



Inspire Learning. **Unlock Potential. Empower Achievement.**

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal 5
Student Achievement: <i>All action on teaching and learning will focus on empowering achievement at the highest level for each student.</i>	Learning Environments: <i>All buildings and facilities will support the learning and teaching needed to unlock the potential in each student.</i>	Staff Development: <i>All staff will learn, perform and lead in such a manner as to inspire learning for students.</i>	Community Engagement: <i>The entire school community will engage the families, residents and stakeholders for the purpose of increasing opportunities for students.</i>	Resources: <i>All resources, real and potential, will be planned, and allocated in the spirit of providing an exciting and secure future for the students and District.</i>

**LINN-MAR COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION
WORK SESSION MINUTES – NOVEMBER 3, 2014**

ATTENDEES:

- Board: Isenberg, Buchholz, Wilson, Stark, Hutcheson, Patterson
- Administration: Mulholland, Morrison, Halupnik, Jensen, Anderson, Ramos, Ironside
- Absent: Gadelha (Board) and K. Christian (Administration)

CALL TO ORDER AND DETERMINATION OF A QUORUM:

The Linn-Mar Community School District Board of Education work session was called to order in the Board Room of the Learning Resource Center (LRC) by President Tim Isenberg at 5:00 PM. Role was taken and it was determined a quorum was present.

REVISION AND/OR ADOPTION OF THE AGENDA: Motion 095-11-03

Motion by Hutcheson to adopt the agenda as presented. Second by Patterson. Voice vote. Motion unanimously approved.

WORK SESSION DISCUSSION/INFORMATION:

Teacher Leaders Update:

Erin Watts, Teacher Leadership Program Co-Coordinator, and Mentor Coaches, Carol Kesl (elementary), Jennie Lorenzen (middle school), and Sue Atwater (high school) shared highlights on the book clubs/study sessions started with teachers, some of the ways Mentors are providing support to first and second-year teachers, and their newest initiative; Extreme Classroom Makeovers. Classroom management is one of the biggest struggle for first-year teachers. The group is compiling information to produce a handbook for first-year teachers. The Mentor Coaches work with all certified teachers, including Specials and Student Services teachers.

Review of Financial Documents:

Exhibit 302.1

JT Anderson, Chief Financial Officer, and Angie Morrison, Business Manager, provided a review of the current financial status of the District. They will provide quarterly reports showing totals for the previous and current fiscal years in one report.

State Attendance Center Performance Ranking Report:

Exhibit 303.1

Deputy Superintendent Dirk Halupnik reported that the Department of Education is required to create school rankings based on the State Attendance Center Performance Ranking Legislative Report resulting from the Education Reform Bill and that each building in the state will be ranked individually. The information included in the report is used to set performance goals and calculate aggregate growth. A variety of items included in the ranking process include, but are not limited to: student proficiency, student academic growth, graduation rates, attendance rates, parent involvement, employee turnover, community activities, etc.

2014-15 Construction Project Update:

Exhibit 304.1

Rick Ironside, Executive Director of Support Services, gave an update on the construction projects at Bowman Woods, Wilkins, Oak Ridge, and the High School. All projects are on schedule and/or nearing completion.

High School Renovations Update:

Exhibit 305.1

Deputy Superintendent Dirk Halupnik updated the Board on the High School Phase I renovations that included pictures showing the progress of the new science rooms, which should be completed within the next couple of weeks. Halupnik also shared that Phase II of the High School renovations is in the phasing/sequencing stage and the Steering Committee will finalize and present to the Board soon. Timeline for Phase II: a) January – final approval of design, b) February – bids/bid approval, and c) May/June – begin construction. Goal is to have Phase II completed by August 2016. The Board will tour the High School on Friday, November 7th at 7:30 AM.

ADJOURNMENT: Motion 096-11-03

Motion by Patterson to adjourn the work session at 6:10 PM. Second by Buchholz. Voice vote. Motion unanimously approved.

