completion – September 2022**
Ankeny High School and Ankeny Centennial High School
Ankeny Community School District
Ankeny, Iowa 50023

Dear Mr. Simpkins:

To the best of our knowledge, the work by the contractors below on the above reference project has been completed in accordance with the terms and conditions of the contract documents and the entire remaining balances noted in the attached final Certificate for Payment are due and payable to these contractors. We therefore recommend that the Ankeny Community School District approve “Final Acceptance and Completion” of the following Bid Package Contracts for the referenced project at the next regular scheduled Board Meeting.

<u>Bid Package No. & Description</u>	<u>Contractor</u>
5A Metals	Katelman Steel Fabrication
6A Selective Demo/Carpentry	DDVI, Inc
8A Doors/Frames/Hardware	Walsh Door & Security
9A Drywall/Acoustical	JC Toland Painting
12A Casework/Lab Equipment	Architectural Arts, LLC
26A Electrical	Kline Electric
31A Earthwork/Utilities	Sandstone Management Ltd.

We further recommend that final payment be made not earlier than 31 days following approval by the Ankeny Community School District Board of Directors at its regularly scheduled board Meeting, in accordance with the provisions of Iowa Code 573 and Iowa Code Chapter 26.

Sincerely,

STAHL CONSTRUCTION COMPANY

Brett Cruse
Project Manager



PROFESSIONAL SERVICES AGREEMENT

WHEREAS, ANKENY COMMUNITY SCHOOL DISTRICT (“District”), an Iowa public school district, intends to contract with MidwestDJs, LLC (“Vendor”) to provide DJ & Production Services to the District.

THEREFORE, in consideration of the mutual promises and representations set forth herein, the parties enter into this Professional Services Agreement (“Agreement”) and agree as follows:

I. SCOPE OF SERVICES

- A. District shall engage Vendor for the term of this Agreement to provide DJ and Production services.

II. RELATIONSHIP OF THE PARTIES

- A. Notwithstanding anything in this Agreement to the contrary, Vendor will be solely and exclusively responsible for providing services under this Agreement. All staffing and operations associated with the provision of the services are the sole and exclusive responsibility of Vendor.
- B. Neither Vendor, nor any of its personnel, shall be considered an agent and/or an employee of District for any purpose. Vendor does not have any authority to enter into any contract, assume any obligations, and/or make any warranties or representations on behalf of District.
- C. District is not responsible for deducting from payments to Vendor any amounts for taxes, insurance, and/or other similar items relating to Vendor's work with respect to this Agreement. Accordingly, Vendor shall be responsible for payment of all taxes arising out of Vendor's activities in accordance with this Agreement, including but not limited to, any relevant federal and/or state income tax, Social Security tax (FICA), unemployment insurance taxes (FUTA), and any other taxes or business license fees as required. Vendor shall further assume exclusive responsibility for the filing of all tax returns due in connection with all amounts paid to Vendor under the terms of this Agreement.

- D. No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to Vendor. The payroll or employment taxes that are subject to this paragraph include, but are not limited to, FICA (Social Security tax), FUTA (federal unemployment tax), federal income tax, state income tax and state unemployment insurance tax.
- E. Vendor, its agents, and its employees are not eligible for, and shall not participate in, any employee pension, health, disability and/or other fringe benefit plan of the District.
- F. District shall in no way be responsible for the acts or omissions of Vendor, its employees, and/or agents.

III. ASSIGNMENT

- A. Vendor acknowledges that Vendor's services are unique. Accordingly, Vendor may not assign Vendor's rights and/or delegate Vendor's duties and/or obligations under this Agreement to any third party without express prior written consent of District.

IV. TERM AND TERMINATION

- A. Agreement shall begin on 10/1/22 and shall continue in effect through 10/1/22 unless earlier terminated by either party in accordance with Section IV.B of this Agreement.
- B. This Agreement may be terminated by either party, without cause, upon thirty (30) days written notice. Either party may terminate this Agreement, with cause, immediately. Upon termination, Vendor shall be compensated for all services rendered prior to the date of termination.

V. PAYMENT

- A. District shall pay Vendor a total of 2195.00 to complete the work outlined in the Scope of Services. Said payment shall be paid pursuant to agreement.
- B. Vendor shall direct invoices to: Ankeny Community School District, ATTN: Business Office, 306 SW School Street, Ankeny, Iowa 50023.

- C. District shall render payment to Vendor via check within 30 days of receipt of said invoice.

VI. BACKGROUND CHECKS

- A. Vendor shall ensure that any and all of its employees and/or agents who are present on District property and/or who interact in-person and/or virtually with District students, staff, and/or other identified stakeholders complete and pass an industry-standard criminal history background check and all sound screening practices, including but not limited to legally-required Sex Offender Registry Certificate of Compliance, prior to the start date. Vendor agrees to work with the District's Business Office on completion of the above.
- B. The cost of background check(s) required under this Agreement will be borne by District.
- C. Unsatisfactory results of the background check(s) may result in Vendor's, its agent(s'), and/or its employee(s') disqualification from performance of services under this Agreement and/or immediate termination of this Agreement. District shall have sole discretion to determine if the results from the background check(s) meet District standards.

VII. CONFIDENTIALITY

- A. In the performance of services under this Agreement, Vendor, its employees, and/or its agents may have access to and/or receive and/or be entrusted with confidential information. All such material is considered secret and will be available to Vendor in strict confidence.
- B. Except in the performance of its services, Vendor, its employees, and/or agents, shall not, directly or indirectly, for any reason whatsoever, disclose and/or use any such confidential material until such material ceases, through no fault whatsoever of Vendor, to be confidential because it has become public knowledge or part of the public domain.
- C. Upon termination of this Agreement by any means, or whenever requested by District, Vendor shall promptly deliver to District any and all of the confidential material not previously delivered that may be and/or at any previous time(s) have been in Vendor's possession and/or under Vendor's control. Vendor agrees that this confidentiality provision shall survive and continue after the termination of this Agreement for any reason whatsoever.
- D. Vendor shall limit its employees' and/or agents' access to students' educational records to those persons for whom access is essential to the performance of services carried out under the Agreement. Vendor shall, at all times and in all respects, comply with the terms of the Family Educational Rights and Privacy Act of 1974, as amended.

VIII. INTELLECTUAL PROPERTY

- A. District shall own all rights, titles, and interests, including all related Intellectual Property

Rights, in and to work product, including any suggestions, ideas, enhancement requests, feedback, recommendations and/or other information provided by Vendor and/or any other party relating to the services covered by this agreement.

- B. District name and logo(s) are trademarks of District, and no right or license is granted to Vendor use them other than in the provision of services for District under the terms of this Agreement.

IX. INSURANCE

- A. No workers' compensation insurance and/or any other type of insurance (including, but not limited to, professional liability insurance) has been or will be obtained by District on account of Vendor.

X. INDEMNIFICATION

- A. Vendor shall indemnify and hold District harmless from and against all liabilities, claims, debts, taxes, obligations, costs and/or expenses (including reasonable attorney's fees, court costs and costs of appeal) that District may incur or sustain as a result of any breach of this Agreement or negligent or other wrongful conduct in the performance of this Agreement by Vendor or as a result of failure to pay any employment or income taxes arising out of Vendor's performance of Services for the District.

XI. AMENDMENTS

- A. This Agreement may only be supplemented, amended or revised in writing by mutual agreement of the parties.

XII. GOVERNING LAW

- A. This Agreement shall be governed by and construed pursuant to the laws of the State of Iowa. Any claim or dispute which may arise out of this Agreement shall be heard in a court of competent jurisdiction in Polk County, Iowa, unless otherwise agreed by the parties.

XIII. SEVERABILITY

- A. If any provision of this Agreement is determined to be invalid by a court of competent jurisdiction, then such provision shall be deemed null and void, but without invalidating the remaining provisions.

XIV. ENTIRE AGREEMENT

- A. This Agreement constitutes the complete and entire agreement between the parties and no other representations, promises or agreements, oral or otherwise, shall be of any force or effect.

In consideration of the mutual covenants set forth above and for other good and valuable consideration, the receipt, adequacy, and legal sufficiency of which are hereby acknowledged, the parties have entered into this agreement and have caused their duly authorized representatives to execute this agreement.

Ankeny Community School District

By: _____
Ryan Weldon
President, Board of Education
Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

Date: _____

Cornelius Qualley

By: _____
MidwestDJs, LLC

Date: **9/20/22** _____

PROFESSIONAL SERVICES AGREEMENT

WHEREAS, ANKENY COMMUNITY SCHOOL DISTRICT (“District”), an Iowa public school district, intends to contract with The Traveling Photo booth (“Vendor”) to provide photo booth services to the District.

THEREFORE, in consideration of the mutual promises and representations set forth herein, the parties enter into this Professional Services Agreement (“Agreement”) and agree as follows:

I. SCOPE OF SERVICES

- A. District shall engage Vendor for the term of this Agreement to provide a photo booth for homecoming.

II. RELATIONSHIP OF THE PARTIES

- A. Notwithstanding anything in this Agreement to the contrary, Vendor will be solely and exclusively responsible for providing services under this Agreement. All staffing and operations associated with the provision of the services are the sole and exclusive responsibility of Vendor.
- B. Neither Vendor, nor any of its personnel, shall be considered an agent and/or an employee of District for any purpose. Vendor does not have any authority to enter into any contract, assume any obligations, and/or make any warranties or representations on behalf of District.
- C. District is not responsible for deducting from payments to Vendor any amounts for taxes, insurance, and/or other similar items relating to Vendor's work with respect to this Agreement. Accordingly, Vendor shall be responsible for payment of all taxes arising out of Vendor's activities in accordance with this Agreement, including but not limited to, any relevant federal and/or state income tax, Social Security tax (FICA), unemployment insurance taxes (FUTA), and any other taxes or business license fees as required. Vendor shall further assume exclusive responsibility for the filing of all tax returns due in connection with all amounts paid to Vendor under the terms of this Agreement.

- D. No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to Vendor. The payroll or employment taxes that are subject to this paragraph include, but are not limited to, FICA (Social Security tax), FUTA (federal unemployment tax), federal income tax, state income tax and state unemployment insurance tax.
- E. Vendor, its agents, and its employees are not eligible for, and shall not participate in, any employee pension, health, disability and/or other fringe benefit plan of the District.
- F. District shall in no way be responsible for the acts or omissions of Vendor, its employees, and/or agents.

III. ASSIGNMENT

- A. Vendor acknowledges that Vendor's services are unique. Accordingly, Vendor may not assign Vendor's rights and/or delegate Vendor's duties and/or obligations under this Agreement to any third party without express prior written consent of District.

IV. TERM AND TERMINATION

- A. Agreement shall begin on August 1, 2022 and shall continue in effect through July 31, 2023 unless earlier terminated by either party in accordance with Section IV.B of this Agreement.
- B. This Agreement may be terminated by either party, without cause, upon thirty (30) days written notice. Either party may terminate this Agreement, with cause, immediately. Upon termination, Vendor shall be compensated for all services rendered prior to the date of termination.

V. PAYMENT

- A. District shall pay Vendor a total of 599.00 to complete the work outlined in the Scope of Services. Said payment shall be paid October 4th
- B. Vendor shall direct invoices to: Ankeny Community School District, ATTN: Business Office, 306 SW School Street, Ankeny, Iowa 50023.

- C. District shall render payment to Vendor via check within 30 days of receipt of said invoice.

VI. BACKGROUND CHECKS

- A. Vendor shall ensure that any and all of its employees and/or agents who are present on District property and/or who interact in-person and/or virtually with District students, staff, and/or other identified stakeholders complete and pass an industry-standard criminal history background check and all sound screening practices, including but not limited to legally-required Sex Offender Registry Certificate of Compliance, prior to the start date. Vendor agrees to work with the District's Business Office on completion of the above.
- B. The cost of background check(s) required under this Agreement will be borne by District.
- C. Unsatisfactory results of the background check(s) may result in Vendor's, its agent(s'), and/or its employee(s') disqualification from performance of services under this Agreement and/or immediate termination of this Agreement. District shall have sole discretion to determine if the results from the background check(s) meet District standards.

VII. CONFIDENTIALITY

- A. In the performance of services under this Agreement, Vendor, its employees, and/or its agents may have access to and/or receive and/or be entrusted with confidential information. All such material is considered secret and will be available to Vendor in strict confidence.
- B. Except in the performance of its services, Vendor, its employees, and/or agents, shall not, directly or indirectly, for any reason whatsoever, disclose and/or use any such confidential material until such material ceases, through no fault whatsoever of Vendor, to be confidential because it has become public knowledge or part of the public domain.
- C. Upon termination of this Agreement by any means, or whenever requested by District, Vendor shall promptly deliver to District any and all of the confidential material not previously delivered that may be and/or at any previous time(s) have been in Vendor's possession and/or under Vendor's control. Vendor agrees that this confidentiality provision shall survive and continue after the termination of this Agreement for any reason whatsoever.
- D. Vendor shall limit its employees' and/or agents' access to students' educational records to those persons for whom access is essential to the performance of services carried out under the Agreement. Vendor shall, at all times and in all respects, comply with the terms of the Family Educational Rights and Privacy Act of 1974, as amended.

VIII. INTELLECTUAL PROPERTY

- A. District shall own all rights, titles, and interests, including all related Intellectual Property

Rights, in and to work product, including any suggestions, ideas, enhancement requests, feedback, recommendations and/or other information provided by Vendor and/or any other party relating to the services covered by this agreement.

- B. District name and logo(s) are trademarks of District, and no right or license is granted to Vendor use them other than in the provision of services for District under the terms of this Agreement.

IX. INSURANCE

- A. No workers' compensation insurance and/or any other type of insurance (including, but not limited to, professional liability insurance) has been or will be obtained by District on account of Vendor.
- B. Vendor shall maintain insurance and practices in alignment with *Appendix A: Vendor's Minimum Insurance Requirements*. Upon request of District, Vendor shall provide proof of said insurance coverage.

X. INDEMNIFICATION

- A. Vendor shall indemnify and hold District harmless from and against all liabilities, claims, debts, taxes, obligations, costs and/or expenses (including reasonable attorney's fees, court costs and costs of appeal) that District may incur or sustain as a result of any breach of this Agreement or negligent or other wrongful conduct in the performance of this Agreement by Vendor or as a result of failure to pay any employment or income taxes arising out of Vendor's performance of Services for the District.

XI. AMENDMENTS

- A. This Agreement may only be supplemented, amended or revised in writing by mutual agreement of the parties.

XII. GOVERNING LAW

- A. This Agreement shall be governed by and construed pursuant to the laws of the State of Iowa. Any claim or dispute which may arise out of this Agreement shall be heard in a court of competent jurisdiction in Polk County, Iowa, unless otherwise agreed by the parties.

XIII. SEVERABILITY

- A. If any provision of this Agreement is determined to be invalid by a court of competent jurisdiction, then such provision shall be deemed null and void, but without invalidating the remaining provisions.

XIV. ENTIRE AGREEMENT

- A. This Agreement constitutes the complete and entire agreement between the parties and no other representations, promises or agreements, oral or otherwise, shall be of any force or effect.

In consideration of the mutual covenants set forth above and for other good and valuable consideration, the receipt, adequacy, and legal sufficiency of which are hereby acknowledged, the parties have entered into this agreement and have caused their duly authorized representatives to execute this agreement.

Ankeny Community School District

By: _____
Ryan Weldon
President, Board of Education
Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

Date: _____

Jesse Dalton

By: _____

Date: _____

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shall be primary and non-contributory to any of the owner's policies and shall apply to both ongoing and completed operations.

6. **Insurance Certificates** Each policy noted above shall be issued by an insurance company authorized to write such insurance in the State of Iowa and shall be reasonably acceptable to the School. These insurance policies shall not be cancelled without at least 30 days prior written notice to the School. A properly executed Certificate of Insurance showing evidence of these insurance requirements shall be delivered to the School prior to the commencement of this lease.
7. **Government Immunity** The following clauses will be added to all liability coverages:
 - a. The company and the insured expressly agree and state that the purchase of this policy of insurance by the insured does not waive any of the defenses of governmental immunity available to the insured under Iowa Code Section 670.4 as it now exists and as it may be amended from time to time.
 - b. The company and the insured further agree that this policy of insurance shall cover only those claims not subject to the defense of governmental immunity under Iowa Code Section 670.4 as it now exists and as it may be amended from time to time.
8. **Subrogation** To the extent that such insurance is in force and collectible and to the extent permitted by law, the School and Vendor each hereby releases and waives all right of recovery against the other or anyone claiming through or under each of them by way of subrogation or otherwise, except in cases of gross negligence.
9. **Property Insurance** Unless otherwise provided, the Owner shall purchase and maintain property insurance on the project in the amount of the initial Contract Sum, plus value of subsequent Contract modifications and cost of materials supplied or installed by others. Such property insurance shall be maintained, unless otherwise provided in the Contract Documents or otherwise agreed in writing by all persons and entities who are beneficiaries of such insurance, until final payment has been made. This insurance shall include interests of the Owner, the Vendor, Subcontractors and Sub-subcontractors in the Project.

Property insurance shall be on an "all-risk" or equivalent policy form and shall include insurance against the perils of fire, theft, vandalism, malicious mischief, collapse, earthquake, flood, windstorm, testing and debris removal including demolition occasioned by enforcement of any applicable legal requirements, depending on availability. The property insurance may contain sub-limits for these coverages. At the option of the school district, the insurance covering the project may be written under a Builder's Risk policy or covered under the District's permanent property insurance.
10. **Professional Insurance** If the Vendor is required to furnish professional services as part of the Work, the Vendor shall purchase Professional Liability insurance covering performance of the professional services, with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.
11. **Pollution Insurance** If the work involves the transport, dissemination, use or release of pollutants, the Vendor shall purchase Pollution Liability insurance, with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.

12. Coverages under sections 10 and 11 may be purchased through a Combined Professional Liability and Pollution Liability insurance policy, with combined policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.
13. **Aircraft Insurance** If the work requires use or operation of manned or unmanned aircraft, including drones, the Vendor shall purchase coverage with policy limits of not less than \$1,000,000 per claim and \$1,000,000 in the aggregate.



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Construction Change Orders

Extended Information: Superintendent's Recommendation: Approve and accept the construction change orders as presented.

ATTACHMENTS:

File Name	Description	Type	Upload Date
FacMtgSept22 - Construction Change Orders - Updated.pdf	Construction Change Orders - September 2022	Support Document	9/9/2022

Facility Construction Change Orders

Meeting Date: September 2022

Construction Change Orders	Description	Project	Vendor	Amount
CCO No. 001	Installed 2 new drain inserts, brazed 5 broken drain rings and reimbursement for 2 boxes of ceiling tiles.	NV Roof Phase III	Central States Roofing	\$ 1,134.90
PCO No. 046	Per CE# 56, tunnel piping from Neveln to current District Office Building.	Neveln Remodel	OLP Construction	\$ 68,087.59
CCO No. 006	Per PCO# 027, Demo Masonry Pier & Move Roof drain; Per PCO# 031R1, Board Room Ramp; Per PCO# 033, Owner Requested MEPT Changes; Per PCO# 034, Furniture System Revisions; Per PCO# 035, Steel U-Channel in lieu of Aluminum; Per PCO# 036, Add Demo not in Contract; Per PCO# 037, Add Support Plates for Wood Blocking.	Neveln Remodel	OLP Construction	\$ 198,538.18

ANKENY COMMUNITY SCHOOL DISTRICT – CHANGE ORDER

PROJECT: NORTHVIEW MIDDLE SCHOOL – RE-ROOF PHASE III PROJECT

CONTRACTOR: Central States Roofing

CHANGE ORDER # 01 DATE: 08/18/2022 CONTRACT DATE: 1/18/2022

THE CONTRACT IS CHANGED AS FOLLOWS:

Installed two new drain inserts, brazed five broken drain rings, and reimbursement for two boxes of ceiling tiles.

The original Contract Sum was: \$ 455,800.00

Net change by previously authorized Change Orders: \$ 0.00

The Contract Sum prior to this Change Order was: \$ 455,800.00

The Contract Sum will be increased (decreased) (unchanged)
By this Change Order in the amount of: \$ 1,134.90

The new Contract Sum including this Change Order will be \$ 456,934.90

The Contract Time will be (increased) (decreased) (unchanged) by _____ (0) Days.

The date of Substantial Completion as of the date of this Change Order therefore is 8/9/2022

Owner: Ankeny Community School District, 306 SW School Street, Ankeny, IA 50023

Approved By: _____ Date: _____

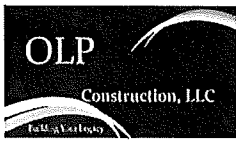
Contractor: Central States Roofing

Approved By: [Signature] Date: 08/24/2022

Architect: Angelo Architectural Associates, LLC, 12314 Ridgeview Drive, Urbandale, IA 50323

Approved By: Mark A. Thiessen A.I.A. Date: 8-24-2022
Mark Thiessen A.I.A.

END OF SECTION 00420



OLP Construction LLC
3809 NW 109th Street, Suite D
Urbandale, Iowa 50322
Phone: (515) 348-8110
Fax: (515) 348-8112

Project: OLPIA2104 - Neveln Center Building Renovation
406 SW School Street
Ankeny, Iowa 50023

Prime Contract Potential Change Order #046: CE #CE 56 - ITC.028 - tunnel piping, Neveln to 1959 Admin Bldg

Table with 4 columns: Field Name, Value, Field Name, Value. Includes fields like TO, FROM, PCO NUMBER/REVISION, CONTRACT, REQUEST RECEIVED FROM, CREATED BY, STATUS, CREATED DATE, REFERENCE, PRIME CONTRACT CHANGE ORDER, FIELD CHANGE, LOCATION, ACCOUNTING METHOD, SCHEDULE IMPACT, PAID IN FULL, EXECUTED, SIGNED CHANGE ORDER RECEIVED DATE, TOTAL AMOUNT.

POTENTIAL CHANGE ORDER TITLE: CE #CE 56 - ITC.028 - tunnel piping, Neveln to 1959 Admin Bldg

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: (The Contract Is Changed As Follows)
CE #CE 56 - ITC.028 - tunnel piping, Neveln to 1959 Admin Bldg

OLP Construction Work Clarification

- per Owner Instructions in OAC Mtg.22, Item 1.6;
the Owner will perform ceiling re-installation/patching and drywall patching;
as may be required to maintain Building and Fire Code compliance.

ATTACHMENTS:
quote Kruck ITC 028.pdf

OLP Construction, LLC
3809 NW 109th St Suite D
Urbandale, 50822
[Signature] 08/29/22
SIGNATURE DATE

Table with 4 columns: #, Budget Code, Description, Amount. Includes rows for item 1, Subtotal, Overhead & Profit, GL Insurance, Performance & Payment Bonds, and Grand Total.

Luke Danielson (OPN Architects, Inc.)
100 Court Ave, Suite 100
Des Moines, Iowa 50309

Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

Ankeny Community School District
306 SW School Street
Ankeny, Iowa 50023

[Signature] 8/30/22
SIGNATURE DATE

SIGNATURE DATE

SIGNATURE DATE
Page 261 of 382

KRUCK

Plumbing & Heating Company Inc.