Tim Isenberg, Board President

Angie Morrison, Board Secretary

*Minutes respectfully submitted by:
Gayla Burgess, Admin Asst to the Superintendent
Monday, November 3, 2014*



Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal 5
Student Achievement: <i>All action on teaching and learning will focus on empowering achievement at the highest level for each student.</i>	Learning Environments: <i>All buildings and facilities will support the learning and teaching needed to unlock the potential in each student.</i>	Staff Development: <i>All staff will learn, perform and lead in such a manner as to inspire learning for students.</i>	Community Engagement: <i>The entire school community will engage the families, residents and stakeholders for the purpose of increasing opportunities for students.</i>	Resources: <i>All resources, real and potential, will be planned, and allocated in the spirit of providing an exciting and secure future for the students and District.</i>

**LINN-MAR COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR SESSION MINUTES – NOVEMBER 3, 2014**

ATTENDEES:

- Board: Isenberg, Buchholz, Wilson, Stark, Hutcheson, Patterson
- Administration: Mulholland, Morrison, Halupnik, Jensen, Anderson, Ramos, Ironside
- Absent: Gadelha (Board) and K. Christian (Administration)

CALL TO ORDER AND DETERMINATION OF A QUORUM:

The Linn-Mar Community School District Board of Education regular session was called to order in the Board Room of the Learning Resource Center (LRC) by President Tim Isenberg at 7:00 PM. Role was taken and it was determined a quorum was present.

REVISION AND/OR ADOPTION OF THE AGENDA: Motion 097-11-03

Motion by Patterson to adopt the agenda as presented. Second by Hutcheson. Voice vote. Motion unanimously approved.

AUDIENCE COMMUNICATIONS: No items presented.

RESOLUTIONS, OPENING OF BIDS, PUBLIC HEARINGS: No items presented.

RECOGNITIONS/PROCLAMATIONS:

Exhibit 501.1

President Tim Isenberg read a proclamation declaring the week of November 16-22, 2014, as National Education Week for the Linn-Mar Community School District.

BOARD ANNOUNCEMENTS AND REPORTS:

Marion City Council Meeting: Superintendent Katie Mulholland updated the Board on the October 23rd meeting of the Marion City Council. Over 50 items were processed, none of which related directly to the District.

Construction Advisory Council: Executive Director of Support Services Rick Ironside updated the Board on the October 27th meeting of the Construction Advisory Council. The Council discussed the High School renovations and various rebates received by the District.

INFORMATIONAL REPORTS:

Instructional Services: 5-Year Literacy Plan and Implementation:

Exhibit 701.1

Deputy Superintendent Dirk Halupnik and directors of the Teaching and Learning Department shared highlights of the literacy initiatives occurring throughout the District and how they interconnect across the various grade levels.

Nutrition Services 2013-14 Annual Report:

Exhibit 702.1

Manager of Nutrition Services Susan Knight reported to the Board on the status of Nutrition Services for the 2013-14 school year and highlighted the complicated process of meal planning to meet USDA criteria. The biggest change for the 2014-15 school year is the Smart Snack initiative, which applies to any snack item sold to students during the school day. Challenges for Nutrition Services are the ever-changing compliance regulations, the growing demand of special diets for students, and staffing needs.

Student Assistance Update:

Exhibit 703.1

Executive Director of Student Services Julie Jensen, Lisa Mooney, High School Student Assistance Counselor, and Mike Shipley, Excelsior Student Assistance Specialist updated the Board on the District's student assistance initiatives. The District's current mental health initiatives are Signs of Suicide (SOS) and ACT (Acknowledge, Care, and Tell). Middle school and high school students are being introduced to both initiatives via curriculum and parent-approved screenings. Staff training has occurred with the support of the Student Assistance Teams, at the middle schools and High School. Stacia Walker, Elementary Student Assistance Specialist, is hosting ACES trainings for elementary staff and students are being introduced to the initiative via the *First Steps* curriculum and Olweus lessons.

2014-15 Early Separation Update: Superintendent Katie Mulholland updated the Board that 17 people have applied for early separation and 11 have already submitted their letters of retirement/resignation. The next deadline for the early separation process is January 12th, when letters of intent to retire are due by 4:30 PM. Also, previously submitted letters of retirement may be rescinded by 4:30 PM on January 12th.

Strategic Goals Update: Katie Mulholland, Superintendent, provided District highlights pertaining to each of the five strategic goals: 1) Student Achievement, 2) Learning Environments, 3) Staff Development, 4) Community Engagement, and 5) Resources.

SUPERINTENDENT'S UPDATE:

Superintendent Katie Mulholland updated the Board on the following items from around the District:

- The Linn-Mar Boys Cross Country Team won State with three students placing in the top ten: 1) Daniel Murphy (6th place), 2) Michael Mather (8th place), and Ryan Murphy (10th place).
- The Linn-Mar Girls Cross Country Team placed 6th place in the State competition.
- Linn-Mar has 49 students that will compete in the All State Music Festival at Iowa State University on November 20-22.
- Julie Jensen, Executive Director of Student Services, has been named as a finalists in the Central Office/Principal category for the American Association of School Administrators (AASA) 2015 Women in School Leadership Awards.
- Linn-Mar finished 67th out of 100 in Knovation's Digital Learning Awards Program, which recognizes districts effectively utilizing digital resources in teaching and learning during the 2013-14 school year. The list of top districts can be accessed at: www.nettrekker.com/dia.

UNFINISHED BUSINESS:

Second Reading of Revised Policy 204.9: Public Participation in Board Meetings: **Motion 098-11-03**

Exhibit 901.1

Motion by Patterson for the Board to approve the second reading of revised Policy 204.9: *Public Participation in Board Meetings*. Second by Hutcheson. Voice vote. Motion unanimously approved.

Motion by Patterson for the Board to approve the second reading of Policy Series 500: *Student Personnel*, partial listing of Policies 504.1 to 505.10. Second by Hutcheson. Voice vote. Motion unanimously approved.

500 SERIES – STUDENT PERSONNEL

504		Student Health and Safety Regulations
Reviewed 10/14	504.1	Student Health and Immunization Certificates
Revised 10/14	504.1-E	Immunization Requirements
Reviewed 10/14	504.2	Communicable Diseases
Reviewed 10/14	504.2-R	Administrative Regulations Regarding Communicable Diseases
Revised 10/14	504.2-E1	Communicable Disease Chart
Reviewed 10/14	504.2-E2	Communicable Disease Outbreak
Reviewed 10/14	504.2-E3	Diseases Reportable to Iowa Department of Public Health
Reviewed 10/14	504.2-E4	Disease Reporting Card
Revised 10/14	504.3	Student Injury or Illness at School
New 10/14	504.3-R	Management of Medical Emergency
Reviewed 10/14	504.31	Administration of Medication to Students
Revised 10/14	504.31-E	Medication Permission Form
Reviewed 10/14	504.5	Use of Motor Vehicles
Reviewed 10/14	504.6	Work Permits
Reviewed 10/14	504.7	Emergency School Closings
Reviewed 10/14	504.8	Student Insurance
Revised 10/14	504.9	Student Insurance, Athletic
Reviewed 10/14	504.10	Emergency Drills
Reviewed 10/14	504.11	Student Special Health Services
Reviewed 10/14	504.11-R	Administrative Regulations Regarding Special Health Services
Reviewed 10/14	504.12	Wellness
505		Miscellaneous-Related Matters
Reviewed 10/14	505.2	Internal Accounts
Revised 10/14	505.3	Fines-Fees-Charges
Revised 10/14	505.3-R	Administrative Regulations Regarding Student Fee Waiver and Reduction Procedures
Reviewed 10/14	505.3-E	Standard Fee Waiver Application
Reviewed 10/14	505.4	Commencement
Reviewed 10/14	505.5	Interviews with Students
Reviewed 10/14	505.5-R	Administrative Regulations Regarding Interviews with Students at School by Non-School Personnel
Deleted 10/14	505.51	Student Referral Policy
Reviewed 10/14	505.52	Child and Dependent Adult Abuse Reporting by Licensed Personnel
Reviewed 10/14	505.52-R	Administrative Regulations Regarding Child and Dependent Adult Abuse Reporting by Licensed Personnel
Reviewed 10/14	505.6	Student Records Access
Revised 10/14	505.6-R	Administrative Regulations Regarding Use of Student Records
Reviewed 10/14	505.6-E1	Student Records Checklist
Reviewed 10/14	505.6-E2	Request of Non-Parent for Examination or Copies of Student Records
Reviewed 10/14	505.6-E3	Parental Authorization for Release of Student Records
Reviewed 10/14	505.6-E4	Request for Hearing on Correction of Student Records
Reviewed 10/14	505.6-E5	Parental Request for Examination of Student Records
Reviewed 10/14	505.6-E6	Notification of Transfer of Student Records
Reviewed 10/14	505.62	Student Directory Information
Reviewed 10/14	505.62-R	Administrative Regulations Regarding the Use of Student Directory Information
Reviewed 10/14	505.62-E	Parental Authorization for Releasing Student Directory Information