Mechanical Contractors Since 1941

OFFICE & PLUMBING DEPT. - 732-734 Seventh Street
SHEET METAL DEPT. - 812-816 Sixth Street
WAREHOUSE - 807 Sixth Street

TELEPHONE: 515-432-2210
FAX: 515-432-2227

POST OFFICE BOX 189
BOONE, IOWA 50036

8/26/2022

OLP Construction, LLC
3809 NW 109th St., Suite D
Urbandale, IA 50322

Attn: Dave Wharff

RE: Neveln Center Building Renovation
ITC-028_Tunnel Piping to Admin.

Our proposal for mechanical changes for ITC-028 to demo piping across the roof and through the tunnel, and install new 3" piping through tunnel, up into Mezzanine in Admin building is an add: \$63,618.00

KPH will work with the owner on patch and repair work. This proposal includes covers for floor, wall penetrations and ceiling removal but does NOT cover drywall repair at structure for fire rating and ceiling re-installation.

See the attached for complete breakdown of material and labor.

This Work is by Owner per Owner instruction at OAC Mtg.22, Item 1.6.

Please call me with any questions.

Thank you,

Rich Gourley

Rich Gourley
Vice President/Project Manager



"Award Winning Mechanical Insulation Systems"

955 West K Avenue Nevada, Iowa 50201

PH: (515) 382-5507 FAX: (515) 382-3402

Hendry@iowainsulation.com

8/23/2022

To: Kruck Plumbing & Heating
Attn: Rich Gourley
Fr: Hendry Muljadi
RE: Neveln Center Building
ITC: 28
Estimate: 2534

Summary

Material & Labor ADD

Description

Piping between buildings
Estimating

	\$	8,998.25
	\$	140.00
Material & Labor Sub total	\$	9,138.25
Iowa Insulation 15% OH&P	\$	1,370.74
Total	\$	10,508.99

AIA® Document G701™ – 2017

Change Order

PROJECT: (Name and address)
 Neveln Center Building Renovation
 ACSD
 Ankeny, Iowa 50023
 OPN Project Number: 19215000

CONTRACT INFORMATION:
 Contract For: General Construction
 Date: August 4, 2021

CHANGE ORDER INFORMATION:
 Change Order Number: 006
 Date: August 30, 2022

OWNER: (Name and address)
 Ankeny Community School District
 306 SW School Street
 Ankeny, Iowa 50023

ARCHITECT: (Name and address)
 OPN Architects, Inc.
 100 Court Avenue, Suite 100
 Des Moines, Iowa 50309

CONTRACTOR: (Name and address)
 OLP Construction L.L.C.
 3809 109th Street
 Urbandale, Iowa 50322

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

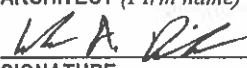
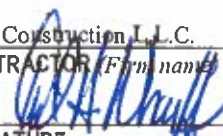
PCO 027 Demo Masonry Pier and Move Roof Drain, per ITC 14	Add	\$6,067.96
PCO 031r1 Board Room Ramp, per ITC 11c	Add	\$113,803.28
PCO 033 Owner Requested MEPT Changes, per ITC 11b	Add	\$85,815.05
PCO 034 Furniture System Revisions part 1, per ITC 17	Deduct	(\$30,799.48)
PCO 035 Steel U-Channel in lieu of Aluminum, per RFI 114 & 119	Add	\$18,789.43
PCO 036 Add Demo not in Contract Documents	Add	\$2,784.57
PCO 037 Add Support Plates for Wood Blocking, per RFI 113	Add	\$2,077.37

The original Contract Sum was	\$	<u>10,601,000.00</u>
The net change by previously authorized Change Orders	\$	<u>477,731.40</u>
The Contract Sum prior to this Change Order was	\$	<u>11,078,731.40</u>
The Contract Sum will be increased by this Change Order in the amount of	\$	<u>198,538.18</u>
The new Contract Sum including this Change Order will be	\$	<u>11,277,269.58</u>

The Contract Time will be unchanged by Zero (0) days.
 The new date of Substantial Completion will be unchanged.

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

<u>OPN Architects, Inc.</u> ARCHITECT (Firm name)	<u>OLP Construction L.L.C.</u> CONTRACTOR (Firm name)	<u>Ankeny Community School District</u> OWNER (Firm name)
 SIGNATURE	 SIGNATURE	 SIGNATURE
<u>Luke Danielson</u> PRINTED NAME AND TITLE	<u>David Wharff</u> PRINTED NAME AND TITLE	 PRINTED NAME AND TITLE
<u>8/30/22</u> DATE	<u>08/30/22</u> DATE	 DATE



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Policies - 2nd and Final Reading

Extended Information:

- 302.21 District Administrative Positions: *Changes to streamline and align with current practice*
- 302.22 Directors for District Wide Functions: *Deletion due to merger with 302.21*
- 302.20 Administrative Cabinet: *Deletion due to merger with 302.21*
- 1003.20 Gifts to Unit Personnel: *Changes for clarity and consistency*
- 400.06 Gifts to Employees: *Deletion due to merger with 302.21*
- 801.50 Public Hearing on the Budget: *Minor typographical changes for clarity and consistency*
- 801.60 Budget Adoption by the Board: *Minor typographical changes for clarity and consistency*
- 802.90 Classification of Accounts: *Minor typographical changes for clarity and consistency*
- 902.13 Access to District Buildings and Grounds: *Minor typographical changes for clarity and consistency*
- 1000.00 Principles and Objectives for Community Relations: *Changes for clarity and consistency*
- 1004.30 Visitors to School District Buildings and Sites: *Changes to explicitly clarify expectations for visitors to district property/ events*
- 1004.33 Volunteers: *New policy separated from 1004.30 to explicitly clarify expectations for volunteer engagement*
- 903.40 Public Conduct on School Premises: *Changes to explicitly clarify distinction between visitors, volunteers, and spectators/ guests for district activities*

Superintendent's Recommendation: Approve and accept the policies, second and final reading, as presented. Policies are for immediate implementation upon second and final reading.

ATTACHMENTS:

File Name

[August Policies Final Read 9.19.22.pdf](#)

Description

Policies - 2nd and Final Reading

Type

Support Document

Upload Date

9/13/2022

300 SERIES – ADMINISTRATION

302.21 District Administrative Positions

As used in this series of policies, the term “administrator” means any professional employee whose position is not characterized as certified, classified, confidential, Before/After School Program, and/or temporary/substitute. As used in this series of policies, the term “licensed administrator” means any employee whose position is covered by Iowa Code Section 279.23(4).

Administrators shall meet the qualifications established by the job description and, when appropriate, licensure and certification requirements as required by the Iowa Board of Educational Examiners.

Adopted:
July 11, 1988

Reviewed:
June 18, 2008
August 20, 2012
October 21, 2013
October 19, 2015
October 3, 2016
June 19, 2017
October 15, 2018
August 4, 2022

Revised:
July 21, 2008
August 20, 2012
October 21, 2013
October 19, 2015
October 3, 2016
June 19, 2017
October 15, 2018
September 19, 2022

300 SERIES — ADMINISTRATION

302.22 Directors for District Wide Functions

The District shall employ the following director positions for the operations of the District.

The job descriptions for these positions shall serve as a guide to the qualifications and duties that are expected.

1. Director of Business Services
2. Director of Communications
3. Director of Construction
4. Director of Equity
5. Director of Human Resources
6. Director of Nutrition Services
7. Director of Technology Infrastructure

Adopted:
July 11, 1988

Reviewed:
March 10, 2003
August 20, 2012
October 21, 2013
October 19, 2015
October 3, 2016
June 19, 2017
October 15, 2018
July 15, 2019

Revised:
November 16, 1998
August 20, 2012
October 21, 2013
October 19, 2015
October 3, 2016
June 19, 2017
October 15, 2018
July 15, 2019

300 SERIES—ADMINISTRATION

302.20 Administrative Cabinet

~~The Administrative Cabinet functions to facilitate and coordinate the District by serving with the Superintendent in a consultative and advisory capacity.~~

~~The Administrative Cabinet shall meet regularly and discuss items of importance to the Superintendent and Cabinet members. Members present at meetings may vary according to the topics being discussed. Meetings shall be called by the Superintendent.~~

~~The Administrative Cabinet shall consist of:~~

- ~~1. Superintendent of Schools
Chief Officer of Operations
3. Chief Officer of Academic Services
4. Chief Officer of Finance & Business Services/Board Secretary
5. Chief Officer of Legal Affairs & Strategic Initiatives~~
- ~~2. Director of Communications~~
- ~~3. Director of Equity~~

Approved:

July 11, 1988

Reviewed:

June 18, 2008
August 20, 2012
October 19, 2015
October 3, 2016
June 18, 2017
October 15, 2018
July 20, 2020
June 20, 2021
September 16, 2021

Revised:

July 21, 2008
August 20, 2012
October 19, 2015
October 3, 2016
October 15, 2018
July 6, 2021
October 19, 2021

~~400 SERIES—STAFF PERSONNEL~~

~~400.06 Gifts to Employees~~

~~A District employee, member of the Board of Education, Board officer, or candidate for the Board or those persons' immediate family members are prohibited from soliciting and accepting gifts from a restricted donor. A restricted donor is any of the following:~~

- ~~1. A party to a sale, purchase, lease, or contract with a public agency in which the donee is employed or is an office holder; or~~
- ~~2. Someone who will personally be directly and substantially affected financially by the performance of the donee's official duty in a way greater than the public or a class or persons; or~~
- ~~3. Someone who is personally the subject of or a party to a pending matter before a regulatory agency over which the donee has discretionary authority; or~~
- ~~4. A lobbyist or a client of a lobbyist within matters subject to donee's jurisdiction.~~

~~The acceptance of a token of appreciation is not to be considered in violation of this policy. It is the responsibility of each employee to know when it is appropriate to accept or reject gifts or an honorarium.~~

~~Exceptions to this policy and procedures for reporting are in compliance with state law outlined in related administrative rules and regulations.~~

Legal References:

Iowa Code ch. 68B (2009).

1972 Op. Att'y Gen. 276.

1970 Op. Att'y Gen. 319.

Cross References:

217.00 Gifts to Board of Directors

Adopted:

June 21, 2010

Reviewed:

June 21, 2010

November 19, 2012

May 15, 2017

Revised:

November 19, 2012

1000 SERIES – DISTRICT-COMMUNITY RELATIONS

1003.20 Gifts to Unit Personnel

A district employee, member of the Board of Education, board officer, or candidate for the board or those persons' immediate family members shall not, directly or indirectly, solicit, accept, or receive any gift, or series of gifts from a restricted donor. A restricted donor is any of the following:

1. A party to a sale, purchase, lease, or contract with a public agency in which the donee is employed or is an office holder; or
2. Someone who will personally be directly and substantially affected financially by the performance of the donee's official duty in a way greater than the public or a class or persons; or
3. Someone who is personally the subject of or a party to a pending matter before a regulatory agency over which the donee has discretionary authority; or
4. A lobbyist or a client of a lobbyist within matters subject to donee's jurisdiction.

The acceptance of a token of appreciation or honorarium is not considered a violation of this policy. It is the responsibility of each employee to know when it is appropriate to accept or reject gifts or an honorarium.

Exceptions to this policy and procedures for reporting are in compliance with state law outlined in related administrative rules and regulations.

R.R. for Policy #1003.20

A "gift" is the giving of anything of value in return for which something of equal or greater value is not given or received. However, "gift" does **not** include any of the following:

- Contributions to a candidate or a candidate's committee;
- Information material relevant to an employee's/board member's official function, such as books, pamphlets, reports, documents, periodicals or other information that is recorded in a written, audio or visual format;
- Anything received from a person related within the fourth degree by kinship or marriage, unless the donor is acting as an agent or intermediary for another person not so related;
- An inheritance;
- Anything available or distributed to the general public free of charge without regard to the official status of the employee/board member;
- Items received from a charitable, professional, educational, or business organization to which the employee/board member belongs as a dues paying member if the items are given to all members of the organization without regard to an individual member's status or positions held outside of the organization and if the dues paid are not inconsequential when compared to the items received;
- Actual expenses of an employee for food, beverages, travel and lodging for a meeting, which is given in return for participation in a panel or speaking engagement at the meeting when the expenses relate directly to the day or days on which the employee/board member has participation or presentation responsibilities;
- Plaques or items of negligible resale value given as recognition for public service;
- Non-monetary items with a value of less than three dollars that are received from any one donor during one calendar day;
- Items or services solicited or given to a state, national or regional organization in which the state of Iowa or a school district is a member or solicited by or given for the same purposes to state, national or regional government organizations whose memberships and officers are primarily composed of state or local government officials or employees;

- Items or services received by members or representatives of members as part of a regularly scheduled event that is part of a business or educational conference, seminar or other meeting that is sponsored and directed by any state, national or regional government organization in which the state of Iowa or a political subdivision of the state of Iowa is a member or received at such an event by members or representatives of members of state, national or regional government organizations whose memberships and officers are primarily composed of state or local government officials or employees;
- Funeral flowers or memorials to a church or nonprofit organization;
- Gifts which are given to an employee/board member for the employee's/board member's wedding or twenty-fifth or fiftieth wedding anniversary;
- Payment of salary or expenses by the district for the cost of attending a meeting of a subunit of an agency when the employee/board member whose expenses are being paid serves on a board, commission, committee, council or other subunit of the agency and the employee/board member is not entitled to receive compensation or reimbursement of expenses from the district for attending the meeting; or
- Gifts other than food, beverages, travel and lodging received by an employee/board member which are received from a person who is a citizen of a country other than the United States and is given during a ceremonial presentation or as a result of a custom of the other country and is of personal value only to the employee/board member.

An "honorarium" is anything of value that is accepted by, or on behalf of, an employee/board member as consideration for an appearance, speech or article. An honorarium does **not** include any of the following:

- Actual expenses of an employee/board member for registration, food, beverages, travel or lodging for a meeting, which is given in return for participation in a panel or speaking engagement at a meeting when the expenses relate directly to the day or days on which the employee/board member has participation or presentation responsibilities;
- A nonmonetary gift or series of nonmonetary gifts donated within thirty days to a public body, an educational or charitable organization or the Iowa department of general services; or
- A payment made to an employee/board member for services rendered as a part of a private business, trade or profession in which the employee/board member is engaged if the payment is commensurate with the actual services rendered and is not being made because of the person's status as an employee/board member of the district, but, rather, because of some special expertise or other qualification.

Approved:
January 7, 2008

Reviewed:
November 29, 2007
January 20, 2014
August 4, 2022

Revised:
January 20, 2014
September 19, 2022

800 SERIES – BUSINESS PROCEDURES

801.50 Public Hearing on the Budget

The Board of Education shall meet at the time and place designated in the Notice of Public Hearing on the Budget, at which meeting any district resident and/or any person who would be subject to tax levy as a result of the adoption of such budget, shall be heard in favor of or against such budget or any part thereof.

Cross Reference:

801 Series: Budget

Reviewed:

August 18, 2003

April 18, 2011

July 18, 2016

August 4, 2022

Revised:

September 19, 2022

800 SERIES – BUSINESS PROCEDURES

801.60 Budget Adoption by the Board

The Board of Education shall, after the public hearing, adopt the budget for the ensuing fiscal year and shall certify the same in duplicate to the Polk County Auditor not later than April 15 of each year on the state-designated forms.

Cross Reference:

801 Series: Budget

Reviewed:

August 18, 2003

April 18, 2011

July 18, 2016

August 4, 2022

Revised:

November 20, 1995

September 19, 2022

800 SERIES – BUSINESS PROCEDURES

802.90 Classification of Accounts

The district shall properly classify its revenues and expenditures in an accounting system in compliance with state statute and the State Department of Education Uniform Financial Accounting for Iowa School Districts.

Legal Reference:

Iowa Code §§11.23, 256.8 (18), 291.13.

281 Iowa Admin.

Code 12.3 (1) (new standards)

Cross Reference:

801 Series: Budget

801.90 Financial Accounting System

Adopted:

February 20, 1989

Reviewed:

August 18, 2003

April 18, 2011

October 3, 2016

August 4, 2022

Revised:

September 19, 2022

900 SERIES – BUILDINGS AND SITES

902.13 Access to District Buildings and Grounds

The superintendent/designee, may restrict access to district buildings and grounds when, in the superintendent's/designee's discretion, permitting access to district property will create a danger to persons and/or property and/or when the presence of one or more individuals is disruptive to district's program(s).

Adopted:
July 8, 2004

Reviewed:
June 20, 2011
March 20, 2017
August 4, 2022

Revised:
June 20, 2011
September 19, 2022

1000 SERIES – DISTRICT-COMMUNITY RELATIONS

1000.00 Principles and Objectives for Community Relations

Successful districts require the support of the school district community. The board recognizes this support is dependent on the school district community's understanding of the district's goals, challenges, and programs.

In striving to obtain the support of the school district community, the board will:

- Provide access to district records within the parameters of law and policy;
- Inform the school district community of the district's goals, objectives, achievements, and needs;
- Invite school district community input; and,
- Encourage cooperation between the district and the school district community.

Adopted:

May 7, 1987

Reviewed:

October 6, 2003

June 20, 2011

March 20, 2017

August 4, 2022

Revised:

June 16, 1997

June 20, 2011

September 19, 2022

1000 SERIES - DISTRICT-COMMUNITY RELATIONS
1004.30 Visitors to School District Buildings & Sites

The board welcomes the interest of parents and other members of the school district community and invites them to visit the buildings and sites while at the same time ensuring an appropriate level of safety and security in our buildings. .

Visitors are persons other than employees, students, student teachers, and/or volunteers (as defined by board policy) who are present on district property for a school-affiliated reason.

All visitors must follow all designated safety and security protocols upon their arrival on district property. The district will not discriminate against visitors on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and/or socioeconomic status.

Persons who wish to visit a classroom and/or a school-sponsored activity/event that is not otherwise open to the public at large as district-designated public event must notify and obtain approval from the principal prior to the visit so appropriate arrangements can be made and so disruption can be minimized. While staff members are permitted to engage in cordial, professional interactions with visitors, employees shall not take significant time from their duties to discuss matters with visitors unless necessary due to extraordinary circumstances.

All visitors shall conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while visiting district property. Visitors failing to conduct themselves accordingly may be asked to leave the premises. Children who wish to visit school must be accompanied by a parent or responsible adult.

It is the responsibility of employees to report inappropriate visitor conduct. It is the responsibility of the superintendent/designee and principals to take the action necessary to cease the inappropriate conduct. If the superintendent or principals are not available, a school district employee will act to cease the inappropriate conduct.

The district has the discretion to temporarily alter and/or suspend the admittance of visitors to district facilities without notice, provided that such action is not undertaken for an unlawful purpose.

Legal Reference:
Iowa Code §§ 279.8; 716.7

Cross Reference:
606.70 Community Resources
1000.00 Principles and Objectives for Community Relations
1004.33 Volunteers

Adopted:
June 20, 2011

Reviewed:
March 20, 2017
March 25, 2019
July 20, 2020
September 21, 2020
January 19, 2021
August 4, 2022

Revised:
March 20, 2017
July 20, 2020
September 21, 2020
January 19, 2021
September 19, 2022

1000 SERIES - DISTRICT-COMMUNITY RELATIONS
1004.33 Volunteers

The board welcomes the interest of parents and other members of the school district community and invites them to consider volunteering to support district initiatives while at the same time ensuring an appropriate level of safety and security in our buildings. The district may officially recognize the contributions made by volunteers.

Volunteers are individuals who, without compensation or expectation of compensation, perform a task at the direction of the district. Volunteers are not district employees. Volunteers may provide voluntary service on an ongoing or continual basis or may provide a one-time or occasional unpaid service under the immediate supervision and discretion of the professional staff to whom the volunteers are assigned.

All prospective volunteers must complete a volunteer application, successfully pass a background check, and submit any additional paperwork required by the district. The district will not discriminate against volunteers or prospective volunteers on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and/or socioeconomic status.

Volunteers are held to the same high standards of behavior as district employees and, as such, when they are serving as volunteers, are subject to the procedures outlined in the Volunteer Handbook, as well as any and all other applicable laws, regulations, and district policies and procedures.

Volunteers will conduct themselves in a manner fitting their age level and maturity and with mutual respect and consideration for the rights of others while attending school events. Volunteers failing to conduct themselves accordingly may be asked to leave the premises.

It is the responsibility of employees to address inappropriate volunteer conduct in accordance with district policies, including reporting inappropriate conduct to their supervisor(s) and/or other designated district staff when warranted.

The superintendent/designee shall develop administrative regulations for the recruitment, training, utilization, and the maintenance of records for the purposes of insurance coverage and/or recognition of district volunteers.

The district has the discretion to temporarily alter and/or suspend an individual's volunteer status and/or the admittance of volunteers to district facilities without notice, provided that such action is not undertaken for an unlawful purpose.

Legal Reference:
Iowa Code §§ 279.8; 716.7

Cross Reference:
606.70 Community Resources
1000.00 Principles and Objectives for Community Relations
1004.30 Visitors to School District Buildings & Sites

Adopted:
June 20, 2011

Reviewed:
March 20, 2017
March 25, 2019
July 20, 2020

September 21, 2020
January 19, 2021
August 4, 2022

Revised:
March 20, 2017
July 20, 2020
September 21, 2020
January 19, 2021
September 19, 2022

900 SERIES – BUILDINGS AND SITES

903.40 Public Conduct on School Premises

The board expects students, parents/guardians, family members, employees and visitors to treat each other with respect, engage in responsible behavior, exercise self-discipline, and model fairness, equity, and respect whenever present on district property and/or attending district events. Individuals violating this policy may be subject to discipline consistent with law and policy.

Individuals, including spectators who attend district-sponsored or –approved activities, may be permitted to attend district activities and/or to visit district premises only as guests of the district. As a condition of being present, they must comply with the district’s rules and policies. Individuals will not be allowed to interfere with or disrupt the education program or activity. Visitors, like participants, are expected to display mature, responsible behavior. The failure of individuals to do so is not only disruptive but embarrassing to the students, district and entire community.

To protect the rights of students to participate in the education program or activities without fear of interference or disruption and to permit the district officials, employees and activity sponsors and officials to perform their duties without interference or disruption, the following provisions are in effect:

- Abusive, verbal, and/or physical conduct of individuals directed at students, district officials, employees, officials, and/or activity sponsors of sponsored or approved activities or at other individuals shall not be tolerated.
- Abusive, verbal and/or physical conduct of individuals that interferes with the performance of students, district officials, employees, officials, and/or activity sponsors of sponsored or approved activities shall not be tolerated.
- The use of vulgar, obscene, and/or demeaning expression directed at students, district officials, employees, officials, and/or activity sponsors of sponsored or approved activities participating in a sponsored or approved activity and/or at other individuals shall not be tolerated.

If an individual is physically or verbally abusive, uses vulgar, obscene or demeaning expression, and/or in any way interrupts an activity, the individual may be removed from the event. Law enforcement/security may be contacted for assistance.