Reviewed 10/14 505.63
 Reviewed 10/14 505.8
 Reviewed 10/14 505.9
 Reviewed 10/14 505.10

Family Educational Rights and Privacy Act (FERPA) Student
 Education Records: Annual Notice
 Custodial and Parental Rights
 Student Library Circulation Records
 Student Photographs

NEW BUSINESS: No items presented.

CONSENT AGENDA: Motion 100-11-03

Motion by Buchholz for the Board to approve the Consent Agenda as presented. Second by Patterson.
 Voice vote. Motion unanimously approved.

Personnel

Certified Staff: Assignment/Reassignment/Transfer

Name	Assignment	Dept. Action	Salary Placement
Bauermeister, Brenda	IC/WE – TAG Teacher	November 3, 2014	MA Step 8

Classified Staff: Assignment/Reassignment/Transfer

Name	Assignment	Dept. Action	Salary Placement
Carlson, Jennifer	NE – Part-time Student Support Associate	October 13, 2014	II, Step 6
Heppler, Cara	EH – Part-time Student Support Associate	October 27, 2014	II, Step 6
Hinners, Julie	NE – Paraprofessional	November 3, 2014	V, Step 6
Stevens, Mary	EH – Part-time Student Support Associate	October 23, 2014	II, Step 7

Classified Staff: Resignation

Name	Assignment	Dept. Action	Reason
Trachta, Angela	EH – General Ed. Assistant	November 6, 2014	Personal

Extra-Curricular Positions: Assignment/Reassignment/Transfer

Name	Assignment	Dept. Action	Salary Placement
Carpenter, Stacie	HS – Head Varsity Girls Tennis Coach	October 17, 2014	Schedule H, Category C
Evans, Tristan	HS – Head 9 th Grade Baseball Coach	October 21, 2014	Schedule H, Category C
Heffner, Kaleb	HS – Head 9 th Grade Baseball Coach	October 21, 2014	Schedule H, Category C
Moran, Michael	OR – Assistant 7 th Grade Boys Basketball Coach	October 21, 2014	Schedule H, Category E

Approval of Minutes from October 20th, 2014

Exhibit 1102.1

Approval of Bills: Special revenue, general, and nutrition fund bills.

Exhibit 1103.1

Approval of Contracts: (For student confidentiality, no exhibits provided)

- 1) Interagency Agreements for Special Education Services with:
 - a. Alburnett Community School District (4 agreements)
 - b. Anamosa Community School District (1 agreement)
 - c. Cedar Rapids Community School District (14 agreements)
 - d. College Community School District (1 agreement)
 - e. Marion Independent School District (2 agreement)
- 2) Agreement with KONE for inspection and maintenance of elevators for the 2014-15 school year, for a total cost of \$6,960.00.

Approval of Overnight Fieldtrip Request:*Exhibit 1105.1*

FBLA trip to Minneapolis, Minnesota for the FBLA National Fall Leadership Conference November 14 thru 16, 2014.

Board Information: No items presented.

Items Removed from the Consent Agenda for Separate Action: No items removed.

COMMUNICATIONS, ANNOUNCEMENTS, AND TRANSMITTALS:Communications:

The Success Center hosted an open house on October 30th that was well attended and highlighted some of the great changes in the program this year.