Individuals removed from district premises and/or activities may follow the board’s chain of command and complaint policies should they choose to do so. The exclusion shall remain in effect during any appeal.

If an individual who has been notified that they are excluded in whole or in part from district property and/or from district activit(ies) tries to enter district property and/or activit(ies) from which they are excluded, the district shall inform the individual that their presence will result in prosecution. The district may obtain a court order for permanent exclusion from the district building or from future district activities.

Legal Reference:

Iowa Code §§ 279.8, .66; 716.7

Cross Reference:

*Series 500 Student Personnel
606.70 Community Resources*

1000.00 Principles and Objectives for Community Relations
1004.30 Visitors to School District Buildings & Sites
1004.33 Volunteers

Adopted:
April 21, 2008

Reviewed:
January 20, 2014
March 25, 2019
August 4, 2022

Revised:
January 20, 2014
September 19, 2022



ANKENY
COMMUNITY SCHOOL DISTRICT
Item Cover Sheet

Title: Approve 6-12 Math and Computer Science Standards

Extended Information: Superintendent's Recommendation: Approve and accept the 6-12 math and computer science standards as recommended.

ATTACHMENTS:

File Name	Description	Type	Upload Date
Math Grade Level Standards and Components.pdf	Math Standards	Support Document	9/14/2022
Computer Science Grade Level Standards and Components.pdf	Com Sci Standards	Support Document	9/14/2022



ANKENY
COMMUNITY SCHOOL DISTRICT

Department of Academic Services

K-12 Mathematics Curriculum Review

**(Elementary Standards Board approved April 4th, 2022
Secondary Standards Board approved September?)**

Mathematics Mission Statement

The mission statement was written collaboratively by representatives of Mathematics teachers, Instructional Coaches and Administrators. The mission statement is a commitment by teachers across the district ensuring a guaranteed and viable curriculum.

In Ankeny, students will experience math instruction that is:

- Engaging - Students will experience math in ways that work for them, that encourage them to wonder and think, and that will allow for creative pathways to making mathematical meaning.
- Collaborative - Students will work with others to challenge, confirm, and create their mathematical understandings.
- Cohesive - Students will experience a curriculum whereby instruction is articulated vertically and connections between concepts is clear.
- Safe - Students will be encouraged to explore and learn from their explorations. Students will persevere through productive struggle that encourages reflection and dialogue with others. Students will accept mistakes as part of the learning process as they acquire and nurture their own self-efficacy in math.
- Rigorous - Students will be challenged equitably with high expectations for everyone through balanced instruction in conceptual understanding, procedural fluency, and application.
- Worthwhile - Students will encounter math challenges that relate to authentic, real-world experiences.

In alignment with the vision for mathematics education best practices in mathematics pedagogy were identified. Embedded in the mathematics standards are an expectation of utilizing these best practices in teaching mathematics to students. These best practices include the following :

Effective Mathematics Teaching Practices
Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.
Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.
Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.
Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students’ reasoning and sense making about important mathematical ideas and relationships.
Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.
Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.
Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Prioritized Grade Level Standards

The Prioritized Grade Level Standards represent the guaranteed and viable curriculum for all students in Ankeny. Prioritized through a collaborative process, the Prioritized Grade Level Standards represent the most critical concepts and skills required to be successful learners in school and beyond high school.

Any Grade Level Standard (Bold and Underlined) are the most critical to student success and, as a result, have been designated as priority standards. Those Grade Level Standards labeled as “supporting” have been designated as agreed upon areas for instruction, but will not be provided the same amount of direct instruction and/or experiences that students will have with the priority standards. The prioritization process allows teachers to target instruction on the skills required for that grade or course. This allows students to focus on only a few grade level standards and dive deeper into the learning.

When prioritizing the Mathematics standards great care was taken to ensure that all students receive access to each of the mathematics standards for mathematical practice as well as the content standards. Mathematics standards for Mathematical Practice can be seen below:

8 Standards for Mathematical Practice	
1. Make sense of problems and persevere in solving them. Students should be able to find an accurate solution, explain, and rationalize the solution. Also check the solution using other approaches to understand the problem.	2. Reason abstractly and quantitatively. To reason abstractly and quantitatively, students must be able to connect prior knowledge, understand relationships, and represent a mathematical situation symbolically and solve problems.
3. Construct viable arguments and critique the reasoning of others. Students will be able to understand current definitions and arguments, make conjectures, use common examples, communicate to others, and distinguish when reasoning is flawed. They will also ask useful questions to clarify arguments.	4. Model with mathematics. Mathematically proficient students will apply math to real-world situations by identifying important quantities, then interpreting, analyzing, drawing conclusions, and revising their conclusions if necessary

<p>5. Use appropriate tools strategically. Students will use the appropriate equipment, including various technologies to solve a problem. Sound decisions are made while analyzing data. Results are visualized and predictions are made.</p>	<p>6. Attend to precision. Students will be accurate, efficient, and precise in their calculations, graphical representations, and communication when solving problems and facilitating discussion of the solutions with others.</p>
<p>7. Look for and make use of structure. All students will be able to identify, create, and evaluate patterns related to algebraic expressions using the distributive property and construction of simple geometric figures.</p>	<p>8. Looking for and express regularity in repeated reasoning. Mathematically proficient students will notice if calculations are repeated and look for both general methods and shortcuts. They will also continually evaluate the reasonableness of their results.</p>

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

Kindergarten

Prioritized Grade Level Standards

Kindergarten Priority Standard(s)

Standard 1: Students will know number names and the count sequence. (K.CC.A)

- MAT.K.01.01- Count to 100 by ones and by tens. (K.CC.A.1) (DOK 1)
- MAT.K.01.02- Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (K.CC.A.2) (DOK 1,2).
- MAT.K.01.03 - Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K.CC.A.3) (DOK 1)

Standard 2: Students will count to tell the number of objects. (K.CC.B)

- MAT.K.02.01- Understand the relationship between numbers and quantities; connect counting to cardinality. (K.CC.B.4) (DOK 2)
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that the last number name tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - Understand that each successive number name refers to a quantity that is one larger.
- MAT.K.02.02 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. (K.CC.B.5) (DOK2)

Standard 3: Students will compare numbers. (K.CC.C)

- MAT.K.03.01- Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies. (K.CC.C.6) (DOK 2)
- MAT.K.03.02 - Compare two numbers between 1 and 10 presented as written numerals. (K.CC.C.7) (DOK 1,2)

Standard 4: Students will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A.1 (DOK 2)

- MAT.K.04.01- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K.OA.A.1) (DOK 2)
- MAT.K.04.02 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.A.2) (DOK 2)

- MAT.K.04.03 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5=2+3$ and $5=4+1$). (K.OA.A.3) (DOK 2,3)
- MAT.K.04.04 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects, or drawings, and record the answer with a drawing or equation. (K.OA.A.4) (DOK 2)
- MAT.K.04.05 - Fluently add and subtract within 5. (K.OA.A.5) (DOK 1)

Standard 5: Students will work with numbers 11-19 to gain foundations for place value. (K.NBT.A)

- MAT.K.05.01- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.A.1) (DOK 2)

Kindergarten Supporting Standard(s)

Standard 6: Students will describe and compare measurable attributes. (K.MD.A)

- MAT.K.06.01- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.A.1) (DOK 2)
- MAT.K.06.02 - Directly compare two objects with a measurable attribute in common, to see which object is “more of”/ “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K.MD.A.2) (DOK 2)

Standard 7: Students will classify objects and count the number of objects in each category. (K.MD.B)

- MAT.K.07.01- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K.MD.B.3) (DOK 1,2)

Standard 8: Students will Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (K.G.A)

- MAT.K.08.01 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K.G.A.1) (DOK 1,2)
- MAT.K.08.02 - Correctly name shapes regardless of their orientations or overall size. (K.G.A.2) (DOK 1)
- MAT.K.08.03 - Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). (K.G.A.3) (DOK 1)

Standard 9: Students will analyze, compare, create, and compose shapes. (K.G.B)

- MAT.K.09.01 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). (K.G.B.4) (DOK 2,3)
- MAT.K.09.02 - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K.G.B.5) (DOK 2,3)
- MAT.K.09.03 - Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" (K.G.B.6) (DOK 2,3)

1st Grade

Prioritized Grade Level Standards

1st Grade Priority Standard(s)

Standard 1: Students will represent and solve problems involving addition and subtraction. (1.OA.A)

- MAT.1.01.01 - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2 (1.OA.A.1) (DOK 2)
- MAT.1.01.02 - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1.OA.A.2) (DOK 2)

Standard 2: Students will understand and apply properties of operations and the relationship between addition and subtraction. (1.OA.B)

- MAT.1.02.01 - Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (1.OA.B.3) (DOK 2)
- MAT.1.02.02 - Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. (1.OA.B.4) (DOK 2)

Standard 3: Students will add and subtract within 20. (1.OA.C)

- MAT.1.03.01 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1.OA.C.5) (DOK 1,2)
- MAT.1.03.02 - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the

relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). (1.OA.C.6) (DOK 1,2)

Standard 4: Students will work with addition and subtraction equations. (1.OA.D)

- MAT.1.04.01 - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. (1.OA.D.7) (DOK 3)
- MAT.1.04.02 - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$. (1.OA.D.8) (DOK 2)

Standard 5: Students will extend the counting sequence. (1.NBT.A)

- MAT.1.05.01 - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (1.NBT.A.1) (DOK 1,2)

Standard 6: Students will understand place value. (1.NBT.B)

- MAT.1.06.01 - Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - 10 can be thought of as a bundle of ten ones — called a "ten."
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (1.NBT.B.2) (DOK 2)
- MAT.1.06.02 - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1.NBT.B.3) (DOK 2)

Standard 7: Students will use place value understanding and properties of operations to add and subtract. (1.NBT.C)

- MAT.1.07.01 - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1.NBT.C.4) (DOK 1,2,3)
- MAT.1.07.02 - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1.NBT.C.5) (DOK 2,3)
- MAT.1.07.03 - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1.NBT.C.6) (DOK 2,3)

Standard 8: Students will measure lengths indirectly and by iterating length units.

(1.MD.A)

- MAT.1.08.01 - Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.A.1) (DOK 2,3)
- MAT.1.08.02 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (1.MD.A.2) (DOK 1,2)

1st Grade Supporting Standard(s)

Standard 9: Students will tell and write time. (1.MD.B)

- MAT.1.09.01 - Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1.MD.A.1) (DOK 2,3)

Standard 10: Students will represent and interpret data. (1.MD.C)

- MAT.1.10.01 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.C.4) (DOK 2,3)

Standard 11: Students will reason with shapes and their attributes. (1.G.A)

- MAT.1.11.01 - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. (1.G.A.1) (DOK 2)
- MAT.1.11.02 - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.4 (1.G.A.2) (DOK 2,3)
- MAT.1.11.03 - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. (1.G.A.3) (DOK 1,2)

2nd Grade

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will represent and solve problems involving addition and subtraction. (2.OA.A)

- MAT.2.01.01 - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.5 (2.OA.A.1) (DOK 2)

Standard 2: Students will add and subtract within 20. (2.OA.B)

- MAT.2.02.01 - Fluently add and subtract within 20 using mental strategies.6 By end of Grade 2, know from memory all sums of two one-digit numbers. (2.OA.B.2) (DOK 1)

Standard 3: Students will understand place value. (2.NBT.A)

- MAT.2.03.01 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - 100 can be thought of as a bundle of ten tens — called a "hundred."
 - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (2.NBT.A.1) (DOK 2)
- MAT.2.03.02 - Count within 1000; skip-count by 5s, 10s, and 100s. (2.NBT.A.2) (DOK 1)
- MAT.2.03.03 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.A.3) (DOK 1,2)
- MAT.2.03.04 - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. (2.NBT.A.4) (DOK 2)

Standard 4: Students will use place value understanding and properties of operations to add and subtract. (1.NBT.B)

- MAT.2.04.01 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (2.NBT.B.5) (DOK 1,2)
- MAT.2.04.02 - Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.B.6) (DOK 2)
- MAT.2.04.03 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting

three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (2.NBT.B.7) (DOK 2)

- MAT.2.04.04 - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (2.NBT.B.8) (DOK 2)
- MAT.2.04.04 - Explain why addition and subtraction strategies work, using place value and the properties of operations.7 (2.NBT.B.9) (DOK 3)

Standard 5: Students will measure and estimate lengths in standard units. (2.MD.A)

- MAT.2.05.01 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2.MD.A.1) (DOK 1)
- MAT.2.05.02 - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2.MD.A.2) (DOK 2,3)
- MAT.2.05.03 - Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.A.3) (DOK 2)
- MAT.2.05.04 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.A.4) (DOK 1,2)

Standard 6: Students will relate addition and subtraction to length. (2.MD.B)

- MAT.2.06.01 - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2.MD.B.5) (DOK 2)
- MAT.2.06.02 - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. (2.MD.B.6) (DOK 1,2)

Supporting Standard(s)

Standard 7: Students will work with equal groups of objects to gain foundations for multiplication. (2.OA.C)

- MAT.2.07.01 - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (2.OA.C.3) (DOK 2)
- MAT.2.07.02 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2.OA.C.4) (DOK 2)

Standard 8: Students will work with time and money. (2.MD.C)

- MAT.2.08.01 - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (2.MD.C.7) (DOK 1)
- MAT.2.08.02 - IA.1 Describe the relationship among standard units of time: minutes, hours, days, weeks, months and years. (2.MD.C.IA.1) (DOK 2,3)

- MAT.2.08.03 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? (2.MD.C.8) (DOK 2)

Standard 9: Students will represent and interpret data. (2.MD.D)

- MAT.2.09.01 - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole number units. (2.MD.D.9) (DOK 2)
- MAT.2.09.02 - IA.2 Use interviews, surveys, and observations to collect data that answer questions about students' interests and/or their environment. (2.MD.D.IA.2) (DOK 2,3)
- MAT.2.09.03 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.D.10) (DOK 2)

Standard 10: Students will reason with shapes and their attributes. (2.G.A)

- MAT.2.10.01 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.9 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2.G.A.1) (DOK 1,2)
- MAT.2.10.02 - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2.G.A.2) (DOK 2)
- MAT.2.10.03 - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2.G.A.3) (DOK 2,3)

3rd Grade

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will represent and solve problems involving multiplication and division. (3.OA.A)

- MAT.3.01.01 - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 . (3.OA.A.1) (DOK 1,2)
- MAT.3.01.02 - Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For Page 296 of 382

example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. (3.OA.A.2) (DOK 1,2)

- MAT.3.01.03 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.10 (3.OA.A.3) (DOK 1,2)
- MAT.3.01.04 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$. (3.OA.A.4) (DOK 1,2)

Standard 2: Students will understand properties of multiplication and the relationship between multiplication and division. (3.OA.B)

- MAT.3.02.01 - Apply properties of operations as strategies to multiply and divide.11 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (3.OA.B.5) (DOK 1,2)
- MAT.3.02.02 - Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. (3.OA.B.6) (DOK 1,2)

Standard 3: Students will multiply and divide within 100. (3.OA.C)

- MAT.3.03.01 - . Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (3.OA.C.7) (DOK 1,2)

Standard 4: Students will solve problems involving the four operations, and identify and explain patterns in arithmetic. (3.OA.D)

- MAT.3.04.01 - . Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.12 (3.OA.D.8) (DOK 1,2,3)
- MAT.3.04.02 - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. (3.OA.D.9) (DOK 1,2,3)

Standard 5: Students will develop understanding of fractions as numbers. (3.NF.A)

- MAT.3.05.01 - Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (3.NF.A.1) (DOK 1,2)

- MAT.3.05.02 - Understand a fraction as a number on the number line; represent fractions on a number line diagram.
 - Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (3.NF.A.2) (DOK 1,2)
- MAT.3.05.03 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
 - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
 - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (3.NF.A.3) (DOK 1,2,3)

Standard 6: Students will solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (3.MD.A)

- MAT.3.06.01 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3.MD.A.1) (DOK 1,2)
- MAT.3.06.02 - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹⁵ Add, subtract, multiply, or divide to solve one step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.¹⁶ (3.MD.A.2) (DOK 1,2)

Standard 7: Students will use geometric measurement to understand concepts of area and relate area to multiplication and to addition. (3.MD.C)

- MAT.3.07.01 - Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. (3.MD.C.5) (DOK 1,2)
- MAT.3.07.02 - Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.C.6) (DOK 1,2)

- MAT.3.07.03 - Relate area to the operations of multiplication and addition.
 - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non overlapping parts, applying this technique to solve real world problems. (3.MD.C.7) (DOK 1,2)

Supporting Standard(s)

Standard 8: Students will use place value understanding and properties of operations to perform multi-digit arithmetic. (3.NBT.A)

- MAT.3.08.01 - Use place value understanding to round whole numbers to the nearest 10 or 100. (3.NBT.A.1) (DOK 1)
- MAT.3.08.02 - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (3.NBT.A.2) (DOK 1,2)
- MAT.3.08.03 - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. (3.NBT.A.3) (DOK 1,2)

Standard 9: Students will represent and interpret data. (3.MD.B)

- MAT.3.09.01 - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (3.MD.B.3) (DOK 1,2)
- MAT.3.09.02 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3.MD.B.4) (DOK 2)

Standard 10: Students will use geometric measurement to recognize perimeter as an attribute of plane figures and distinguish between linear and area measures (3.MD.D)

- MAT.3.10.01 - Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3.MD.D.8) (DOK 1,2)

Standard 11: Students will reason with shapes and their attributes. (3.G.A)

- MAT.3.11.01 - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (3.G.A.1) (DOK 1,2)
- MAT.3.11.02 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. (3.G.A.2) (DOK 1,2)

4th Grade

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will use the four operations with whole numbers to solve problems. (4.OA.A)

- MAT.4.01.01 - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4.OA.A.1) (DOK 1,2)
- MAT.4.01.02 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. 1 (4.OA.A.2) (DOK 1,2)
- MAT.4.01.03 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4.OA.A.3) (DOK 1,2,3)

Standard 2: Students will generalize place value understanding for multi-digit whole numbers. (4.NBT.A)

- MAT.4.02.01 - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. (4.NBT.A.1) (DOK 1)
- MAT.4.02.02 - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (4.NBT.A.2) (DOK 1)
- MAT.4.02.03 - Use place value understanding to round multi-digit whole numbers to any place. (4.NBT.A.3) (DOK 1)

Standard 3: Students will use place value understanding and properties of operations to perform multi-digit arithmetic. (4.NBT.B)

- MAT.4.03.01 - Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4.NBT.B.4) (DOK 1)
- MAT.4.03.02 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.B.5) (DOK 1,2)
- MAT.4.03.03 - Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4.NBT.B.6) (DOK 1,2)

Standard 4: Students will extend understanding of fraction equivalence and ordering. (4.NF.A)

- MAT.4.04.01 - Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (4.NF.A.1) (DOK 1,2,3)
- MAT.4.04.02 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (4.NF.A.2) (DOK 1,2,3)

Standard 5: Students will build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers. (4.NF.B)

- MAT.4.05.01 - Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
 - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1/8 = 8/8 + 8/8 + 1/8$.
 - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction
 - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (4.NF.B.3) (DOK 1,2,3)
- MAT.4.05.02 - Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
- Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? (4.NF.B.4) (DOK 1,2)

Standard 6: Students will understand decimal notation for fractions and compare decimal fractions. (4.NF.C)

- MAT.4.06.01 - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$. (4.NF.C.5) (DOK 1)
- MAT.4.06.02 - Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (4.NF.C.6) (DOK 1)
- MAT.4.06.03 - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. (4.NF.C.7) (DOK 1,2,3)

Supporting Standard(s)

Standard 7: Students will gain familiarity with factors and multiples. (4.OA.B)

- MAT.4.07.01 - Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. (4.OA.B.4) (DOK 1)

Standard 8: Students will generate and analyze patterns. (4.OA.C)

- MAT.4.08.01 - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. (4.OA.C.5) (DOK 1,2)

Standard 9: Students will solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. (4.MD.A)

- MAT.4.09.01 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... (4.MD.A.1) (DOK 1)
- MAT.4.09.02 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4.MD.A.2) (DOK 1,2)
- MAT.4.09.03 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. (4.MD.A.3) (DOK 1,2)

Standard 10: Students will represent and interpret data. (4.MD.B)

- MAT.4.10.01 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. (4.MD.B.4) (DOK 1,2)

Standard 11: Students will use geometric measurement to understand concepts of angle and measure angles. (4.MD.C)

- MAT.4.11.01 - Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
 - An angle that turns through n one-degree angles is said to have an angle measure of n degrees. (4.MD.C.5) (DOK 1)
- MAT.4.11.02 - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (4.MD.C.6) (DOK 1)
- MAT.4.11.03 - Recognize angle measure as additive. When an angle is decomposed into non overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (4.MD.C.7) (DOK 1,2)

Standard 12: Students will draw and identify lines and angles, and classify shapes by properties of their lines and angles. (4.G.A)

- MAT.4.12.02 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4.G.A.1) (DOK 1)
- MAT.4.12.03 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (4.G.A.2) (DOK 1,2)
- MAT.4.12.03 - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4.G.A.3) (DOK 1)

5th Grade

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will understand the place value system. (5.NBT.A)

- MAT.5.01.01 - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. (5.NBT.A.1) (DOK 1)
- MAT.5.01.02 - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5.NBT.A.2) (DOK 1,2)
- MAT.5.01.03 - Read, write, and compare decimals to thousandths.
 - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
 - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (5.NBT.A.3) (DOK 1)
- MAT.5.01.04 Use place value understanding to round decimals to any place. (5.NBT.A.4) (DOK 1)

Standard 2: Students will perform operations with multi-digit whole numbers and with decimals to hundredths. (5.NBT.B)

- MAT.5.02.01 - Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.B.5) (DOK 1)
- MAT.5.02.02 - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (5.NBT.B.6) (DOK 1,2)

- MAT.5.02.03 - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5.NBT.B.7) (DOK 1,2,3)

Standard 3: Students will use equivalent fractions as a strategy to add and subtract fractions. (5.NF.A)

- MAT.5.03.01 - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.) (5.NF.A.1) (DOK 1)
- MAT.5.03.02 - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$. (5.NF.A.2) (DOK 1,2,3)

Standard 4: Students will apply and extend previous understanding of multiplication and division to multiply and divide fractions. (5.NF.B)

- MAT.5.04.01 - Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? (5.NF.B.3) (DOK 1,2)
- MAT.5.04.02 - Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)
 - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. (5.NF.B.4) (DOK 1,2)
- MAT.5.04.03 - Interpret multiplication as scaling (resizing), by:
 - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
 - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers

greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. (5.NF.B.5) (DOK 1,2,3)

- MAT.5.04.04 - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (5.NF.B.6) (DOK 1,2)
- MAT.5.04.05 - Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
 - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
 - Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
 - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins? (5.NF.B.7) (DOK 1,2)

Standard 5: Students will use geometric measurement to understand concepts of volume and relate volume to multiplication and to addition. (5.MD.C)

- MAT.5.05.01 - Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
 - A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. (5.MD.C.3) (DOK 1)
- MAT.5.05.02 - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5.MD.C.4) (DOK 1,2)
- MAT.5.05.03 - Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
 - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
 - Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

- Recognize volume as additive. Find volumes of solid figures composed of two non overlapping right rectangular prisms by adding the volumes of the non overlapping parts, applying this technique to solve real world problems. (5.MD.C.5) (DOK 1,2)

Supporting Standard(s)

Standard 6: Students will write and interpret numerical expressions. (5.OA.A)

- MAT.5.06.01 - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5.OA.A.1) (DOK 1)
- MAT.5.06.02 - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product. (5.OA.A.2) (DOK 1,2)

Standard 7: Students will analyze patterns and relationships. (5.OA.B)

- MAT.5.07.01 - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so. (5.OA.B.3) (DOK 1,2)

Standard 8 Students will convert like measurement units within a given measurement system. (5.MD.A)

- MAT.5.08.01 - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5.MD.A.1) (DOK 1,2)

Standard 9: Students will represent and interpret data. (5.MD.B)

- MAT.5.09.01 - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. (5.MD.B.2) (DOK 1,2)

Standard 10: Students will graph points on the coordinate plane to solve real-world and mathematical problems. (5.G.A)

- MAT.5.10.01 - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with

the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). (5.G.A.1) (DOK 1)

- MAT.5.10.02 - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5.G.A.2) (DOK 1,2)

Standard 11: Students will classify two-dimensional figures into categories based on their properties. (5.G.B)

- MAT.5.11.01 - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. (5.G.B.3) (DOK 1,2)
- MAT.5.10.02 - Classify two-dimensional figures in a hierarchy based on properties. (5.G.B.4) (DOK 1,2)

6th Grade

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will understand ratio concepts and use ratio reasoning to solve problems. (6.RP.A)

- MAT.6.1.01 - Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes." (6.RP.A.1) (DOK 1,2)
- MAT.6.1.02 - Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (6.RP.A.2) (DOK 1,2)
- MAT.6.1.03 - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
 - Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
 - Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.

- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6.RP.A.3) (DOK 1,2)

Standard 2: Students will apply and extend previous understandings of multiplication and division to divide fractions by fractions. (6.NS.A)

- MAT.6.2.01 - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? (6.NS.A.1) (DOK 1,2)

Standard 3: Students will compute fluently with multi-digit numbers and find common factors and multiples. (6.NS.B)

- MAT.6.3.01 - Fluently divide multi-digit numbers using the standard algorithm. (6.NS.B.2) (DOK 1)
- MAT.6.3.02 - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6.NS.B.3) (DOK 1)
- MAT.6.3.03 - Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$. (6.NS.B.4) (DOK 1)

Standard 4: Students will apply and extend previous understandings of numbers to the system of rational numbers. (6.NS.C)

- MAT.6.4.01 - Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6.NS.C.5) (DOK 1)
- MAT.6.4.02 - Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
 - Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.

- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. (6.NS.C.6) (DOK 1)
- MAT.6.4.03 - Understand ordering and absolute value of rational numbers.
 - Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.
 - Write, interpret, and explain statements of order for rational numbers in real world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .
 - Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.
 - Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars. (6.NS.C.7) (DOK 1,2)
- MAT.6.4.04 - Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6.NS.C.8) (DOK 1,2)

Standard 5: Students will apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (7.NS.A)

- MAT.6.5.01 - Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
 - Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
 - Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.

- Apply properties of operations as strategies to add and subtract rational numbers. (7.NS.A.2) (DOK 1,2)

Standard 6: Students will apply and extend previous understandings of arithmetic to algebraic expressions. (6.EE.A)

- MAT.6.6.01 - Write and evaluate numerical expressions involving whole-number exponents. (6.EE.A.1) (DOK 2)
- MAT.6.6.02 - Write, read, and evaluate expressions in which letters stand for numbers.
 - Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.
 - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.
 - Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$. (6.EE.A.2) (DOK 1,2)
- MAT.6.6.03 - Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$. (6.EE.A.3) (DOK 1,2)
- MAT.6.6.04 - Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. (6.EE.A.4) (DOK 1,2)

Standard 7: Students will reason about and solve one-variable equations and inequalities. (6.EE.B)

- MAT.6.7.01 - Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (6.EE.B.5) (DOK 1)
- MAT.6.7.02 - Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6.EE.B.6) (DOK 1,2)

- MAT.6.7.03 - Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. (6.EE.B.7) (DOK 1,2)
- MAT.6.7.04 - Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. (6.EE.B.8) (DOK 1,2)

Standard 8: Students will solve real-world and mathematical problems involving area, surface area, and volume. (6.G.A)

- MAT.6.8.01 - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. (6.G.A.1) (DOK 1,2)
- MAT.6.8.02 - Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. (6.G.A.2) (DOK 1,2)
- MAT.6.8.03 - Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.A.3) (DOK 1,2)
- MAT.6.8.04 - Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6.G.A.4) (DOK 1,2)

Standard 9: Students will solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (7.G.A)

- MAT.6.9.01 - Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (7.G.B.4) (DOK 1,2)

Standard 10: Students will develop understanding of statistical variability. (6.SP.A)

- MAT.6.10.01 - Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. (6.SP.A.1) (DOK 1)
- MAT.6.10.02 - Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (6.SP.A.2) (DOK 1,2)
- MAT.6.10.03 - Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. (6.SP.A.3) (DOK 1)

Supporting Standard(s)

Standard 11: Students will represent and analyze quantitative relationships between dependent and independent variables. (6.EE.C)

- MAT.6.11.01 - Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time. (6.EE.C.9) (DOK 1, 2, 3)

Standard 12: Students will summarize and describe distributions. (6.SP.B)

- MAT.6.12.01 - Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (6.SP.B.4) (DOK 1,2)
- MAT.6.12.02 - Summarize numerical data sets in relation to their context, such as by:
 - Reporting the number of observations.
 - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. (6.SP.B.5) (DOK 1,2,3)

7th Grade

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. (7.NS.A)

- MAT.7.1.01 - Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

- Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
- Apply properties of operations as strategies to multiply and divide rational numbers.
- Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. (7.NS.A.2) (DOK 1,2)

Standard 2: Students will work with radicals and integer exponents. (8.EE.A)

- MAT.7.2.01 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. (8.EE.A.1) (DOK 1)
- MAT.7.2.02 - Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (8.EE.A.2) (DOK 1)
- MAT.7.2.03 - Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger. (8.EE.A.3) (DOK 1,2)
- MAT.7.2.03 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. (8.EE.A.4) (DOK 1,2)

Standard 3: Students will analyze proportional relationships and use them to solve real-world and mathematical problems. (7.RP.A)

- MAT.7.3.01 - Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $1/2$ mile in each $1/4$ hour, compute the unit rate as the complex fraction $1/2/1/4$ miles per hour, equivalently 2 miles per hour. (7.RP.A.1) (DOK 1,2)
- MAT.7.3.02 - Recognize and represent proportional relationships between quantities.
 - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
 - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
 - Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.

- Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. (7.RP.A.2) (DOK 1,2)
- MAT.7.3.0.3 - Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. (7.RP.A.3) (DOK 1,2)

Standard 4: Students will use properties of operations to generate equivalent expressions. (7.EE.A)

- MAT.7.4.01 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. (7.EE.A.1) (DOK 1)
- MAT.7.4.02 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05." (7.EE.A.2) (DOK 1,2)

Standard 5: Students will solve real-life and mathematical problems using numerical and algebraic expressions and equations. (7.EE.B)

- MAT.7.5.01 - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. (7.EE.B.3) (DOK 1,2,3)
- MAT.7.5.02 - Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
 - Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
 - Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. (7.EE.B.4) (DOK 1,2,3)

Standard 6: Students will understand the connections between proportional relationships, lines, and linear equations. (8.EE.B)

- MAT.7.6.01 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed. (8.EE.B.5) (DOK 1,2,3)
- MAT.7.6.02 - Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . (8.EE.B.6) (DOK 1,2,3)

Standard 7: Analyze and solve linear equations and pairs of simultaneous linear equations. (8.EE.C.7)

- MAT.7.7.01 - Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. (8.EE.C.7) (DOK 1,2)

Standard 8: Students will understand congruence and similarity using physical models, transparencies, or geometry software. (8.G.A)

- MAT.7.8.01 - Verify experimentally the properties of rotations, reflections, and translations:
 - Lines are taken to lines, and line segments to line segments of the same length.
 - Angles are taken to angles of the same measure.
 - Parallel lines are taken to parallel lines (8.GA.1) (DOK 2)
- MAT.7.8.02 - Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (8.GA.2) (DOK 1,2)
- MAT.7.8.03 - Describe the effect of dilations, translations, rotations, and reflections on two dimensional figures using coordinates. (8.GA.3) (DOK 1,2)
- MAT.7.8.04 - Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (8.GA.4) (DOK 1,2)

Standard 9: Students will solve real-life and mathematical problems involving angle measure, area, surface area, and volume. (7.G.B)

- MAT.7.9.01 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (7.G.B.5) (DOK,1,2)
- MAT.7.9.02 - Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (7.G.B.6) (DOK,1,2)

Standard 10: Students will solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. (8.G.C)

- MAT.7.10.01 - Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.(8.G.C.9) (DOK 1,2)

Standard 11: Students will use random sampling to draw inferences about a population. (7.SP.A)

- MAT.7.11.01 - Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (7.SP.A.1) (DOK 2)
- MAT.7.12.02 - Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be. (7.SP.A.2) (DOK 2,3)

Standard 12: Students will investigate chance processes and develop, use, and evaluate probability models. (7.SP.C)

- MAT.7.12.01 - Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. (7.SP.C.5) (DOK 1)
- MAT.7.12.02 - Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times. (7.SP.C.6) (DOK 1)
- MAT.7.12.03 - Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
 - Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
 - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? (7.SP.C.7) (DOK 2,3)

- MAT.7.12.04 - Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
 - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
 - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
 - Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood? (7.SP.C.8) (DOK 1,2,3)

Supporting Standard(s)

Standard 13: Students will know that there are numbers that are not rational, and approximate them by rational numbers. (8.NS.A)

- MAT.7.13.01 - Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. (8.NS.A.1) (DOK 1)
- MAT.7.13.02 - Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. (8.NS.A.2) (DOK 1)

Standard 14: Students will draw, construct, and describe geometrical figures and describe the relationships between them. (7.G.A)

- MAT.7.14.01 - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7.G.A.1) (DOK 1,2)
- MAT.7.14.02 - Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. (7.G.A.2) (DOK 1,2)
- MAT.7.14.03 - Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. (7.G.A.3) (DOK 1,2)

Standard 15: Students will draw informal comparative inferences about two populations.

(7.SP.B)

- MAT.7.3.01 - Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable. (7.SP.B.3) (DOK 2,3)
- MAT.7.3.01 - Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book. (7.SP.B.4) (DOK 2,3)

Standard 16: Students will investigate patterns of association in bivariate data. (8.SP.A)

- MAT.7.16.01 - Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (8.SP.A.1) (DOK 1,2,3)
- MAT.7.16.02 - Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (8.SP.A.2) (DOK 1,2)
- MAT.7.16.03 - Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (8.SP.A.3) (DOK 1,2)
- MAT.7.16.04 - Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? (8.SP.A.4) (DOK 1,2,3)

Algebra I

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will write expressions in equivalent forms to solve problems

(A-SSE.B)

- MAT.Alg.1.01 - Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
 - Factor a quadratic expression to reveal the zeros of the function it defines.
 - Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. (A-SSE.B.3) (DOK 1,2)

Standard 2: Students will perform arithmetic operations on polynomials. (A-APR.A)

- MAT.Alg.2.01 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. (A-APR.A.1) (DOK 1)

Standard 3: Students will create equations that describe numbers or relationships.

(A-CED.A)

- MAT.Alg.3.01 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. (A-CED.A.1) (DOK 1,2)
- MAT.Alg.3.02 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A-CED.A.2) (DOK 1,2)
- MAT.Alg.3.03 - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A-CED.A.3) (DOK 1,2,3)
- MAT.Alg.3.04 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (A-CED.A.4) (DOK 1)

Standard 4: Students will solve equations and inequalities in one variable. (A-REI.B)

- MAT.Alg.4.01 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (A-REI.B.3) (DOK 1)
- MAT.Alg.4.02 - Solve quadratic equations in one variable.
 - Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
 - Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial

form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b . (A-REI.B.4) (DOK 1,2,3)

Standard 5: Students will work with radicals and integer exponents. (8.EE.A)

- MAT.Alg.5.01 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$. (8.EE.A.1) (DOK 1)
- MAT.Alg.5.02 - Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (8.EE.A.2) (DOK 1)

Standard 6: Students will solve systems of equations (A-REI.C)

- MAT.Alg.6.01 - Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions. (A-REI.C.5) (DOK 2,3)
- MAT.Alg.6.02 - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (A-REI.C.6) (DOK 1,2)
- MAT.Alg.6.03 - Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$. (A-REI.C.7) (DOK 1,2)

Standard 7: Students will represent and solve equations and inequalities graphically. (A-REI.D)

- MAT.Alg.7.01 - Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes. (A-REI.D.12) (DOK 1,2)

Standard 8: Students will understand the concept of a function and use function notation. (F-IF.A)

- MAT.Alg.8.01 - Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. (F-IF.A.1) (DOK 1)
- MAT.Alg.8.02 - Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. (F-IF.A.2) (DOK 1,2)
- MAT.Alg.8.03 - Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$. (F-IF.A.3) (DOK 1)

Standard 9: Students will interpret functions that arise in applications in terms of the context. (F-IF.B)

- MAT.Alg.9.01 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (F-IF.B.4) (DOK 1,2)
- MAT.Alg.9.02 - Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. (F-IF.B.5) (DOK 1,2)
- MAT.Alg.9.03 - Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (F-IF.B.6) (DOK 1,2)

Standard 10: Students will analyze functions using different representations. (F-IF.C)

- MAT.Alg.10.01 - Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - Graph linear and quadratic functions and show intercepts, maxima, and minima.
 - Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
 - Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (F-IF.C.7) (DOK 1,2)
- MAT.Alg.10.02 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
 - Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay. (F-IF.C.8) (DOK 1,2)
- MAT.Alg.10.03 - Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (F-IF.C.9) (DOK 1,2)

Standard 11: Students will build a function that models a relationship between two quantities. (F-FB.A)

- MAT.Alg.11.01 - Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms. (F-FB.A.2) (DOK 1,2)

Standard 12: Students will construct and compare linear, quadratic, and exponential models and solve problems. (F-LE.A)

- MAT.Alg.12.01 - Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). (F-LE.A.2) (DOK 1,2)
- MAT.Alg.12.02 - Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function. (F-LE.A.3) (DOK 1,2)

Standard 13: Students will interpret expressions for functions in terms of the situation they model. (F-LE.B)

- MAT.Alg.13.01 - Interpret the parameters in a linear or exponential function in terms of a context. (F-LE.B.5) (DOK 1,2)

Standard 14: Students will summarize, represent, and interpret data on two categorical and quantitative variables. (S-ID.B)

- MAT.Alg.14.01 - Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
 - Informally assess the fit of a function by plotting and analyzing residuals.
 - Fit a linear function for a scatter plot that suggests a linear association. (S-ID.B.6) (DOK 1,2)

Standard 15: Students will interpret linear models. (S-ID.C)

- MAT.Alg.15.01 - Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. (S-ID.C.7) (DOK 1,2)
- MAT.Alg.15.02 - Compute (using technology) and interpret the correlation coefficient of a linear fit. (S-ID.C.8) (DOK 1,2)
- MAT.Alg.15.03 - Distinguish between correlation and causation. (S-ID.C.9) (DOK 1,2)

Supporting Standard(s)

Standard 16: Students will analyze and solve linear equations and pairs of simultaneous linear equations. (8.EE.C)

- MAT.Alg.16.01 - Analyze and solve pairs of simultaneous linear equations.
 - Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
 - Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
 - Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. (8.EE.C.8) (DOK 1,2,3)

Standard 17: Students will define, evaluate and compare functions. (8.F.A)

- MAT.Alg.17.01 - Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (8.F.A.1) (DOK 1,2)
- MAT.Alg.17.02 - Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change. (8.F.A.2) (DOK 1,2)
- MAT.Alg.17.03 - Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. (8.F.A.3) (DOK 1,2)

Standard 18: Students will use functions to model relationships between quantities. (8.F.B)

- MAT.Alg.18.01 - Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (8.F.B.4) (DOK 1,2,3)
- MAT.Alg.18.02 - Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. (8.F.B.5) (DOK 1,2,3)

Standard 19: Students will build new functions from existing functions. (F-FB.B)

- MAT.Alg.19.01 - Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (F-FB.B.3) (DOK 1,2)
- MAT.Alg.19.02 - Find inverse functions.
 - Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$. (F-FB.B.4) (DOK 1,2)

Standard 20: Students will investigate patterns of association in bivariate data. (8.SP.A)

- MAT.Alg.20.01 - Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (8.SP.A.1) (DOK 1,2,3)
- MAT.Alg.20.02 - Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (8.SP.A.2) (DOK 1,2)
- MAT.Alg.20.03 - Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. (8.SP.A.3) (DOK 1,2)
- MAT.Alg.20.04 - Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores? (8.SP.A.4) (DOK 1,2,3)

Geometry

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will extend the properties of exponents to rational exponents.

(N-RN.A)

- MAT.Geo.1.01 - Rewrite expressions involving radicals and rational exponents using the properties of exponents. (N-RN.A.2) (DOK 1)

Standard 2: Students will experiment with transformations in the plane. (G-CO.A)

- MAT.Geo.2.01 - Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. (G-CO.A.1) (DOK 1)
- MAT.Geo.2.02 - Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). (G-CO.A.2) (DOK 1,2)
- MAT.Geo.2.03 - Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. (G-CO.A.3) (DOK 1,2)
- MAT.Geo.2.04 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. (G-CO.A.4) (DOK 1,2)
- MAT.Geo.2.05 - Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. (G-CO.A.5) (DOK 1,2)

Standard 3: Students will understand congruence in terms of rigid motions (G-CO.B)

- MAT.Geo.3.01 - Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. (G-CO.B.6) (DOK 1,2)
- MAT.Geo.3.02 - Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. (G-CO.B.7) (DOK 1,2)
- MAT.Geo.3.03 - Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (G-CO.B.8) (DOK 1,2)

Standard 4: Students will apply geometric theorems. (G-CO.C-Ankeny)

- MAT.Geo.4.01 - Apply theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. (G-CO.C.9) (DOK 3)
- MAT.Geo.4.02 - Apply theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining

midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. (G-CO.C.10) (DOK 3)

- MAT.Geo.4.03 - Apply theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. (G-CO.C.11) (DOK 3)

Standard 5: Students will understand similarity in terms of similarity transformations. (G-SRT.A)

- MAT.Geo.5.01 - Verify experimentally the properties of dilations given by a center and a scale factor:
 - A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - The dilation of a line segment is longer or shorter in the ratio given by the scale factor. (G-SRT.A.1) (DOK 2)
- MAT.Geo.5.02 - Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. (G-SRT.A.2) (DOK 1,2)
- MAT.Geo.5.03 - Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. (G-SRT.A.3) (DOK 2,3)

Standard 6: Students will prove theorems involving similarity. (G-SRT.B)

- MAT.Geo.6.01 - Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity. (G-SRT.B.4) (DOK 3)
- MAT.Geo.6.02 - Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. (G-SRT.B.5) (DOK 1,2,3)

Standard 7: Students will define trigonometric ratios and solve problems involving right triangles. (G-SRT.C)

- MAT.Geo.7.01 - Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. (G-SRT.C.6) (DOK 1,2)
- MAT.Geo.7.02 - Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. (G-SRT.C.8) (DOK 1,2)

Standard 8: Students will understand and apply theorems about circles. (G-C.A)

- MAT.Geo.8.01 - Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. (G-C.A.2) (DOK 1,2)

Standard 9: Students will find arc lengths and areas of sectors of circles. (G-C.B)

- MAT.Geo.9.01 - Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. (G-C.B.5) (DOK 1,2,3)

Standard 10: Students will use coordinates to prove simple geometric theorems algebraically. (G-GPE.B)

- MAT.Geo.10.01 - Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$. (G-GPE.B.4) (DOK 3)
- MAT.Geo.10.02 - Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). (G-GPE.B.5) (DOK 1,2)
- MAT.Geo.10.03 - Find the point on a directed line segment between two given points that partitions the segment in a given ratio. (G-GPE.B.6) (DOK 1,2)
- MAT.Geo.10.04 - Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. (G-GPE.B.7) (DOK 1,2)

Standard 11: Students will understand and apply the Pythagorean Theorem. (8.G.B)

- MAT.Geo.11.01 - Explain a proof of the Pythagorean Theorem and its converse. (8.G.B.6) (DOK 2,3)
- MAT.Geo.11.02 - Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8.G.B.7) (DOK 2,3)
- MAT.Geo.11.03 - Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8.G.B.8) (DOK 2,3)

Standard 12: Students will understand independence and conditional probability and use them to interpret data. (S-CP.A)

- MAT.Geo.12.01 - Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not") (G-CP.A.1) (DOK 1,2)
- MAT.Geo.12.02 - Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. (G-CP.A.2) (DOK 1)
- MAT.Geo.12.03 - Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. (G-CP.A.3) (DOK 1,2)
- MAT.Geo.12.04 - Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among

math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. (G-CP.A.4) (DOK 1,2)

- MAT.Geo.12.05 - Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. (G-CP.A.5) (DOK 1,2,3)

Standard 14: Students will summarize, represent, and interpret data on a single count or measurement variable. (S-ID.A)

- MAT.Geo.13.01 - Represent data with plots on the real number line (dot plots, histograms, and box plots). (G-ID.A.1) (DOK 1,2)
- MAT.Geo.13.02 - Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. (G-ID.A.2) (DOK 1,2)
- MAT.Geo.13.03 - Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). (G-ID.A.3) (DOK 1,2)

Supporting Standard(s)

Standard 15: Students will use properties of rational and irrational numbers. (N-RN.B)

- MAT.Geo.15.01 - Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. (N-RN.B.3) (DOK 1,2)

Standard 16: Students will prove geometric theorems. (G-CO.C)

- MAT.Geo.16.01 - Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. (G-CO.C.9) (DOK 3)
- MAT.Geo.16.02 - Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. (G-CO.C.10) (DOK 3)
- MAT.Geo.16.03 - Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. (G-CO.C.11) (DOK 3)

Standard 17: Students will make geometric constructions. (G-CO.D)

- MAT.Geo.17.01 - Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. (G-CO.D.12) (DOK 2)

- MAT.Geo.17.02 - Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. (G-CO.D.13) (DOK 2)

Standard 18: Students will apply trigonometry to general triangles. (G-SRT.D)

- MAT.Geo.18.01 - (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. (G-SRT.D.9) (DOK 2,3)
- MAT.Geo.18.02 - (+) Prove the Laws of Sines and Cosines and use them to solve problems. (G-SRT.D.10) (DOK 1,2,3)
- MAT.Geo.18.03 - (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). (G-SRT.D.10) (DOK 1,2)

Standard 19: Students will translate between the geometric description and the equation for a conic section. (G-GPE.A)

- MAT.Geo.19.01 - Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. (G-GPE.A.1) (DOK 1,2,3)
- MAT.Geo.19.02 - Derive the equation of a parabola given a focus and directrix. (G-GPE.A.2) (DOK 1,2)

Standard 20: Students will explain volume formulas and use them to solve problems. (G-GMD.A)

- MAT.Geo.20.01 - Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. (G-GMD.A.1) (DOK 2,3)
- MAT.Geo.20.02 - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. (G-GMD.A.3) (DOK 1,2)

Standard 21: Students will visualize relationships between two-dimensional and three-dimensional objects. (G-GMD.B)

- MAT.Geo.21.01 - Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. (G-GMD.B.4) (DOK 1,2)

Standard 22: Students will apply geometric concepts in modeling situations. (G-MG.A)

- MAT.Geo.22.01 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). (G-MG.A.1) (DOK 1,2)
- MAT.Geo.22.02 - Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). (G-MG.A.2) (DOK 1,2)
- MAT.Geo.22.03 - Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). (G-MG.A.3) (DOK 2,3,4)

Standard 23: Students will use the rules of probability to compute probabilities of compound events in a uniform probability model. (S-CP.B)

- MAT.Geo.23.01 - Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. (S-CP.B.6) (DOK 1,2)
- MAT.Geo.23.02 - Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model. (S-CP.B.7) (DOK 1,2)
- MAT.Geo.23.03 - (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model. (S-CP.B.8) (DOK 1,2)
- MAT.Geo.23.04 - (+) Use permutations and combinations to compute probabilities of compound events and solve problems. (S-CP.B.9) (DOK 1,2)

Standard 24: Students will use probability to evaluate outcomes of decisions. (S-MD.B)

- MAT.Geo.24.01 - (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). (S-MD.B.6) (DOK 1,2)
- MAT.Geo.24.02 - Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). (S-MD.B.7) (DOK 1,2)

Standard 25: Students will summarize, represent, and interpret data on two categorical and quantitative variables. (S-ID.B)

- MAT.Geo.25.01 - Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. (S-ID.B.5) (DOK 1,2)

Standard 25: Students will use diagrams consisting of vertices and edges to model and solve problems related to networks. (Iowa Specific Standard)

Algebra II

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will perform arithmetic operations with complex numbers. (N-CN.A)

- MAT.Alg2.1.01 - Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real. (N-CN.A.1) (DOK 1)
- MAT.Alg2.1.02 - Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. (N-CN.A.2) (DOK 1)

Standard 2: Students will use complex numbers in polynomial identities and equations.

(N-CN.C)

- MAT.Alg2.2.01 - Solve quadratic equations with real coefficients that have complex solutions. (N-CN.C.7 (DOK 1))

Standard 3: Students will extend the properties of exponents to rational exponents.

(N-RN.A)

- MAT.Alg2.3.01 - Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5. (N-RN.A.1) (DOK 1,2)

Standard 4: Students will interpret the structure of expressions. (A-SSE.A.1)

- MAT.Alg2.4.01 - Interpret expressions that represent a quantity in terms of its context.
 - Interpret parts of an expression, such as terms, factors, and coefficients.
 - Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P (A-SSE.A.1) (DOK 1,2)
- MAT.Alg2.4.01 - Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. (A-SSE.A.2) (DOK 1,2)

Standard 5: Students will understand the relationship between zeros and factors of polynomials. (A-APR.B)

- MAT.Alg2.5.01 - Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$. (A-APR.B.2) (DOK 1,2)
- MAT.Alg2.5.01 - Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. (A-APR.B.3) (DOK 1,2)

Standard 6: Students will rewrite rational expressions. (A-APR.D)

- MAT.Alg2.6.01 - Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. (A-APR.D.6) (DOK 1,2)

Standard 7: Students will create equations that describe numbers or relationships.

- MAT.Alg2.7.01 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. (A-CED.A.1) (DOK 1,2)

- MAT.Alg2.7.02 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A-CED.A.2) (DOK 1,2)
- MAT.Alg2.7.03 - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. (A-CED.A.3) (DOK 1,2,3)
- MAT.Alg2.7.04 - Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R . (A-CED.A.4) (DOK 1)

Standard 8: Students will understand solving equations as a process of reasoning and explain the reasoning. (A-REI.A)

- MAT.Alg2.8.01 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. (A-REI.A.2) (DOK 1,2)

Standard 9: Students will represent and solve equations and inequalities graphically. (A-REI.D)

- MAT.Alg2.9.01 - Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. (A-REI.D.11) (DOK 1,2,3)

Standard 10: Students will interpret functions that arise in applications in terms of the context. (F-IF.B)

- MAT.Alg2.10.01 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (F-IF.B.4) (DOK 1,2)
- MAT.Alg2.10.02 - Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. (F-IF.B.5) (DOK 1,2)
- MAT.Alg2.10.03 - Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. (F-IF.B.6) (DOK 1,2)

Standard 11: Students will analyze functions using different representations. (F-IF.C)

- MAT.Alg2.11.01 - Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
 - Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
 - Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude. (F-IF.C.7) (DOK 1,2)
- MAT.Alg2.11.02 - Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
 - Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay. (F-IF.C.8) (DOK 1,2)
- MAT.Alg2.11.03 - Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. (F-IF.C.9) (DOK 1,2)

Standard 12: Students will build new functions from existing functions. (F-FB.B)

- MAT.Alg2.12.01 - Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. (F-FB.B.3) (DOK 1,2)
- MAT.Alg2.12.02 - Find inverse functions.
 - Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.
 - (+) Verify by composition that one function is the inverse of another.
 - (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
 - (+) Produce an invertible function from a non-invertible function by restricting the domain. (F-FB.B.4) (DOK 1,2)

Standard 13: Students will construct and compare linear, quadratic, and exponential models and solve problems. (F-LE.A)

- MAT.Alg2.13.01 - For exponential models, express as a logarithm the solution to $abct = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology. (F-LE.A.4) (DOK 1)

Standard 14: Students will extend the domain of trigonometric functions using the unit circle. (F-TF.A)

- MAT.Alg2.14.01 - Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. (F-TF.A.1) (DOK 1)
- MAT.Alg2.14.02 - Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. (F-TF.A.2) (DOK 1)

Standard 15: Students will summarize, represent, and interpret data on a single count or measurement variable. (S-ID.A)

- MAT.Alg2.15.01 - Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. (S-ID.A.4) (DOK 1,2)

Standard 16: Students will understand and evaluate random processes underlying statistical experiments. (S-IC.A)

- MAT.Alg2.16.01 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (S-IC.A.1) (DOK 1)
- MAT.Alg2.16.02 - Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? (S-IC.A.2) (DOK 1,2)

Standard 17: Students will make inferences and justify conclusions from sample surveys, experiments, and observational studies. (S-IC.B)

- MAT.Alg2.17.01 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. (S-IC.B.3) (DOK 1,2)
- MAT.Alg2.17.02 - Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.(S-IC.B.4) (DOK 2)
- MAT.Alg2.17.03 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. (S-IC.B.5) (DOK 2,3)
- MAT.Alg2.17.04 - Evaluate reports based on data. (S-IC.B.6) (DOK 2,3)

Supporting Standard(s)

Standard 18: Students will write expressions in equivalent forms to solve problems.

(A-SSE.B)

- MAT.Alg2.18.01 - Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments. (A-SSE.B.4) (DOK 1,2,3)

Standard 19: Students will use polynomial identities to solve problems. (A-APR.C)

- MAT.Alg2.19.01 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples. (A-APR.C.4) (DOK 1,2,3)
- MAT.Alg2.19.02 - (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. (A-APR.C.5) (DOK 1,2,3)

Standard 20: Students will build a function that models a relationship between two quantities. (F-FB.A)

- MAT.Alg2.20.01 - Write a function that describes a relationship between two quantities.
 - Determine an explicit expression, a recursive process, or steps for calculation from a context.
 - Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
 - (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time. (F-FB.A.1) (DOK 1,2)

Standard 21: Students will model periodic phenomena with trigonometric functions.

(F-TF.B)

- MAT.Alg2.21.01 - Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline. (F-TF.B.5) (DOK 1,2)

Standard 22: Students will prove and apply trigonometric identities. (F-TF.C)

- MAT.Alg2.22.01 - Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle. (F-TF.C.8) (DOK 1,2,3)

Standard 23: Students will use probability to evaluate outcomes of decisions. (S-MD.B)

- MAT.Alg2.23.01 - (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). (S-MD.B.6) (DOK 1,2)
- MAT.Alg2.23.02 - Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). (S-MD.B.7) (DOK 1,2)

Standard 24: Students will understand and apply the mathematics of voting. (Iowa Specific Standard)

AP Calc AB

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will use Limits and Continuity.

- MAT.APCalcAB.1.01 - Introducing Calculus: Can Change Occur at an Instant?
- MAT.APCalcAB.1.02 - Defining Limits and Using Limit Notation
- MAT.APCalcAB.1.03 - Estimating Limit Values from Graphs
- MAT.APCalcAB.1.04 - Estimating Limit Values from Tables
- MAT.APCalcAB.1.05 - Determining Limits Using Algebraic Properties of Limits
- MAT.APCalcAB.1.06 - Determining Limits Using Algebraic Manipulation
- MAT.APCalcAB.1.07 - Selecting Procedures for Determining Limits
- MAT.APCalcAB.1.08 - Determining Limits Using the Squeeze Theorem
- MAT.APCalcAB.1.09 - Connecting Multiple Representations of Limits
- MAT.APCalcAB.1.10 - Exploring Types of Discontinuities
- MAT.APCalcAB.1.11 - Defining Continuity at a Point
- MAT.APCalcAB.1.12 - Confirming Continuity over an Interval
- MAT.APCalcAB.1.13 - Removing Discontinuities
- MAT.APCalcAB.1.14 - Connecting Infinite Limits and Vertical Asymptotes
- MAT.APCalcAB.1.15 - Connecting Limits at Infinity and Horizontal Asymptotes
- MAT.APCalcAB.1.16 - Working with the Intermediate Value Theorem (IVT)

Standard 2: Students will use Differentiation: Definition and Basic Derivative Rules.

- MAT.APCalcAB.2.01 - Defining Average and Instantaneous Rates of Change at a Point
- MAT.APCalcAB.2.02 - Defining the Derivative of a Function and Using Derivative Notation
- MAT.APCalcAB.2.03 - Estimating Derivatives of a Function at a Point
- MAT.APCalcAB.2.04 - Connecting Differentiability and Continuity: Determining When Derivatives Do and Do Not Exist

- MAT.APCalcAB.2.05 - Applying the Power Rule
- MAT.APCalcAB.2.06 - Derivative Rules: Constant, Sum, Difference, and Constant Multiple
- MAT.APCalcAB.2.07 - Derivatives of $\cos x$, $\sin x$, e^x , $\ln x$, and $\ln x$
- MAT.APCalcAB.2.08 - The Product Rule
- MAT.APCalcAB.2.09 - The Quotient Rule
- MAT.APCalcAB.2.10 - Finding the Derivatives of Tangent, Cotangent, Secant, and/or Cosecant Functions

Standard 3: Students will use Differentiation: Composite, Implicit, and Inverse Functions

- MAT.APCalcAB.3.01 - The Chain Rule
- MAT.APCalcAB.3.02 - Implicit Differentiation
- MAT.APCalcAB.3.03 - Differentiating Inverse Functions
- MAT.APCalcAB.3.04 - Differentiating Inverse Trigonometric Functions
- MAT.APCalcAB.3.05 - Selecting Procedures for Calculating Derivatives
- MAT.APCalcAB.3.06 - Calculating Higher-Order Derivatives

Standard 4: Students will use Contextual Applications of Differentiation

- MAT.APCalcAB.4.01 - Interpreting the Meaning of the Derivative in Context
- MAT.APCalcAB.4.02 - Straight-Line Motion: Connecting Position, Velocity, and Acceleration
- MAT.APCalcAB.4.03 - Rates of Change in Applied Contexts Other Than Motion
- MAT.APCalcAB.4.04 - Introduction to Related Rates
- MAT.APCalcAB.4.05 - Solving Related Rates Problems
- MAT.APCalcAB.4.06 - Approximating Values of a Function Using Local Linearity and Linearization
- MAT.APCalcAB.4.07 - Using L'Hospital's Rule for Determining Limits of Indeterminate Forms

Standard 5: Students will use Analytical Applications of Differentiation

- MAT.APCalcAB.5.01 - Using the Mean Value Theorem
- MAT.APCalcAB.5.02 - Extreme Value Theorem, Global Versus Local Extrema, and Critical Points
- MAT.APCalcAB.5.03 - Determining Intervals on Which a Function Is Increasing or Decreasing
- MAT.APCalcAB.5.04 - Using the First Derivative Test to Determine Relative (Local) Extrema
- MAT.APCalcAB.5.05 - Using the Candidates Test to Determine Absolute (Global) Extrema
- MAT.APCalcAB.5.06 - Determining Concavity of Functions over Their Domains
- MAT.APCalcAB.5.07 - Using the Second Derivative Test to Determine Extrema
- MAT.APCalcAB.5.08 - Sketching Graphs of Functions and Their Derivatives
- MAT.APCalcAB.5.09 - Connecting a Function, Its First Derivative, and Its Second Derivative

- MAT.APCalcAB.5.10 - Introduction to Optimization Problems
- MAT.APCalcAB.5.11 - Solving Optimization Problems
- MAT.APCalcAB.5.12 - Exploring Behaviors of Implicit Relations

Standard 6: Students will use Integration and Accumulation of Change

- MAT.APCalcAB.6.01 - Exploring Accumulations of Change
- MAT.APCalcAB.6.02 - Approximating Areas with Riemann Sums
- MAT.APCalcAB.6.03 - Riemann Sums, Summation Notation, and Definite Integral Notation
- MAT.APCalcAB.6.04 - The Fundamental Theorem of Calculus and Accumulation Functions
- MAT.APCalcAB.6.05 - Interpreting the Behavior of Accumulation Functions Involving Area
- MAT.APCalcAB.6.06 - Applying Properties of Definite Integrals
- MAT.APCalcAB.6.07 - The Fundamental Theorem of Calculus and Definite Integrals
- MAT.APCalcAB.6.08 - Finding Antiderivatives and Indefinite Integrals: Basic Rules and Notation
- MAT.APCalcAB.6.09 - Integrating Using Substitution
- MAT.APCalcAB.6.10 - Integrating Functions Using Long Division and Completing the Square
- MAT.APCalcAB.6.14 - Selecting Techniques for Antidifferentiation

Standard 7: Students will use Differential Equations

- MAT.APCalcAB.7.01 - Modeling Situations with Differential Equations
- MAT.APCalcAB.7.02 - Verifying Solutions for Differential Equations
- MAT.APCalcAB.7.03 - Sketching Slope Fields
- MAT.APCalcAB.7.04 - Reasoning Using Slope Fields
- MAT.APCalcAB.7.06 - Finding General Solutions Using Separation of Variables
- MAT.APCalcAB.7.07 - Finding Particular Solutions Using Initial Conditions and Separation of Variables
- MAT.APCalcAB.7.08 - Exponential Models with Differential Equations

Standard 8: Students will use Applications of Integration

- MAT.APCalcAB.8.01 - Finding the Average Value of a Function on an Interval
- MAT.APCalcAB.8.02 - Connecting Position, Velocity, and Acceleration of Functions Using Integrals
- MAT.APCalcAB.8.03 - Using Accumulation Functions and Definite Integrals in Applied Contexts
- MAT.APCalcAB.8.04 - Finding the Area Between Curves Expressed as Functions of x
- MAT.APCalcAB.8.05 - Finding the Area Between Curves Expressed as Functions of y

- MAT.APCalcAB.8.06 - Finding the Area Between Curves That Intersect at More Than Two Points
- MAT.APCalcAB.8.07 - Volumes with Cross Sections: Squares and Rectangles
- MAT.APCalcAB.8.08 - Volumes with Cross Sections: Triangles and Semicircles
- MAT.APCalcAB.8.09 - Volume with Disc Method: Revolving Around the x- or y-Axis
- MAT.APCalcAB.8.10 - Volume with Disc Method: Revolving Around Other Axes
- MAT.APCalcAB.8.11 - Volume with Washer Method: Revolving Around the x- or y-Axis
- MAT.APCalcAB.8.12 - Volume with Washer Method: Revolving Around Other Axes

AP Calc BC

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will use Limits and Continuity

- MAT.APCalcBC.1.01 - Introducing Calculus: Can Change Occur at an Instant?
- MAT.APCalcBC.1.02 - Defining Limits and Using Limit Notation
- MAT.APCalcBC.1.03 - Estimating Limit Values from Graphs
- MAT.APCalcBC.1.04 - Estimating Limit Values from Tables
- MAT.APCalcBC.1.05 - Determining Limits Using Algebraic Properties of Limits
- MAT.APCalcBC.1.06 - Determining Limits Using Algebraic Manipulation
- MAT.APCalcBC.1.07 - Selecting Procedures for Determining Limits
- MAT.APCalcBC.1.08 - Determining Limits Using the Squeeze Theorem
- MAT.APCalcBC.1.09 - Connecting Multiple Representations of Limits
- MAT.APCalcBC.1.10 - Exploring Types of Discontinuities
- MAT.APCalcBC.1.11 - Defining Continuity at a Point
- MAT.APCalcBC.1.12 - Confirming Continuity over an Interval
- MAT.APCalcBC.1.13 - Removing Discontinuities
- MAT.APCalcBC.1.14 - Connecting Infinite Limits and Vertical Asymptotes
- MAT.APCalcBC.1.15 - Connecting Limits at Infinity and Horizontal Asymptotes
- MAT.APCalcBC.1.16 - Working with the Intermediate Value Theorem (IVT)

Standard 2: Students will use Differentiation: Definition and Basic Derivative Rules

- MAT.APCalcBC.2.01 - Defining Average and Instantaneous Rates of Change at a Point
- MAT.APCalcBC.2.02 - Defining the Derivative of a Function and Using Derivative Notation
- MAT.APCalcBC.2.03 - Estimating Derivatives of a Function at a Point

- MAT.APCalcBC.2.04 - Connecting Differentiability and Continuity: Determining When Derivatives Do and Do Not Exist
- MAT.APCalcBC.2.05 - Applying the Power Rule
- MAT.APCalcBC.2.06 - Derivative Rules: Constant, Sum, Difference, and Constant Multiple
- MAT.APCalcBC.2.07 - Derivatives of $\cos x$, $\sin x$, e^x , $\ln x$, and $\ln x$
- MAT.APCalcBC.2.08 - The Product Rule
- MAT.APCalcBC.2.09 - The Quotient Rule
- MAT.APCalcBC.2.10 - Finding the Derivatives of Tangent, Cotangent, Secant, and/or Cosecant Functions

Standard 3: Students will use Differentiation: Composite, Implicit, and Inverse Functions

- MAT.APCalcBC.3.01 - The Chain Rule
- MAT.APCalcBC.3.02 - Implicit Differentiation
- MAT.APCalcBC.3.03 - Differentiating Inverse Functions
- MAT.APCalcBC.3.04 - Differentiating Inverse Trigonometric Functions
- MAT.APCalcBC.3.05 - Selecting Procedures for Calculating Derivatives
- MAT.APCalcBC.3.06 - Calculating Higher-Order Derivatives

Standard 4: Students will use Contextual Applications of Differentiation

- MAT.APCalcBC.4.01 - Interpreting the Meaning of the Derivative in Context
- MAT.APCalcBC.4.02 - Straight-Line Motion: Connecting Position, Velocity, and Acceleration
- MAT.APCalcBC.4.03 - Rates of Change in Applied Contexts Other Than Motion
- MAT.APCalcBC.4.04 - Introduction to Related Rates
- MAT.APCalcBC.4.05 - Solving Related Rates Problems
- MAT.APCalcBC.4.06 - Approximating Values of a Function Using Local Linearity and Linearization
- MAT.APCalcBC.4.07 - Using L'Hospital's Rule for Determining Limits of Indeterminate Forms

Standard 5: Students will use Analytical Applications of Differentiation

- MAT.APCalcBC.5.01 - Using the Mean Value Theorem
- MAT.APCalcBC.5.02 - Extreme Value Theorem, Global Versus Local Extrema, and Critical Points
- MAT.APCalcBC.5.03 - Determining Intervals on Which a Function Is Increasing or Decreasing
- MAT.APCalcBC.5.04 - Using the First Derivative Test to Determine Relative (Local) Extrema
- MAT.APCalcBC.5.05 - Using the Candidates Test to Determine Absolute (Global) Extrema
- MAT.APCalcBC.5.06 - Determining Concavity of Functions over Their Domains
- MAT.APCalcBC.5.07 - Using the Second Derivative Test to Determine Extrema

- MAT.APCalcBC.5.08 - Sketching Graphs of Functions and Their Derivatives
- MAT.APCalcBC.5.09 - Connecting a Function, Its First Derivative, and Its Second Derivative
- MAT.APCalcBC.5.10 - Introduction to Optimization Problems
- MAT.APCalcBC.5.11 - Solving Optimization Problems
- MAT.APCalcBC.5.12 - Exploring Behaviors of Implicit Relations

Standard 6: Students will use Integration and Accumulation of Change

- MAT.APCalcBC.6.01 - Exploring Accumulations of Change
- MAT.APCalcBC.6.02 - Approximating Areas with Riemann Sums
- MAT.APCalcBC.6.03 - Riemann Sums, Summation Notation, and Definite Integral Notation
- MAT.APCalcBC.6.04 - The Fundamental Theorem of Calculus and Accumulation Functions
- MAT.APCalcBC.6.05 - Interpreting the Behavior of Accumulation Functions Involving Area
- MAT.APCalcBC.6.06 - Applying Properties of Definite Integrals
- MAT.APCalcBC.6.07 - The Fundamental Theorem of Calculus and Definite Integrals
- MAT.APCalcBC.6.08 - Finding Antiderivatives and Indefinite Integrals: Basic Rules and Notation
- MAT.APCalcBC.6.09 - Integrating Using Substitution
- MAT.APCalcBC.6.10 - Integrating Functions Using Long Division and Completing the Square
- MAT.APCalcBC.6.11 - Integrating Using Integration by Parts
- MAT.APCalcBC.6.12 - Using Linear Partial Fractions
- MAT.APCalcBC.6.13 - Evaluating Improper Integrals
- MAT.APCalcBC.6.14 - Selecting Techniques for Antidifferentiation

Standard 7: Students will use Differential Equations

- MAT.APCalcBC.7.01 - Modeling Situations with Differential Equations
- MAT.APCalcBC.7.02 - Verifying Solutions for Differential Equations
- MAT.APCalcBC.7.03 - Sketching Slope Fields
- MAT.APCalcBC.7.04 - Reasoning Using Slope Fields
- MAT.APCalcBC.7.05 - Approximating Solutions Using Euler's Method
- MAT.APCalcBC.7.06 - Finding General Solutions Using Separation of Variables
- MAT.APCalcBC.7.07 - Finding Particular Solutions Using Initial Conditions and Separation of Variables
- MAT.APCalcBC.7.08 - Exponential Models with Differential Equations
- MAT.APCalcBC.7.09 - Logistic Models with Differential Equations