Calendar:

Date	Time	Event	Location
November 4 th	7:30 AM	Finance/Audit Committee	LRC Office Conf Rm
November 4 th	11:45 AM	Executive Committee	LRC Office Conf Rm
November 5 th	4:00 PM	Equity Committee	LRC Board Room
November 6 th	5:30 PM	Marion City Council	Marion City Hall
November 7 th	7:30 AM	Board Visit: High School	Linn-Mar High School
November 10 th	5:00 PM	Special Board Meeting: Seminar for Superintendent Interviews & Presentation of Slate of Candidates	LRC Board Room
November 12 th	4:00 PM	School Improvement Advisory	LRC Board Room
November 12 th	4:30 PM	Special Education Advisory	LRC Room 304/305
November 13 th	9:00 AM	ERMA Committee	LRC Board Room
November 14-15 th	1:00 PM	Superintendent Search Semi-Finalist Interviews	LRC Board Room
November 15 th	8:00 AM	Special Board Meeting: Discussion to Identify Superintendent Finalists	LRC Board Room
November 16 th -22 nd		American Education Week	
November 17 th	5:00 PM 7:00 PM	Board Work Session Regular Board Session	LRC Board Room
November 18 th	11:45 AM	Executive Committee	LRC Office Conf Rm
November 19 th -21 st	5:00 PM	Special Board Meeting: Superintendent Finalist Interviews and District Visits	DoubleTree Hotel
November 20 th	5:30 PM	Marion City Council	Marion City Hall
November 22 nd	9:30 AM	Superintendent Search Discussion & Final Selection	LRC Board Room
November 24 th	5:30 PM	Special Board Meeting: Goal Review	LRC Board Room
Date	Time	Event	Location
December 1 st	5:30 PM	Construction Advisory	LRC Board Room
December 2 nd	7:30 AM	Finance/Audit Committee	LRC Office Conf Rm
December 2 nd	11:45 AM	Executive Committee	LRC Office Conf Rm
December 3 rd	4:00 PM	Equity Committee	LRC Board Room
December 4 th	5:30 PM	Marion City Council	Marion City Hall
December 5 th	7:30 AM	Board Visit: Bowman Woods	Bowman Woods
December 8 th	5:00 PM 7:00 PM	Board Work Session Regular Board Session	LRC Board Room
December 10 th	5:00 PM	Career & Tech Ed	LRC Board Room
December 11 th	9:00 AM	ERMA Committee	LRC Board Room

Date	Time	Event	Location
December 15 th	5:15 PM	Policy Committee	LRC Office Conf Rm
December 16 th	11:45 AM	Executive Committee	LRC Office Conf Rm
December 17 th	7:00 AM	Board Visit: Oak Ridge	Oak Ridge
December 18 th	5:30 PM	Marion City Council	Marion City Hall
December 19 th		End of 2 nd Quarter	
Dec 22 nd to Jan 5 th		Winter Break	

Committees:

Stark reminded the Board of the November 10th with Ted Blaesing, Consultant with HYA Associates. Blaesing will work with the Board to formulate the list of interview questions that will be presented to the superintendent search candidates. First round of interviews on November 14-15. Final round of interviews on November 19-21.

Committee	Participants
Executive Committee	Tim Isenberg, Barry Buchholz, Katie Mulholland
Finance/Audit Committee	Barry Buchholz, Todd Hutcheson, Elizabeth Wilson, Angie Morrison, JT Anderson, Katie Mulholland
Policy Committee	Rene Gadelha, Tina Patterson, Katie Mulholland
Career & Technical Education	Elizabeth Wilson, Dirk Halupnik
Construction Advisory Council	Barry Buchholz, Rick Ironside, Katie Mulholland
ERMA (Energy Efficiency)	Todd Hutcheson, Rick Ironside
Equity Advisory	Tina Patterson, Dirk Halupnik, Jeri Ramos
Health & Human Development	Ann Stark, Julie Jensen
Legislative	Tina Patterson, Ann Stark, Katie Mulholland
Linn-Mar Foundation	Katie Mulholland
School Improvement Advisory	Rene Gadelha, Dirk Halupnik
Special Education Advisory	Tina Patterson, Elizabeth Wilson, Julie Jensen
Technology Advisory	Tim Isenberg, Jeri Ramos

ADJOURNMENT: Motion 101-11-03

Motion by Hutcheson to adjourn the regular session at 8:26 PM. Second by Patterson. Voice vote. Motion unanimously approved.

Tim Isenberg, Board President

Angie Morrison, Board Secretary

*Minutes respectfully submitted by:
Gayla Burgess, Admin Asst to the Superintendent
Monday, November 3, 2014*

School Finance Report September 30, 2013

25% of the School Year Complete

	Current Budget		Y-T-D Revenue	Exp This Mon	Exp. Last Month	Exp Y-T-D	% Exp (Budget)	% Exp Last Month (Budget)	% Exp (Revenues)	% Exp Last Month (Revenues)	Balance (Budget)	Balance (Revenues)
1) Instructional (1000-1999)	\$48,323,345			\$4,259,779		\$5,850,754	12.1%	0.0%			\$42,472,591	
2) Support Services(2000-2999)	\$22,547,755			\$1,536,516		\$4,028,975	17.9%	0.0%			\$18,518,780	
3) Non-Instructional(3000-3999)	\$3,374,761			\$216,232		\$256,911	7.6%	0.0%			\$3,117,850	
4) Other Expenditures((4000-5299)	\$26,080,760			\$1,879,977		\$7,410,234	28.4%	0.0%			\$18,670,526	
											\$5,608,536	
Total	\$100,326,621			\$ 7,892,504	\$ -	\$ 17,546,874	17.5%	0.0%			\$88,388,283	
Transfers out	\$5,608,536					\$ 58,094						
Operating Fund	\$70,279,498		\$5,072,031	\$5,760,611		\$8,406,266	12.0%	0.0%	166%	0%	61,873,232	(3,334,235)
PPEL	\$3,210,000		\$50,363	\$247,872		\$1,149,097	35.8%	0.0%	2282%	0%	2,060,903	(1,098,735)
Management	\$1,040,861		\$14,791	\$428		\$1,171,421	112.5%	0.0%	7920%	0%	(130,560)	(1,156,631)
Activity	\$1,400,000		\$479,413	\$104,128		\$279,519	20.0%	0.0%	58%	0%	1,120,481	199,893
Nutrition	\$3,256,000		\$415,692	\$219,132		\$259,762	8.0%	0.0%	62%	0%	2,996,238	155,930
SAVE	\$3,685,000		\$488,873	\$114,215		\$289,913	7.9%	0.0%	0%	0%	3,395,087	198,960
Debt Service	\$9,081,262		\$43,872	\$0		\$3,606,910	39.7%	0.0%	0%	0%	5,474,352	(3,563,038)
Other Capitol Projects	\$8,000,000		\$2,853	\$1,442,744		\$2,355,896	0.0%	0.0%	0%	0%	5,644,104	(2,353,043)
PERL	\$374,000		\$3,006	\$3,374		\$28,089					345,911	(25,083)
Total	\$100,326,621		\$6,570,893	\$7,892,504	\$0	\$17,546,874	17.5%	0.0%	267%	0%	82,779,747	(10,975,982)
Bond payment transfer	\$5,608,536		\$58,094	\$0		\$58,094	0.0%	0.0%	0%	0%	5,550,442	0