Standard 8: Students will use Applications of Integration

- MAT.APCalcBC.8.01 - Finding the Average Value of a Function on an Interval
- MAT.APCalcBC.8.02 - Connecting Position, Velocity, and Acceleration of Functions Using Integrals
- MAT.APCalcBC.8.03 - Using Accumulation Functions and Definite Integrals in Applied Contexts
- MAT.APCalcBC.8.04 - Finding the Area Between Curves Expressed as Functions of x
- MAT.APCalcBC.8.05 - Finding the Area Between Curves Expressed as Functions of y
- MAT.APCalcBC.8.06 - Finding the Area Between Curves That Intersect at More Than Two Points
- MAT.APCalcBC.8.07 - Volumes with Cross Sections: Squares and Rectangles
- MAT.APCalcBC.8.08 - Volumes with Cross Sections: Triangles and Semicircles
- MAT.APCalcBC.8.09 - Volume with Disc Method: Revolving Around the x - or y -Axis
- MAT.APCalcBC.8.10 - Volume with Disc Method: Revolving Around Other Axes
- MAT.APCalcBC.8.11 - Volume with Washer Method: Revolving Around the x - or y -Axis
- MAT.APCalcBC.8.12 - Volume with Washer Method: Revolving Around Other Axes
- MAT.APCalcBC.8.13 - The Arc Length of a Smooth, Planar Curve and Distance Traveled

Standard 9: Students will use Parametric Equations, Polar Coordinates, and Vector-Valued

- MAT.APCalcBC.9.01 - Defining and Differentiating Parametric Equations
- MAT.APCalcBC.9.02 - Second Derivatives of Parametric Equations
- MAT.APCalcBC.9.03 - Finding Arc Lengths of Curves Given by Parametric Equations
- MAT.APCalcBC.9.04 - Defining and Differentiating Vector-Valued Functions
- MAT.APCalcBC.9.05 - Integrating Vector-Valued Functions
- MAT.APCalcBC.9.06 - Solving Motion Problems Using Parametric and Vector-Valued Functions
- MAT.APCalcBC.9.07 - Defining Polar Coordinates and Differentiating in Polar Form
- MAT.APCalcBC.9.08 - Find the Area of a Polar Region or the Area Bounded by a Single Polar Curve
- MAT.APCalcBC.9.09 - Finding the Area of the Region Bounded by Two Polar Curves

Standard 10: Students will use Infinite Sequences and Series

- MAT.APCalcBC.9.01 - Defining Convergent and Divergent Infinite Series
- MAT.APCalcBC.9.02 - Working with Geometric Series
- MAT.APCalcBC.9.03 - The n th Term Test for Divergence
- MAT.APCalcBC.9.04 - Integral Test for Convergence

- MAT.APCalcBC.9.05 - Harmonic Series and p-Series
- MAT.APCalcBC.9.06 - Comparison Tests for Convergence
- MAT.APCalcBC.9.07 - Alternating Series Test for Convergence
- MAT.APCalcBC.9.08 - Ratio Test for Convergence
- MAT.APCalcBC.9.09 - Determining Absolute or Conditional Convergence
- MAT.APCalcBC.9.10 - Alternating Series Error Bound
- MAT.APCalcBC.9.11 - Finding Taylor Polynomial Approximations of Functions
- MAT.APCalcBC.9.12 - Lagrange Error Bound
- MAT.APCalcBC.9.13 - Radius and Interval of Convergence of Power Series
- MAT.APCalcBC.9.14 - Finding Taylor or Maclaurin Series for a Function
- MAT.APCalcBC.9.15 - Representing Functions as Power Series

Trigonometry & Pre-Calculus

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: Students will Evaluate Trigonometric Functions

- MAT.Trig/PreC.1.01 - Draw angles whose measures are given in degrees and radians
- MAT.Trig/PreC.1.02 - Determine a positive angle less than one revolution that is coterminal with a given angle
- MAT.Trig/PreC.1.03 - Use radian measure of angles
- MAT.Trig/PreC.1.04 - Convert degree measure to radian measure
- MAT.Trig/PreC.1.05 - Convert radian measure to degree measure
- MAT.Trig/PreC.1.06 - Determine the values of trigonometric functions using the unit circle
- MAT.Trig/PreC.1.07 - Identify the signs of the trigonometric functions by quadrant
- MAT.Trig/PreC.1.08 - Evaluate the trigonometric functions given a point on the terminal side
- MAT.Trig/PreC.1.09 - Find the reference angle for any given triangle

Standard 2: Students will Graph Trigonometric Functions

- MAT.Trig/PreC.2.01 - Determine the domain and range of trig functions
- MAT.Trig/PreC.2.02 - Graph the standard forms of the cosine, sine, tangent, secant, cosecant, and cotangent curves
- MAT.Trig/PreC.2.03 - Analyze and sketch trig functions using the following transformations: amplitude, periods, and phase/vertical shifts

Standard 3: Students will Prove Trigonometric Identities

- MAT.Trig/PreC.3.01 - Use the fundamental identities to simplify trigonometric expressions
- MAT.Trig/PreC.3.02 - Apply half angle, double angle, and sum/difference trigonometric identities to write equivalent forms of expressions
- MAT.Trig/PreC.3.03 - Apply trigonometric identities to write equivalent forms of expressions
- MAT.Trig/PreC.3.04 - Prove identities using a variety of techniques

Standard 4: Students will Solve Trigonometric Equations and Evaluate Inverse Trigonometric Functions

- MAT.Trig/PreC.4.01 - Find exact values by using half angle, double angle, and sum/difference trigonometric identities
- MAT.Trig/PreC.4.02 - Solve linear trigonometric equations
- MAT.Trig/PreC.4.03 - Solve quadratic trigonometric equations
- MAT.Trig/PreC.4.04 - Define inverse trigonometric relations and functions
- MAT.Trig/PreC.4.05 - Evaluate inverse functions including domain and range

Standard 5: Students will use Applications of Trigonometric Functions

- MAT.Trig/PreC.5.01 - Solve mathematical and real-life right triangle problems
- MAT.Trig/PreC.5.02 - Apply the Law of Cosines to mathematical and real-life problems
- MAT.Trig/PreC.5.03 - Apply the Law of Sines to mathematical and real-life problems including the ambiguous case

Standard 6: Students will Analyze Polynomial and Rational Functions

- MAT.Trig/PreC.6.01 - Analyze a polynomial function and relate it to a real-world application
- MAT.Trig/PreC.6.02 - Determine real and complex zeros of a polynomial function
- MAT.Trig/PreC.6.03 - Utilize the fundamental Theorem of Algebra
- MAT.Trig/PreC.6.04 - Find polynomial roots
- MAT.Trig/PreC.6.05 - Examine and graph polynomial functions
- MAT.Trig/PreC.6.06 - Interpret inequalities involving polynomial functions
- MAT.Trig/PreC.6.07 - Interpret end behavior of polynomial functions
- MAT.Trig/PreC.6.08 - Analyze a rational function
- MAT.Trig/PreC.6.09 - Determine horizontal/vertical/oblique asymptotes and any removable discontinuities
- MAT.Trig/PreC.6.10 - Examine and graph a rational function

- MAT.Trig/PreC.6.11 - Interpret inequalities involving rational functions

Standard 7: Students will Analyze Exponential, Logarithmic, Inverse, and Piecewise Functions

- MAT.Trig/PreC.7.01 - Analyze and graph piecewise-defined functions
- MAT.Trig/PreC.7.02 - Determine the inverse of a function
- MAT.Trig/PreC.7.03 - Evaluate composite functions
- MAT.Trig/PreC.7.04 - Determine the domain of a composite function
- MAT.Trig/PreC.7.05 - Analyze exponential functions
- MAT.Trig/PreC.7.06 - Examine and graph exponential functions
- MAT.Trig/PreC.7.07 - Solve exponential equations
- MAT.Trig/PreC.7.08 - Analyze logarithmic functions
- MAT.Trig/PreC.7.09 - Apply the properties of logarithms
- MAT.Trig/PreC.7.10 - Examine and graph logarithmic functions
- MAT.Trig/PreC.7.11 - Solve logarithmic equations
- MAT.Trig/PreC.7.12 - Apply exponential and logarithmic functions to problems involving interest, growth and decay

Standard 8: Students will Analyze Matrices and Use Them to Solve Problems

- MAT.Trig/PreC.8.01 - Compute matrix solutions to linear systems
- MAT.Trig/PreC.8.02 - Perform matrix operations
- MAT.Trig/PreC.8.03 - Calculate multiplicative inverses
- MAT.Trig/PreC.8.04 - Identify and solve matrix equations

Standard 9: Students will Analyze Conic Sections

- MAT.Trig/PreC.9.01 - Formulate the standard equation of a parabola, an ellipse, and a hyperbola
- MAT.Trig/PreC.9.02 - Determine the vertex, focus, and directrix of a parabola
- MAT.Trig/PreC.9.03 - Determine the center, vertices, foci, and eccentricity of an ellipse
- MAT.Trig/PreC.9.04 - Determine the center, vertices, foci, and asymptotes of a hyperbola
- MAT.Trig/PreC.9.05 - Classify a conic from its general equation

Supporting Standard(s)

Standard 10: Students will Evaluate Limits

- MAT.Trig/PreC.10.01 - Determine one-sided limits
- MAT.Trig/PreC.10.02 - Evaluate limits using a graph
- MAT.Trig/PreC.10.03 - Evaluate limits using a table

- MAT.Trig/PreC.10.04 - Evaluate limits of piecewise-defined functions
- MAT.Trig/PreC.10.05 - Evaluate limits of rational functions

Standard 11: Students will Utilize Complex Numbers and Polar Form

- MAT.Trig/PreC.11.01 - Plot complex numbers and polar coordinates
- MAT.Trig/PreC.11.02 - Convert complex numbers into trigonometric form
- MAT.Trig/PreC.11.03 - Convert complex numbers into rectangular form
- MAT.Trig/PreC.11.04 - Convert between polar and rectangular form

Applied (Technical) Math

Prioritized Grade Level Standards

Priority Standard(s)

Standard 1: (Computation) Students will use numbers in a variety of equivalent forms and compute with whole numbers, fractions, decimals, and integers in real world and mathematical solving with no technology

- MAT.AM.1.01 - Students will demonstrate mathematical operations for various types of numbers.

Standard 2: (Ratios and Proportions) Students will use computational techniques appropriate to specific problems. Understanding how to simplify ratios and solve proportions.

- MAT.AM.2.01 - Students will demonstrate operations and graphically displays relating to ratios and proportions.

Standard 3: (Metric Units) Students will use appropriate units and tools to measure to the degree of accuracy required in a particular situation and interpret scales to the degree of accuracy required in a particular situation

- MAT.AM.3.01 - Students will use a variety of tools to measure with precision.

Standard 4: (Measurement) Students will convert measurements within the metric and English systems and between systems

- MAT.AM.4.01 - Students will convert between measurement units.

Standard 5: (Geometry) Students will identify basic 2D geometric figures and apply 2D geometric properties and relationships in real-world and mathematical problem solving

- MAT.AM.5.01 - Students will apply properties of 2D geometric figures.

Supporting Standard(s)

Standard 6: (Geometry) Students will identify basic 3D geometric figures and apply 3D geometric properties and relationships in real-world and mathematical problem solving

- Students will apply properties of 3D geometric figures.

Constructions: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

- Students engage in geometric constructions (examples may include: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.)



ANKENY
COMMUNITY SCHOOL DISTRICT

Department of Academic Services

K-12 Computer Science Curriculum Review

February, 2022

(Board approved - **enter date approved)**

Computer Science Mission Statement

The mission statement was written collaboratively by representatives of Computer Science teachers, Digital Learning Teachers, Instructional Coaches and Administrators. The mission statement is a commitment by teachers across the district ensuring a guaranteed and viable curriculum.

The Computer Science Curriculum will empower all students to persevere in the development of the 21st century skills necessary to create solutions to real world problems that make positive contributions to a diverse society.

Prioritized Grade Level Standards

The Prioritized Grade Level Standards represent the guaranteed and viable curriculum for all students in Ankeny. Prioritized through a collaborative process, the Prioritized Grade Level Standards represent the most critical concepts and skills required to be successful learners in school and beyond high school.

Any Grade Level Standard (Bold and Underlined) are the most critical to student success and, as a result, have been designated as priority standards. Those Grade Level Standards labeled as “supporting” have been designated as agreed upon areas for instruction, but will not be provided the same amount of direct instruction and/or experiences that students will have with the priority standards. The prioritization process allows teachers to target instruction on the skills required for that grade or course. This allows students to focus on only a few grade level standards and dive deeper into the learning.

When prioritizing the Computer Science standards great care was taken to ensure that all students receive access to each of the computer science concepts and subconcepts as well as the standards. Computer Science concepts and subconcepts can be seen below:

Computer Science Concepts				
Computing Systems	Networks & the Internet	Data Analysis	Algorithms & Programming	Impacts of Computing
Subconcepts				
<ul style="list-style-type: none"> ● Devices ● Hardware & Software ● Troubleshooting 	<ul style="list-style-type: none"> ● Network Communication & Organization ● Cybersecurity 	<ul style="list-style-type: none"> ● Storage ● Collection, Visualization, Transformation ● Inference & Models 	<ul style="list-style-type: none"> ● Algorithms ● Variables ● Control ● Modularity ● Program Development 	<ul style="list-style-type: none"> ● Culture ● Social Interactions ● Safety, Law & Ethics

Embedded in the Computer Science Standards are specific practices that students will utilize when engaged in learning the standards. These practices are listed and defined below:

- Practice 1: Fostering an Inclusive Computing Culture
 - Building an inclusive and diverse computing culture requires strategies for incorporating perspectives from people of different genders, ethnicities, and abilities. Incorporating these perspectives involves understanding the personal, ethical, social, economic, and cultural contexts in which people operate. Considering the needs of diverse users during the design process is essential to producing inclusive computational products.
- Practice 2: Collaborating around Computing
 - Collaborative computing is the process of performing a computational task by working in pairs and on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Collaboration requires individuals to navigate and incorporate diverse perspectives, conflicting ideas, disparate skills, and distinct personalities. Students should use collaborative tools to effectively work together and to create complex artifacts.
- Practice 3: Recognizing and Defining Computational Problems
 - The ability to recognize appropriate and worthwhile opportunities to apply computation is a skill that develops over time and is central to computing. Solving a problem with a computational approach requires defining the problem, breaking it down into parts, and evaluating each part to determine whether a computational solution is appropriate.
- Practice 4: Developing and Using Abstractions
 - Abstractions are formed by identifying patterns and extracting common features from specific examples to create generalizations. Using generalized solutions and parts of solutions designed for broad reuse simplifies the development process by managing complexity.
- Practice 5: Creating Computational Artifacts
 - The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps.
- Practice 6: Testing and Refining Computational Artifacts
 - Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students also respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts.
- Practice 7: Communicating about Computing
 - Communication involves personal expression and exchanging ideas with others. In computer science, students communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices. Students write clear comments, document their work, and communicate their ideas through multiple forms of media. Clear communication includes using precise language and carefully considering possible audiences.

Kindergarten

Prioritized Grade Level Standards

Priority Standard(s)

Students will use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). (1A-Computing Systems-02)

Practice(s): Communicating About Computing: 7.2

A computing system is composed of hardware and software. Hardware consists of physical components. Students should be able to identify and describe the function of external hardware, such as desktop computers, laptop computers, tablet devices, monitors, keyboards, mice, and printers.

Supporting Standard(s)

Students will keep login information private, and log off of devices appropriately.

(1A-Impacts of Computing-18) Practice(s): Communicating About Computing: 7.3

People use computing technology in ways that can help or hurt themselves or others. Harmful behaviors, such as sharing private information and leaving public devices logged in should be recognized and avoided.

1st Grade

Prioritized Grade Level Standards

Priority Standard(s)

Students will model the way programs store and manipulate data by using numbers or other symbols to represent information. (1A-Algorithms & Programming-09)

Practice(s): Developing and Using Abstractions: 4.4

Information in the real world can be represented in computer programs. Students could use thumbs up/down as representations of yes/no, use arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words.

Supporting Standard(s)

Students will describe basic hardware and software problems using accurate terminology.

(1A-Computing Systems-03) Practice(s): Testing and Refining Computational Artifacts, Communicating About Computing: 6.2, 7.2

Problems with computing systems have different causes. Students at this level do not need to understand those causes, but they should be able to communicate a problem with accurate terminology (e.g., when an app or program is not working as expected, a device will not turn on, the sound does not work, etc.). Ideally, students would be able to use simple troubleshooting strategies, including turning a device off and on to reboot it, closing and reopening an app, turning on speakers, or plugging in headphones. These are, however, not specified in the standard, because these problems may not occur.

Students will explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access. (1A-Networks and the Internet-04) Practice(s): Communicating About Computing: 7.3

Learning to protect one's device or information from unwanted use by others is an essential first step in learning about cybersecurity. Students are not required to use multiple strong passwords. They should appropriately use and protect the passwords they are required to use.

Students will debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops. (1A-Algorithms & Programming-14) Practice(s): Testing and Refining Computational Artifacts: 6.2

Algorithms or programs may not always work correctly. Students should be able to use various strategies, such as changing the sequence of the steps, following the algorithm in a step-by-step manner, or trial and error to fix problems in algorithms and programs.

Students will use correct terminology, describe steps taken and choices made during the iterative process of program development. (1A-Algorithms & Programming-15) Practice(s): Communicating About Computing: 7.2

At this stage, students should be able to talk or write about the goals and expected outcomes of the programs they create and the choices that they made when creating programs. This could be done using coding journals, discussions with a teacher, class presentations, or blogs.

2nd Grade

Prioritized Grade Level Standards

Priority Standard(s)

Students will develop programs with sequences and simple loops, to express ideas or address a problem. (1A-Algorithms & Programming-10) Practice(s): Creating Computational Artifacts: 5.2

Programming is used as a tool to create products that reflect a wide range of interests. Control structures specify the order in which instructions are executed within a program. Sequences are the order of instructions in a program. For example, if dialogue is not sequenced correctly when programming a simple animated story, the story will not make sense. If the commands to program a robot are not in the correct order, the robot will not complete the task desired. Loops allow for the repetition of a sequence of code multiple times. For example, in a program to show the life cycle of a butterfly, a loop could be combined with move commands to allow continual but controlled movement of the character.

Supporting Standard(s)

Students will select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. (1A-Computing Systems-01) Practice(s): Fostering an Inclusive Computing Culture: 1.1

People use computing devices to perform a variety of tasks accurately and quickly. Students should be able to select the appropriate app/program to use for tasks they are required to complete. For example, if students are asked to draw a picture, they should be able to open and use a drawing app/program to complete this task, or if they are asked to create a presentation, they should be able to open and use presentation software. In addition, with teacher guidance, students should compare and discuss preferences for software with the same primary functionality. Students could compare different web browsers or word processing, presentation, or drawing programs.

Students will store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data. (1A-Data & Analysis -05)

Practice(s): Developing and Using Abstractions: 4.2

All information stored and processed by a computing device is referred to as data. Data can be images, text documents, audio files, software programs or apps, video files, etc. As students use software to complete tasks on a computing device, they will be manipulating data.

Students will develop plans that describe a program's sequence of events, goals, and expected outcomes. (1A-Algorithms & Programming-12)

Practice(s): Creating Computational Artifacts, Communicating About Computing: 5.1, 7.2

Creating a plan for what a program will do clarifies the steps that will be needed to create a program and can be used to check if a program is correct. Students could create a planning document, such as a story map, a storyboard, or a sequential graphic organizer, to illustrate what their program will do. Students at this stage may complete the planning process with help from their teachers.

3rd Grade

Prioritized Grade Level Standards

Priority Standard(s)

Students will determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies. (1B-Computing Systems-03)

Practice(s): Testing and Refining Computational Artifacts: 6.2

Although computing systems may vary, common troubleshooting strategies can be used on all of them. Students should be able to identify solutions to problems such as the device not responding, no power, no network, app crashing, no sound, or password entry not working. Should errors occur at school, the goal would be that students would use various strategies, such as rebooting the device, checking for power, checking network availability, closing and reopening an app, making sure speakers are turned on or headphones are plugged in, and making sure that the caps lock key is not on, to solve these problems, when possible.

Supporting Standard(s)

Students will discuss real-world cybersecurity problems and how personal information can be protected. (1B-Networks & the Internet-05) Practice(s): Recognizing and Defining Computational Problems: 3.1

Just as we protect our personal property online, we also need to protect our devices and the information stored on them. Information can be protected using various security measures. These measures can be physical and/or digital. Students could discuss or use a journaling or blogging activity to explain, orally or in writing, about topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as the necessity of backing up data to guard against loss, how to create strong passwords and the importance of not sharing passwords, or why we should install and keep anti-virus software updated to protect data and systems.

Students will modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. (1B-Algorithms & Programming-12) Practice(s): Creating Computational Artifacts: 5.3

Programs can be broken down into smaller parts, which can be incorporated into new or existing programs. For example, students could modify prewritten code from a single-player game to create a two-player game with slightly different rules, remix and add another scene to an animated story, use code to make a ball bounce from another program in a new basketball game, or modify an image created by another student.

Students will test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended. (1B-Algorithms & Programming-15) Practice(s): Testing and Refining Computational Artifacts: 6.1, 6.2

As students develop programs they should continuously test those programs to see that they do what was expected and fix (debug), any errors. Students should also be able to successfully debug simple errors in programs created by others. Practice(s): Testing and Refining Computational Artifacts: 6.1, 6.2.

4th Grade

Prioritized Grade Level Standards

Priority Standard(s)

Students will use public domain or creative commons media, and refrain from copying or using material created by others without permission. (1B-Impacts of Computing-21) Practice(s): Communicating About Computing: 7.3

Ethical complications arise from the opportunities provided by computing. The ease of sending and receiving copies of media on the Internet, such as video, photos, and music, creates the opportunity for unauthorized use, such as online piracy, and disregard of copyrights. Students should consider the licenses on computational artifacts that they wish to use. For example, the license on a downloaded image or audio file may have restrictions that prohibit modification, require attribution, or prohibit use entirely.

Supporting Standard(s)

Students will model how computer hardware and software work together as a system to accomplish tasks. (1B-Computing Systems-02) Practice(s): Developing and Using Abstractions: 4.4

In order for a person to accomplish tasks with a computer, both hardware and software are needed. At this stage, a model should only include the basic elements of a computer system, such as input, output, processor, sensors, and storage. Students could draw a model on paper or in a drawing program, program an animation to demonstrate it, or demonstrate it by acting this out in some way.

Students will create programs that include sequences, events, loops, and conditionals. (1B-Algorithms & Programming-10) Practice(s): Creating Computational Artifacts: 5.2

Control structures specify the order (sequence) in which instructions are executed within a program and can be combined to support the creation of more complex programs. Events allow portions of a program to run based on a specific action. For example, students could write a program to explain the water cycle and when a specific component is clicked (event), the program would show information about that part of the water cycle. Conditionals allow for the execution of a portion of code in a program when a certain condition is true. For example, students could write a math game that asks multiplication fact questions and then uses a conditional to check whether or not the answer that was entered is correct. Loops allow for the repetition of a sequence of code multiple times. For example, in a program that produces an animation about a famous historical character, students could use a loop to have the character walk across the screen as they introduce themselves.

Students will observe intellectual property rights and give appropriate attribution when creating or remixing programs. (1B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts, Communicating About Computing: 5.2, 7.3

Intellectual property rights can vary by country but copyright laws give the creator of a work a set of rights that prevents others from copying the work and using it in ways that they may not like. Students should identify instances of remixing, when ideas are borrowed and iterated upon, and credit the original creator. Students should also consider common licenses that place limitations or restrictions on the use of computational artifacts, such as images and music downloaded from the Internet. At this stage, attribution should be written in the format required by the teacher and should always be included on any programs shared online.

Students will take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development. (1B-Algorithms & Programming-16) Practice(s): Collaborating Around Computing: 2.2

Collaborative computing is the process of performing a computational task by working in pairs or on teams. Because it involves asking for the contributions and feedback of others, effective collaboration can lead to better outcomes than working independently. Students should take turns in different roles during program development, such as note taker, facilitator, program tester, or “driver” of the computer.

5th Grade

Prioritized Grade Level Standards

Priority Standard(s)

Students will describe choices made during program development using code comments, presentations, and demonstrations. (1B-Impacts of Computing-17) Practice(s): Communicating About Computing: 7.2

People communicate about their code to help others understand and use their programs. Another purpose of communicating one's design choices is to show an understanding of one's work. These explanations could manifest themselves as in-line code comments for collaborators and assessors, or as part of a summative presentation, such as a code walk-through or coding journal.

Supporting Standard(s)

Students will describe how internal and external parts of computing devices function to form a system. (1B-Computing Systems-01) Practice(s): Communicating About Computing: 7.2

Computing devices often depend on other devices or components. For example, a robot depends on a physically attached light sensor to detect changes in brightness, whereas the light sensor depends on the robot for power. Keyboard input or a mouse click could cause an action to happen or information to be displayed on a screen; this could only happen because the computer has a processor to evaluate what is happening externally and produce corresponding responses. Students should describe how devices and components interact using correct terminology.

Students will model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination. (1B-Networking and the Internet-04) Practice(s): Developing and Using Abstractions: 4.4

Information is sent and received over physical or wireless paths. It is broken down into smaller pieces called packets, which are sent independently and reassembled at the destination. Students should demonstrate their understanding of this flow of information by, for instance, drawing a model of the way packets are transmitted, programming an animation to show how packets are transmitted, or demonstrating this through an unplugged activity which has them act it out in some way.

Students will create programs that use variables to store and modify data. Variables are used to store and modify data. (1B-Algorithms & Programming-09) Practice(s): Creating Computational Artifacts: 5.2

At this level, understanding how to use variables is sufficient. For example, students may use mathematical operations to add to the score of a game or subtract from the number of lives available in a game. The use of a variable as a countdown timer is another example.

Students will use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. (1B-Algorithms & Programming-13) Practice(s): Fostering an Inclusive Computing Culture, Creating Computational Artifacts: 1.1, 5.1

Planning is an important part of the iterative process of program development. Students outline key features, time and resource constraints, and user expectations. Students should document the plan as, for example, a storyboard, flowchart, pseudocode, or story map.

Students will seek diverse perspectives for the purpose of improving computational artifacts. (1B-Impacts of Computing-13) Practice(s): Fostering an Inclusive Computing Culture: 1.1

Computing provides the possibility for collaboration and sharing of ideas and allows the benefit of diverse perspectives. For example, students could seek feedback from other groups in their class or students at another grade level. Or, with guidance from their teacher, they could use video conferencing tools or other online collaborative spaces, such as blogs, wikis, forums, or website comments, to gather feedback from individuals and groups about programming projects.

6th Grade

Prioritized Grade Level Standards

Priority Standard(s)

No standards have been currently selected as priority and are not required for this grade level.

7th Grade

Prioritized Grade Level Standards

Priority Standard(s)

Students will recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices. (2-Computing Systems-01) Practice(s): Recognizing and Defining Computational Problems: 3.3

The study of human–computer interaction (HCI) can improve the design of devices, including both

hardware and software. Students should make recommendations for existing devices (e.g., a laptop, phone, or tablet) or design their own components or interface (e.g., create their own controllers). Teachers can guide students to consider usability through several lenses, including accessibility, ergonomics, and learnability. For example, assistive devices provide capabilities such as scanning written information and converting it to speech.

Students will design projects that combine hardware and software components to collect and exchange data. (2-Computing Systems-02) Practice(s): Creating Computational Artifacts: 5.1

Collecting and exchanging data involves input, output, storage, and processing. When possible, students should select the hardware and software components for their project designs by considering factors such as functionality, cost, size, speed, accessibility, and aesthetics. For example, components for a mobile app could include accelerometer, GPS, and speech recognition. The choice of a device that connects wirelessly through a Bluetooth connection versus a physical USB connection involves a tradeoff between mobility and the need for an additional power source for the wireless device

Students will systematically identify and fix problems with computing devices and their components. (2-Computing Systems-03) Practice(s): Testing and Refining Computational Artifacts: 6.2

Since a computing device may interact with interconnected devices within a system, problems may not be due to the specific computing device itself but to devices connected to it. Just as pilots use checklists to troubleshoot problems with aircraft systems, students should use a similar, structured process to troubleshoot problems with computing systems and ensure that potential solutions are not overlooked. Examples of troubleshooting strategies include following a troubleshooting flow diagram, making changes to software to see if hardware will work, checking connections and settings, and swapping in working components.

Students will create clearly named variables that represent different data types and perform operations on their values. (2-Algorithms & Programming-11) Practice(s): Creating Computational Artifacts: 5.1, 5.2

A variable is like a container with a name, in which the contents may change, but the name (identifier) does not. When planning and developing programs, students should decide when and how to declare and name new variables. Students should use naming conventions to improve program readability. Examples of operations include adding points to the score, combining user input with words to make a sentence, changing the size of a picture, or adding a name to a list of people.

Students will design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. (2-Algorithms & Programming-12) Practice(s): Creating Computational Artifacts: 5.1, 5.2 (2-Algorithms & Programming-11)

Control structures can be combined in many ways. Nested loops are loops placed within loops. Compound conditionals combine two or more conditions in a logical relationship (e.g., using AND, OR, and NOT), and nesting conditionals within one another allows the result of one conditional to lead to another. For example, when programming an interactive story, students could use a compound conditional within a loop to unlock a door only if a character has a key AND is touching the door.

Supporting Standard(s)

Students will model the role of protocols in transmitting data across networks and the Internet. (2-Networks & the Internet-04) Practice(s): Developing and Using Abstractions: 4.4

Protocols are rules that define how messages between computers are sent. They determine how quickly and securely information is transmitted across networks and the Internet, as well as how to handle errors in transmission. Students should model how data is sent using protocols to choose the fastest path, to deal with missing information, and to deliver sensitive data securely. For example, students could devise a plan for resending lost information or for interpreting a picture that has missing pieces. The priority at this grade level is understanding the purpose of protocols and how they enable secure and errorless communication. Knowledge of the details of how specific protocols work is not expected.

Students will explain how physical and digital security measures protect electronic information. (2-Networks & the Internet-05) Practice(s): Communicating About Computing: 7.2

Information that is stored online is vulnerable to unwanted access. Examples of physical security measures to protect data include keeping passwords hidden, locking doors, making backup copies on external storage devices, and erasing a storage device before it is reused. Examples of digital security measures include secure router admin passwords, firewalls that limit access to private networks, and the use of a protocol such as HTTPS to ensure secure data transmission.

Students will apply multiple methods of encryption to model the secure transmission of information. (2-Networks & the Internet-06) Practice(s): Developing and Using Abstractions: 4.4

Encryption can be as simple as letter substitution or as complicated as modern methods used to secure networks and the Internet. Students should encode and decode messages using a variety of encryption methods, and they should understand the different levels of complexity used to hide or secure information. For example, students could secure messages using methods such as Caesar cyphers or steganography (i.e., hiding messages inside a picture or other data). They can also model more complicated methods, such as public key encryption, through unplugged activities.

Students will represent data using multiple encoding schemes. (2-Data & Analysis-07) Practice(s): Developing and Using Abstractions: 4.0

Data representations occur at multiple levels of abstraction, from the physical storage of bits to the arrangement of information into organized formats (e.g., tables). Students should represent the same data in multiple ways. For example, students could represent the same color using binary, RGB values, hex codes (low-level representations), as well as forms understandable by people, including words, symbols, and digital displays of the color (high-level representations).

Students will collect data using computational tools and transform the data to make it more useful and reliable. (2-Data & Analysis-08) Practice(s): Testing and Refining Computational Artifacts: 6.3

As students continue to build on their ability to organize and present data visually to support a claim, they will need to understand when and how to transform data for this purpose. Students should transform data to remove errors, highlight or expose relationships, and/or make it easier for computers to process. The cleaning of data is an important transformation for ensuring consistent format and reducing noise and errors (e.g., removing irrelevant responses in a survey). An example of a transformation that highlights a relationship is representing males and females as percentages of a whole instead of as individual counts.

Students will refine computational models based on the data they have generated. (2-Data & Analysis-09) Practice(s): Creating Computational Artifacts, Developing and Using Abstractions: 5.3, 4.4

A model may be a programmed simulation of events or a representation of how various data is related. In order to refine a model, students need to consider which data points are relevant, how data points relate to each other, and if the data is accurate. For example, students may make a prediction about how far a ball will travel based on a table of data related to the height and angle of a track. The students could then test and refine their model by comparing predicted versus actual results and considering whether other factors are relevant (e.g., size and mass of the ball). Additionally, students could refine game mechanics based on test outcomes in order to make the game more balanced or fair.

Students use flowcharts and/or pseudocode to address complex problems as algorithms. (2-Algorithms & Programming-10) Practice(s): Developing and Using Abstractions: 4.4, 4.1

Complex problems are problems that would be difficult for students to solve computationally. Students should use pseudocode and/or flowcharts to organize and sequence an algorithm that addresses a complex problem, even though they may not actually program the solutions. For example, students might express an algorithm that produces a recommendation for purchasing sneakers based on inputs such as size, colors, brand, comfort, and cost. Testing the algorithm with a wide range of inputs and users allows students to refine their recommendation algorithm and to identify other inputs they may have initially excluded.

Students will decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs. (2-Algorithms & Programming-13) Practice(s): Recognizing and Defining Computational Problems: 3.2

Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.

Students will create procedures with parameters to organize code and make it easier to reuse. (2-Algorithms & Programming-14) Practice(s): Developing and Using Abstractions: 4.1, 4.3

Students should create procedures and/or functions that are used multiple times within a program to repeat groups of instructions. These procedures can be generalized by defining parameters that create different outputs for a wide range of inputs. For example, a procedure to draw a circle involves many instructions, but all of them can be invoked with one instruction, such as “draw Circle.” By adding a radius parameter, the user can easily draw circles of different sizes.

Students will seek and incorporate feedback from team members and users to refine a solution that meets user needs. (2-Algorithms & Programming-15) Practice(s): Collaborating Around Computing, Fostering an Inclusive Computing Culture: 2.3, 1.1

Development teams that employ user-centered design create solutions (e.g., programs and devices) that can have a large societal impact, such as an app that allows people with speech difficulties to translate hard-to-understand pronunciation into understandable language. Students should begin to seek diverse perspectives throughout the design process to improve their computational artifacts. Considerations of the end-user may include usability, accessibility, age-appropriate content, respectful language, user perspective, pronoun use, color contrast, and ease of use.

Students will incorporate existing code, media, and libraries into original programs, and give attribution. (2-Algorithms & Programming-16) Practice(s): Developing and Using Abstractions, Creating Computational Artifacts, Communicating About Computing: 4.2, 5.2, 7.3

Building on the work of others enables students to produce more interesting and powerful creations. Students should use portions of code, algorithms, and/or digital media in their own programs and websites. At this level, they may also import libraries and connect to web application program interfaces (APIs). For example, when creating a side-scrolling game, students may incorporate portions of code that create a realistic jump movement from another person's game, and they may also import Creative Commons-licensed images to use in the background. Students should give attribution to the original creators to acknowledge their contributions.

Students will systematically test and refine programs using a range of test cases. (2-Algorithms & Programming-17) Practice(s): Testing and Refining Computational Artifacts: 6.1

Use cases and test cases are created and analyzed to better meet the needs of users and to evaluate whether programs function as intended. At this level, testing should become a deliberate process that is more iterative, systematic, and proactive than at lower levels. Students should begin to test programs by considering potential errors, such as what will happen if a user enters invalid input (e.g., negative numbers and 0 instead of positive numbers).

Students will distribute tasks and maintain a project timeline when collaboratively developing computational artifacts. (2-Algorithms & Programming-18) Practice(s): Collaborating Around Computing: 2.2

Collaboration is a common and crucial practice in programming development. Often, many individuals and groups work on the interdependent parts of a project together. Students should assume predefined roles within their teams and manage the project workflow using structured timelines. With teacher guidance, they will begin to create collective goals, expectations, and equitable workloads. For example, students may divide the design stage of a game into planning the storyboard, flowchart, and different parts of the game mechanics. They can then distribute tasks and roles among members of the team and assign deadlines.

Students will document programs in order to make them easier to follow, test, and debug. (2-Algorithms & Programming-19) Practice(s): Communicating About Computing: 7.2

Documentation allows creators and others to more easily use and understand a program. Students should provide documentation for end users that explains their artifacts and how they function. For example, students could provide a project overview and clear user instructions. They should also incorporate comments in their product and communicate their process using design documents, flowcharts, and presentations.

Students will compare tradeoffs associated with computing technologies that affect people's everyday activities and career options. (2-Impacts of Computing-20) Practice(s): Communicating About Computing: 7.2

Advancements in computer technology are neither wholly positive nor negative. However, the ways that people use computing technologies have tradeoffs. Students should consider current events related to broad ideas, including privacy, communication, and automation. For example, driverless cars can increase convenience and reduce accidents, but they are also susceptible to hacking. The emerging industry will reduce the number of taxi and shared-ride drivers, but will create more software engineering and cybersecurity jobs.

Students will discuss issues of bias and accessibility in the design of existing technologies. (2-Impacts of Computing-21) Practice(s): Fostering an Inclusive Computing Culture: 1.2

Students should test and discuss the usability of various technology tools (e.g., apps, games, and devices) with the teacher's guidance. For example, facial recognition software that works better for lighter skin tones was likely developed with a homogeneous testing group and could be improved by sampling a more diverse population. When discussing accessibility, students may notice that allowing a user to change font sizes and colors will not only make an interface usable for people with low vision but also benefits users in various situations, such as in bright daylight or a dark room.

Students will collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact. (2-Impacts of Computing-22) Practice(s): Collaborating Around Computing, Creating Computational Artifacts: 2.4, 5.2

Crowdsourcing is gathering services, ideas, or content from a large group of people, especially from the online community. It can be done at the local level (e.g., classroom or school) or global level (e.g., age appropriate online communities, like Scratch and Minecraft). For example, a group of students could combine animations to create a digital community mosaic. They could also solicit feedback from many people through use of online communities and electronic surveys.

Students will describe tradeoffs between allowing information to be public and keeping information private and secure. (2-Impacts of Computing-23) Practice(s): Communicating About Computing: 7.2

Sharing information online can help establish, maintain, and strengthen connections between people. For example, it allows artists and designers to display their talents and reach a broad audience. However, security attacks often start with personal information that is publicly available online. Social engineering is based on tricking people into revealing sensitive information and can be thwarted by being wary of attacks, such as phishing and spoofing.

9th/10th Programming

Prioritized Grade Level Standards

Priority Standard(s)

Students will explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects. (3A-Computing Systems-01) Practice(s):

Developing and Using Abstractions: 4.1

Computing devices are often integrated with other systems, including biological, mechanical, and social systems. A medical device can be embedded inside a person to monitor and regulate his or her health, a hearing aid (a type of assistive device) can filter out certain frequencies and magnify others, a monitoring device installed in a motor vehicle can track a person's driving patterns and habits, and a facial recognition device can be integrated into a security system to identify a person. The creation of integrated or embedded systems is not an expectation at this level. Students might select an embedded device such as a car stereo, identify the types of data (radio station presets, volume level) and procedures (increase volume, store/recall saved station, mute) it includes, and explain how the implementation details are hidden from the user.

Students will evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing. (3A-Networking & The Internet-04)

Practice(s): Developing and Using Abstractions: 4.1

Each device is assigned an address that uniquely identifies it on the network. Routers function by comparing IP addresses to determine the pathways packets should take to reach their destination. Switches function by comparing MAC addresses to determine which computers or network segments will receive frames. Students could use online network simulators to experiment with these factors.

Students will translate between different bit representations of real world phenomena, such as characters, numbers, and images. (3A-Data & Analysis-09) Practice(s): Developing and Using

Abstractions: 4.1

For example, convert hexadecimal color codes to decimal percentages, ASCII/Unicode representation, and logic gates.

Students will use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (3A-Algorithms & Programming-14) Practice(s): Developing and

Using Abstractions: 4.1

Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.

Students will justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made. (3A-Algorithms & Programming-15) Practice(s): Recognizing and Defining Computational Problems: 5.2

Implementation includes the choice of programming language, which affects the time and effort required to create a program. Readability refers to how clear the program is to other programmers and can be improved through documentation. The discussion of performance is limited to a theoretical understanding of execution time and storage requirements; a quantitative analysis is not expected. Control structures at this level may include conditional statements, loops, event handlers, and recursion. For example, students might compare the readability and program performance of iterative and recursive implementations of procedures that calculate the Fibonacci sequence.

Students will decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. (3A-Algorithms & Programming-17) Practice(s): Developing and Using Abstractions: 3.2

At this level, students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).

Students will create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. (3A-Algorithms & Programming-18) Practice(s): Creating Computational Artifacts: 5.2

Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks. The focus at this level is understanding a program as a system with relationships between modules. The choice of implementation, such as programming language or paradigm, may vary. Students could incorporate computer vision libraries to increase the capabilities of a robot or leverage open source JavaScript libraries to expand the functionality of a web application.

Students will evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. (3A-Impacts of Computing-24) Practice(s): Fostering an Inclusive Computing Culture: 1.2

Computing may improve, harm, or maintain practices. Equity deficits, such as minimal exposure to computing, access to education, and training opportunities, are related to larger, systemic problems in society. Students should be able to evaluate the accessibility of a product to a broad group of end users, such as people who lack access to broadband or who have various disabilities. Students should also begin to identify potential bias during the design process to maximize accessibility in product design.

Supporting Standard(s)

Students will compare levels of abstraction and interactions between application software, system software, and hardware layers. (3A-Computing Systems-02) Practice(s): Developing and Using Abstractions: 4.1

At its most basic level, a computer is composed of physical hardware and electrical impulses. Multiple layers of software are built upon the hardware and interact with the layers above and below them to reduce complexity. System software manages a computing device's resources so that software can interact with hardware. For example, text editing software interacts with the operating system to receive input from the keyboard, convert the input to bits for storage, and interpret the bits as readable text to display on the monitor. System software is used on many different types of devices, such as smart TVs, assistive devices, virtual components, cloud components, and drones. For example, students may explore the progression from voltage to binary signal to logic gates to adders and so on. Knowledge of specific, advanced terms for computer architecture, such as BIOS, kernel, or bus, is not expected at this level.

Students will develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. (3A-Computing Systems-03) Practice(s): Testing and Refining Computational Artifacts: 6.2

Troubleshooting complex problems involves the use of multiple sources when researching, evaluating, and implementing potential solutions. Troubleshooting also relies on experience, such as when people recognize that a problem is similar to one they have seen before or adapt solutions that have worked in the past. Examples of complex troubleshooting strategies include resolving connectivity problems, adjusting system configurations and settings, ensuring hardware and software compatibility, and transferring data from one device to another. Students could create a flow chart, a job aid for a help desk employee, or an expert system.

Students will create interactive data visualizations using software tools to help others better understand real-world phenomena. (3A-Data & Analysis-11) Practice(s): Developing and Using Abstractions: 4.4

People transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. Examples include visualization, aggregation, rearrangement, and application of mathematical operations. People use software tools or programming to create powerful, interactive data visualizations and perform a range of mathematical operations to transform and analyze data. Students should model phenomena as systems, with rules governing the interactions within the system and evaluate these models against real-world observations. For example, flocking behaviors, queueing, or life cycles. Google Fusion Tables can provide access to data visualization online.

Students will demonstrate ways a given algorithm applies to problems across disciplines. (3A-Impacts of Computing-26) Practice(s): Recognizing and Defining Computational Problems: 3.1

Computation can share features with disciplines such as art and music by algorithmically translating human intention into an artifact. Students should be able to identify real-world problems that span multiple disciplines, such as increasing bike safety with new helmet technology, and that can be solved computationally.

11th/12th Programming

Prioritized Grade Level Standards

Priority Standard(s)

Students will use data analysis tools and techniques to identify patterns in data representing complex systems. (3B-Data & Analysis-05) Practice(s): Developing and Using Abstractions: 4.1

For example, identify trends in a dataset representing social media interactions, movie reviews, or shopping patterns.

Students will select data collection tools and techniques to generate data sets that support a claim or communicate information. (3B-Data & Analysis-06) Practice(s): Communicating About Computing: 7.2

Students will use and adapt classic algorithms to solve computational problems. (3B-Algorithms & Programming-10) Practice(s): Developing and Using Abstractions: 4.2

Examples could include sorting and searching.

Students will compare and contrast fundamental data structures and their uses. (3B-Algorithms & Programming-12) Practice(s): Developing and Using Abstractions: 4.2

Examples could include strings, lists, arrays, stacks, and queues.

Students will illustrate the flow of execution of a recursive algorithm. (3B-Algorithms & Programming-13) Practice(s): Recognizing and Defining Computational Problems: 3.2

Students will construct solutions to problems using student-created components, such as procedures, modules and/or objects. (3B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 5.2

Object-oriented programming is optional at this level. Problems can be assigned or student-selected.

Students will demonstrate code reuse by creating programming solutions using libraries and APIs. (3B-Algorithms & Programming-16) Practice(s): Creating Computational Artifacts: 5.3

Libraries and APIs can be student-created or common graphics libraries or maps APIs, for example.

Students will explain security issues that might lead to compromised computer programs. (3B-Algorithms & Programming-18) Practice(s): Communicating About Computing: 7.2

For example, common issues include lack of bounds checking, poor input validation, and circular references.

Students will modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality). (3B-Algorithms & Programming-22) Practice(s): Creating Computational Artifacts: 5.3

For instance, changes made to a method or function signature could break invocations of that method elsewhere in a system.

Students will evaluate key qualities of a program through a process such as a code review. (3B-Algorithms & Programming-23) Practice(s): Testing and Refining Computational Artifacts: 6.3

Examples of qualities could include correctness, usability, readability, efficiency, portability and scalability.

Supporting Standard(s)

Students will describe how artificial intelligence drives many software and physical systems. (3B-Algorithms & Programming-08) Practice(s): Communicating About Computing: 7.2

Examples include digital ad delivery, self-driving cars, and credit card fraud detection.

Students will implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem. (3B-Algorithms & Programming-09) Practice(s): Creating Computational Artifacts: 5.3

Games do not have to be complex. Simple guessing games, Tic-Tac-Toe, or simple robot commands will be sufficient

Students will evaluate algorithms in terms of their efficiency, correctness, and clarity. (3B-Algorithms & Programming-11) Practice(s): Developing and Using Abstractions: 4.2

Students will plan and develop programs for broad audiences using a software life cycle process. (3B-Algorithms & Programming-17) Practice(s): Creating Computational Artifacts: 5.1

Game Design I

Prioritized Grade Level Standards

Priority Standard(s)

Students will justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made. (3A-Algorithms & Programming-15) Practice(s): Recognizing and Defining Computational Problems: 5.2

Implementation includes the choice of programming language, which affects the time and effort required to create a program. Readability refers to how clear the program is to other programmers and can be improved through documentation. The discussion of performance is limited to a theoretical understanding of execution time and storage requirements; a quantitative analysis is not expected. Control structures at this level may include conditional statements, loops, event handlers, and recursion. For example, students might compare the readability and program performance of iterative and recursive implementations of procedures that calculate the Fibonacci sequence.

Students will construct solutions to problems using student-created components, such as procedures, modules and/or objects. (3B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 5.2

Object-oriented programming is optional at this level. Problems can be assigned or student-selected.

Students will demonstrate code reuse by creating programming solutions using libraries and APIs. (3B-Algorithms & Programming-16) Practice(s): Creating Computational Artifacts: 5.3

Libraries and APIs can be student-created or common graphics libraries or maps APIs, for example.

Students will evaluate key qualities of a program through a process such as a code review. (3B-Algorithms & Programming-23) Practice(s): Testing and Refining Computational Artifacts: 6.3

Examples of features include blocks versus text, indentation versus curly braces, and high-level versus low-level.

Game Design II

Prioritized Grade Level Standards

Priority Standard(s)

Students will use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (3A-Algorithms & Programming-14) Practice(s): Developing and Using Abstractions: 4.1

Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.

Students will decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. (3A-Algorithms & Programming-17) Practice(s): Developing and Using Abstractions: 3.2

At this level, students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).

Students will create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. (3A-Algorithms & Programming-18) Practice(s): Creating Computational Artifacts: 5.2

Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks. The focus at this level is understanding a program as a system with relationships between modules. The choice of implementation, such as programming language or paradigm, may vary. Students could incorporate computer vision libraries to increase the capabilities of a robot or leverage open source JavaScript libraries to expand the functionality of a web application.

Students will construct solutions to problems using student-created components, such as procedures, modules and/or objects. (3B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 5.2

Object-oriented programming is optional at this level. Problems can be assigned or student-selected.

Students will modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality). (3B-Algorithms & Programming-22) Practice(s): Creating Computational Artifacts: 5.3

For instance, changes made to a method or function signature could break invocations of that method elsewhere in a system.

AP Computer Science Principles

Prioritized Grade Level Standards

Priority Standard(s)

Students will explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects. (3A-Computing Systems-01) Practice(s): Developing and Using Abstractions: 4.1

Computing devices are often integrated with other systems, including biological, mechanical, and social systems. A medical device can be embedded inside a person to monitor and regulate his or her health, a hearing aid (a type of assistive device) can filter out certain frequencies and magnify others, a monitoring device installed in a motor vehicle can track a person's driving patterns and habits, and a facial recognition device can be integrated into a security system to identify a person. The creation of integrated or embedded systems is not an expectation at this level. Students might select an embedded device such as a car stereo, identify the types of data (radio station presets, volume level) and procedures (increase volume, store/recall saved station, mute) it includes, and explain how the implementation details are hidden from the user.

Students will translate between different bit representations of real-world phenomena, such as characters, numbers, and images. (3A-Data & Analysis-09) Practice(s): Developing and Using Abstractions: 4.1

For example, convert hexadecimal color codes to decimal percentages, ASCII/Unicode representation, and logic gates

Students will use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (3A-Algorithms & Programming-14) Practice(s): Developing and Using Abstractions: 4.1

Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.

Students will justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made. (3A-Algorithms & Programming-15) Practice(s): Recognizing and Defining Computational Problems: 5.2

Implementation includes the choice of programming language, which affects the time and effort required to create a program. Readability refers to how clear the program is to other programmers and can be improved through documentation. The discussion of performance is limited to a theoretical understanding of execution time and storage requirements; a quantitative analysis is not expected. Control structures at this level may include conditional statements, loops, event handlers, and recursion. For example, students might compare the readability and program performance of iterative and recursive implementations of procedures that calculate the Fibonacci sequence.

Students will decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. (3A-Algorithms & Programming-17) Practice(s): Developing and Using Abstractions: 3.2

At this level, students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).

Students will create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. (3A-Algorithms & Programming-18) Practice(s): Creating Computational Artifacts: 5.2

Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts. Examples of computational artifacts include programs, simulations, visualizations, digital animations, robotic systems, and apps. Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks. The focus at this level is understanding a program as a system with relationships between modules. The choice of implementation, such as programming language or paradigm, may vary. Students could incorporate computer vision libraries to increase the capabilities of a robot or leverage open source JavaScript libraries to expand the functionality of a web application.

Students will evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. (3A-Impacts of Computing-24) Practice(s): Fostering an Inclusive Computing Culture: 1.2

Computing may improve, harm, or maintain practices. Equity deficits, such as minimal exposure to computing, access to education, and training opportunities, are related to larger, systemic problems in society. Students should be able to evaluate the accessibility of a product to a broad group of end users, such as people who lack access to broadband or who have various disabilities. Students should also begin to identify potential bias during the design process to maximize accessibility in product design.

Students will use data analysis tools and techniques to identify patterns in data representing complex systems. (3B-Data & Analysis-05) Practice(s): Developing and Using Abstractions: 4.1

For example, identify trends in a dataset representing social media interactions, movie reviews, or shopping patterns.

Students will select data collection tools and techniques to generate data sets that support a claim or communicate information. (3B-Data & Analysis-06) Practice(s): Communicating About Computing: 7.2

Students will construct solutions to problems using student-created components, such as procedures, modules and/or objects. (3B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 5.2

Object-oriented programming is optional at this level. Problems can be assigned or student-selected.

AP Computer Science A

Prioritized Grade Level Standards

Priority Standard(s)

Students will use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (3A-Algorithms & Programming-14) Practice(s): Developing and Using Abstractions: 4.1

Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.

Students will decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. (3A-Algorithms & Programming-17) Practice(s): Developing and Using Abstractions: 3.2

At this level, students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).

Students will use and adapt classic algorithms to solve computational problems. (3B-Algorithms & Programming-10) Practice(s): Developing and Using Abstractions: 4.2

Examples could include sorting and searching.

Students will compare and contrast fundamental data structures and their uses. (3B-Algorithms & Programming-12) Practice(s): Developing and Using Abstractions: 4.2

Examples could include strings, lists, arrays, stacks, and queues.

Students will illustrate the flow of execution of a recursive algorithm. (3B-Algorithms & Programming-13) Practice(s): Recognizing and Defining Computational Problems: 3.2

Students will construct solutions to problems using student-created components, such as procedures, modules and/or objects. (3B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 5.2

Object-oriented programming is optional at this level. Problems can be assigned or student-selected.

Students will demonstrate code reuse by creating programming solutions using libraries and APIs. (3B-Algorithms & Programming-16) Practice(s): Creating Computational Artifacts: 5.2

Libraries and APIs can be student-created or common graphics libraries or maps APIs, for example.

Students will explain security issues that might lead to compromised computer programs. (3B-Algorithms & Programming-18) Practice(s): Communicating About Computing: 7.2

For example, common issues include lack of bounds checking, poor input validation, and circular references.

Students will modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality). (3B-Algorithms & Programming-22) Practice(s): Creating Computational Artifacts: 5.3

For instance, changes made to a method or function signature could break invocations of that method elsewhere in a system.

Students will evaluate key qualities of a program through a process such as a code review. (3B-Algorithms & Programming-23) Practice(s): Testing and Refining Computational Artifacts: 6.3

Examples of qualities could include correctness, usability, readability, efficiency, portability and scalability.

Web Design

Prioritized Grade Level Standards

Priority Standard(s)

Students will create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests. (3A-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 4.1

A prototype is a computational artifact that demonstrates the core functionality of a product or process. Prototypes are useful for getting early feedback in the design process, and can yield insight into the feasibility of a product. The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Students should develop artifacts in response to a task or a computational problem that demonstrate the performance, reusability, and ease of implementation of an algorithm.

Students will design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue by using events to initiate instructions. (3A-Algorithms & Programming-16) Practice(s): Creating Computational Artifacts: 5.2

In this context, relevant computational artifacts include programs, mobile apps, or web apps. Events can be user-initiated, such as a button press, or system-initiated, such as a timer firing. At previous levels, students have learned to create and call procedures. Here, students design procedures that are called by events. Students might create a mobile app that updates a list of nearby points of interest when the device detects that its location has been changed.

Students will systematically design and develop programs for broad audiences by incorporating feedback from users. (3A-Algorithms & Programming-19) Practice(s): Creating Computational Artifacts: 5.1

Examples of programs could include games, utilities, and mobile applications. Students at lower levels collect feedback and revise programs. At this level, students should do so through a systematic process that includes feedback from broad audiences. Students might create a user satisfaction survey and brainstorm distribution methods that could yield feedback from a diverse audience, documenting the process they took to incorporate selected feedback in product revisions.

Students will evaluate and refine computational artifacts to make them more usable and accessible. (3A-Algorithms & Programming-21) Practice(s): Testing and Refining Computational Artifacts: 6.3

Testing and refinement is the deliberate and iterative process of improving a computational artifact. This process includes debugging (identifying and fixing errors) and comparing actual outcomes to intended outcomes. Students should respond to the changing needs and expectations of end users and improve the performance, reliability, usability, and accessibility of artifacts. For example, students could incorporate feedback from a variety of end users to help guide the size and placement of menus and buttons in a user interface.

Students will design and develop computational artifacts working in team roles using collaborative tools. (3A-Algorithms & Programming-22) Practice(s): Collaborating Around Computing: 2.4

Collaborative tools could be as complex as source code version control system or as simple as a collaborative word processor. Team roles in pair programming are driver and navigator but could be more specialized in larger teams. As programs grow more complex, the choice of resources that aid program development becomes increasingly important and should be made by the students. Students might work as a team to develop a mobile application that addresses a problem relevant to the school or community, selecting appropriate tools to establish and manage the project timeline; design, share, and revise graphical user interface elements; and track planned, in-progress, and completed components.

Students will evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. (3A-Impacts of Computing-24) Practice(s): Fostering an Inclusive Computing Culture: 1.2

Computing may improve, harm, or maintain practices. Equity deficits, such as minimal exposure to computing, access to education, and training opportunities, are related to larger, systemic problems in society. Students should be able to evaluate the accessibility of a product to a broad group of end users, such as people who lack access to broadband or who have various disabilities. Students should also begin to identify potential bias during the design process to maximize accessibility in product design.

Students will use HTML to structure web pages. (ANK Web.Des-3A-AP-01)

Students will use CSS to style web pages. (ANK Web.Des-3A-AP-02)

Students will use advanced concepts of HTML and CSS to create a webpage.
(ANK Web.Des-3A-AP-03)

Students will develop and use a series of test cases to verify that a program performs according to its design specifications. (3B-Algorithms & Programming-21) Practice(s): Testing and Refining Computational Artifacts: 6.1

At this level, students are expected to select their own test cases.

Students will evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society. (3B-Impacts of Computing-26) Practice(s): Fostering an Inclusive Computing Culture: 1.2

Web Development

Prioritized Grade Level Standards

Priority Standard(s)

Students will evaluate the tradeoffs in how data elements are organized and where data is stored. (3A-Data & Analysis-10) Practice(s): Recognizing and Defining Computational Problems: 3.3

People make choices about how data elements are organized and where data is stored. These choices affect cost, speed, reliability, accessibility, privacy, and integrity. Students should evaluate whether a chosen solution is most appropriate for a particular problem. Students might consider the cost, speed, reliability, accessibility, privacy, and integrity tradeoffs between storing photo data on a mobile device versus in the cloud.

Students will create interactive data visualizations using software tools to help others better understand real world phenomena. (3A-Data & Analysis-11) Practice(s): Developing and Using Abstractions: 4.4

People transform, generalize, simplify, and present large data sets in different ways to influence how other people interpret and understand the underlying information. Examples include visualization, aggregation, rearrangement, and application of mathematical operations. People use software tools or programming to create powerful, interactive data visualizations and perform a range of mathematical operations to transform and analyze data. Students should model phenomena as systems, with rules governing the interactions within the system and evaluate these models against real-world observations. For example,

flocking behaviors, queueing, or life cycles. Google Fusion Tables can provide access to data visualization online.

Students will document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. (3A-Algorithms & Programming-23)
Practice(s): Communicating About Computing: 7.2

Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. These modules can be procedures within a program; combinations of data and procedures; or independent, but interrelated, programs. The development of complex programs is aided by resources such as libraries and tools to edit and manage parts of the program.

Students will explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users. (3A-Impacts of Computing-29)
Practice(s): Communicating About Computing: 7.2

Data can be collected and aggregated across millions of people, even when they are not actively engaging with or physically near the data collection devices. This automated and non evident collection can raise privacy concerns, such as social media sites mining an account even when the user is not online. Other examples include surveillance video used in a store to track customers for security or information about purchase habits or the monitoring of road traffic to change signals in real time to improve road efficiency without drivers being aware. Methods and devices for collecting data can differ by the amount of storage required, level of detail collected, and sampling rates.

Students will evaluate the social and economic implications of privacy in the context of safety, law, or ethics. (3A-Impacts of Computing-30) Practice(s): Communicating About Computing: 7.3

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. International differences in laws and ethics have implications for computing. Students might review case studies or current events which present an ethical dilemma when an individual's right to privacy is at odds with the safety, security, or wellbeing of a community.

Students will evaluate the ability of models and simulations to test and support the refinement of hypotheses. (3B-Data & Analysis-07) Practice(s): Developing and Using Abstractions: 4.4

Students will construct solutions to problems using student-created components, such as procedures, modules and/or objects. (3B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 5.2

Object-oriented programming is optional at this level. Problems can be assigned or student-selected.

Students will demonstrate code reuse by creating programming solutions using libraries and APIs. (3B-Algorithms & Programming-16) Practice(s): Creating Computational Artifacts: 5.2

Libraries and APIs can be student-created or common graphics libraries or maps APIs, for example.

Students will optimize websites by organizing file structure and using metadata for search engine optimization. (ANK Web.Des-3A-Algorithms & Programming-01)

Mobile Apps

Prioritized Grade Level Standards

Priority Standard(s)

Students will use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (3A-Algorithms & Programming-14) Practice(s): Developing and Using Abstractions: 4.1

Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.

Students will test and refine computational artifacts to reduce bias and equity deficits. (3A-Impact of Computing-25) Practice(s): Fostering an Inclusive Computing Culture: 1.2

Biases could include incorrect assumptions developers have made about their user base. Equity deficits include minimal exposure to computing, access to education, and training opportunities. Students should begin to identify potential bias during the design process to maximize accessibility in product design and become aware of professionally accepted accessibility standards to evaluate computational artifacts for accessibility.

Students will use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields. (3A-Impact of Computing-27) Practice(s): Collaborating Around Computing: 2.4

Many aspects of society, especially careers, have been affected by the degree of communication afforded by computing. The increased connectivity between people in different cultures and in different career fields has changed the nature and content of many careers. Students should explore different collaborative tools and methods used to solicit input from team members, classmates, and others, such as participation in online forums or local communities. For example, students could compare ways different social media tools could help a team become more cohesive.

Students will construct solutions to problems using student-created components, such as procedures, modules and/or objects. (3B-Algorithms & Programming-14) Practice(s): Creating Computational Artifacts: 5.2

Object-oriented programming is optional at this level. Problems can be assigned or student-selected.

Students will analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution. (3B-Algorithms & Programming-15) Practice(s): Developing and Using Abstractions: 4.1

As students encounter complex, real-world problems that span multiple disciplines or social systems, they should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).

Students will develop programs for multiple computing platforms. (3B-Algorithms & Programming-19) Practice(s): Creating Computational Artifacts: 5.2

Example platforms could include: computer desktop, web, or mobile.

Students will use version control systems, integrated development environments (IDEs), and collaborative tools and practices (code documentation) in a group software project. (3B-Algorithms & Programming-20) Practice(s): Collaborating Around Computing: 2.4

Group software projects can be assigned or student-selected.

Students will compare multiple programming languages and discuss how their features make them suitable for solving different types of problems. (3B-Algorithms & Programming-24) Practice(s): Communicating About Computing: 7.2

Examples of features include blocks versus text, indentation versus curly braces, and high-level versus low-level.

Students will evaluate computational artifacts to maximize their beneficial effects and minimize harmful effects on society. (3B-Impacts of Computing-25) Practice(s): Testing and Refining Computational Artifacts, Fostering an Inclusive Computing Culture: 6.1, 1.2

Students will create computational artifacts using best design practices for UI (user interface) and UX (user experience). (ANK Mob.Apps-3B-Algorithms & Programming-02)

Cyber Security I

Prioritized Grade Level Standards

Priority Standard(s)

Students will explain trade offs when selecting and implementing cybersecurity recommendations. (3A-Networks & The Internet-08) Practice(s): Communicating About Computing: 7.2

Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the level of security implemented. Every security measure involves tradeoffs between the accessibility and security of the system. Students should be able to describe, justify, and document choices they make using terminology appropriate for the intended audience and purpose. Students could debate issues from the perspective of diverse audiences, including individuals, corporations, privacy advocates, security experts, and government.

Students will translate between different bit representations of real-world phenomena, such as characters, numbers, and images. (3A-Data & Analysis-09) Practice(s): Developing and Using Abstractions: 4.1

For example, convert hexadecimal color codes to decimal percentages, ASCII/Unicode representation, and logic gates.

Students will decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. (3A-Algorithms & Programming-17) Practice(s): Developing and Using Abstractions: 3.2

At this level, students should decompose complex problems into manageable subproblems that could potentially be solved with programs or procedures that already exist. For example, students could create an app to solve a community problem by connecting to an online database through an application programming interface (API).

Students will document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. (3A-Algorithms & Programming-23) Practice(s): Communicating About Computing: 7.2

Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. These modules can be procedures within a program; combinations of data and procedures; or independent, but interrelated, programs. The development of complex programs is aided by resources such as libraries and tools to edit and manage parts of the program.

Students will categorize the roles of operating system software. (3B-Computing Systems-01) Practice(s): Communicating About Computing: 7.2

Examples of roles could include memory management, data storage/retrieval, processes management, and access control.

Students will illustrate ways computing systems implement logic, input, and output through hardware components. (3B-Computing Systems-02) Practice(s): Communicating About Computing: 7.2

Examples of components could include logic gates and IO pins.

Students will select data collection tools and techniques to generate data sets that support a claim or communicate information. (3B-Data & Analysis-06) Practice(s): Communicating About Computing: 7.2

Students will explain security issues that might lead to compromised computer programs. (3B-Algorithms & Programming-18) Practice(s): Communicating About Computing: 7.2

For example, common issues include lack of bounds checking, poor input validation, and circular references.

Cyber Security II

Prioritized Grade Level Standards

Priority Standard(s)

Students will evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing. (3A-Networks & The Internet-04) Practice(s): Developing and Using Abstractions: 4.1

Each device is assigned an address that uniquely identifies it on the network. Routers function by comparing IP addresses to determine the pathways packets should take to reach their destination. Switches function by comparing MAC addresses to determine which computers or network segments will receive frames. Students could use online network simulators to experiment with these factors.

Students will give examples to illustrate how sensitive data can be affected by malware and other attacks. (3A-Networks & The Internet-05) Practice(s): Communicating About Computing: 7.2

Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the level of security implemented. Potential security problems, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing, present threats to sensitive data. Students might reflect on case studies or current events in which governments or organizations experienced data leaks or data loss as a result of these types of attacks.

Students will recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts. (3A-Networks & The Internet-06) Practice(s): Recognizing and Defining Computational Problems: 3.3

Security measures may include physical security tokens, two-factor authentication, and biometric verification. Potential security problems, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing, exemplify why sensitive data should be securely stored and transmitted. The timely and reliable access to data and information services by authorized users, referred to as availability, is ensured through adequate bandwidth, backups, and other measures. Students should systematically evaluate the feasibility of using computational tools to solve given problems or subproblems, such as through a cost-benefit analysis. Eventually, students should include more factors in their evaluations, such as how efficiency affects feasibility or whether a proposed approach raises ethical concerns.

Students will compare various security measures, considering tradeoffs between the usability and security of a computing system. (3A-Networks & The Internet-07) Practice(s): Testing and Refining Computational Artifacts: 6.3

Security measures may include physical security tokens, two-factor authentication, and biometric verification, but choosing security measures involves tradeoffs between the usability and security of the system. The needs of users and the sensitivity of data determine the level of security implemented. Students might discuss computer security policies in place at the local level that present a tradeoff between usability and security, such as a web filter that prevents access to many educational sites but keeps the campus network safe.

Students will explain trade offs when selecting and implementing cybersecurity recommendations. (3A-Networks & The Internet-08) Practice(s): Communicating About Computing: 7.2

Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the level of security implemented. Every security measure involves tradeoffs between the accessibility and security of the system. Students should be able to describe, justify, and document choices they make using terminology appropriate for the intended audience and purpose. Students could debate issues from the perspective of diverse audiences, including individuals, corporations, privacy advocates, security experts, and government.

Students will use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (3A-Algorithms & Programming-14) Practice(s): Developing and Using Abstractions: 4.1

Students should be able to identify common features in multiple segments of code and substitute a single segment that uses lists (arrays) to account for the differences.

Students will describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology). (3B-Networks & The Internet-03) Practice(s): Communicating About Computing: 7.2

Recommend use of free online network simulators to explore how these issues impact network functionality.

Students will compare ways software developers protect devices and information from unauthorized access. (3B-Networks & The Internet-04) Practice(s): Communicating About Computing: 7.2

Examples of security concerns to consider: encryption and authentication strategies, secure coding, and safeguarding keys.

Students will select data collection tools and techniques to generate data sets that support a claim or communicate information. (3B-Data & Analysis-06) Practice(s): Communicating About Computing: 7.2

Students will compare and contrast fundamental data structures and their uses. (3B-Algorithms & Programming-12) Practice(s): Developing and Using Abstractions: 4.2

Examples could include strings, lists, arrays, stacks, and queues.