Linn-Mar Community School District

Cash Balances

Fiscal Year: 2013-2014

Date Range: 09/01/2013 - 09/30/2013

Account Number	Title	Beginning Balance	Increases Debits	Decreases Credits	Cash Balance
10.0001.0000.000.0000.101000	CASH IN BANK	9,840,962.98	4,089,289.11	5,648,401.68	8,281,850.41
21.0001.0000.000.0000.101000	CASH IN BANK	0.00	3,756.96	3,756.96	0.00
21.0002.0000.000.0000.101000	CASH IN BANK	652,903.99	228,592.66	131,188.17	750,308.48
22.0006.0000.000.0000.101000	CASH IN BANK	879,137.96	14,400.90	428.00	893,110.86
24.0001.0000.000.0000.101000	CASH IN BANK	0.00	2,399.34	2,399.34	0.00
24.0003.0000.000.0000.101000	CASH IN BANK	250,202.90	2,891.20	3,374.34	249,719.76
33.0000.0000.000.0000.111008	2014C RESERVE CD	952,500.00	0.00	0.00	952,500.00
33.0000.0000.000.0000.111010	1.885 REV BOND RESERVE CD	1,885,000.00	0.00	0.00	1,885,000.00
33.0000.0000.000.0000.111011	2014A RESERVE CD	1,557,288.03	0.00	0.00	1,557,288.03
33.0000.0000.000.0000.111012	938,977 RESERVE CD	940,358.90	0.00	0.00	940,358.90
33.0000.0000.000.0000.111013	2013 Reserve CD Ohnward	966,803.12	0.00	0.00	966,803.12
33.0003.0000.000.0000.101000	CASH IN BANK	6,509,716.67	484,989.97	114,215.12	6,880,491.52
35.0003.0000.000.0000.101000	CASH IN BANK	5,425,165.74	1,900.49	1,442,743.88	3,984,322.35
36.0003.0000.000.0000.101000	CASH IN BANK	1,177,684.30	35,664.92	247,871.60	965,477.62
40.0003.0000.000.0000.101000	CASH IN BANK	(340,962.31)	43,684.85	0.00	(297,277.46)
61.0001.0000.000.0000.101000	CASH IN BANK	0.00	104,287.98	104,287.98	0.00
61.0004.0000.000.0000.101000	CASH IN BANK	1,222,713.31	251,459.89	235,117.08	1,239,056.12
		<u>31,919,475.59</u>	<u>5,263,318.27</u>	<u>7,933,784.15</u>	<u>29,249,009.71</u>

End of Report

School Finance Report September 30, 2014

25% of the School Year Complete

	Current Budget	Beginning Fund Balance(est)	Y-T-D Revenue	Exp This Mon	Exp. Last Month	Exp Y-T-D	% Exp (Budget)	% Exp (Rev)	Balance (Budget)	Balance (Revenues)	Balance (Fund)
1) Instructional (1000-1999)	\$51,750,000			\$3,667,394	\$1,268,216	\$5,528,270	10.7%		\$46,221,730		
2) Support Services(2000-2999)	\$23,266,000			\$1,796,754	\$1,264,461	\$4,456,821	19.2%		\$18,809,179		
3) Non-Instructional(3000-3999)	\$3,483,000			\$239,533	\$47,685	\$299,751	8.6%		\$3,183,249		
4) Other Expenditures((4000-5299)	\$25,310,943			\$772,725	\$1,677,944	\$6,374,634	25.0%	w/o transf	\$18,936,309		
Total	\$103,809,943			\$ 6,476,406	\$ 4,258,305	\$ 16,659,477	16.0%	w/o transf	\$87,150,466		
Interfund Transfers	\$14,058,094			\$ 58,094	\$ 58,094	\$ 58,094	0.4%		\$14,000,000		
Operating Fund	\$73,775,943	\$11,554,282	\$6,571,231	\$5,247,892	\$1,576,687	\$7,586,968	10.3%	115%	66,188,975	(1,015,736)	10,538,546
PPEL	\$3,850,000	\$2,434,751	\$9,378	\$228,535	\$693,263	\$1,304,194	33.9%	13907%	2,545,806	(1,294,816)	1,139,935
Management	\$1,062,000	\$2,093,890	\$20,894	\$1,658	\$204,285	\$1,009,570	95.1%	4832%	52,430	(988,676)	1,105,214
Activity	\$1,400,000	\$573,221	\$480,245	\$131,068	\$61,696	\$232,619	16.6%	48%	1,167,381	247,626	820,847
Nutrition	\$3,354,000	\$1,889,522	\$385,084	\$235,740	\$29,602	\$274,403	8.2%	71%	3,079,597	110,681	2,000,203
SAVE	\$1,025,000	\$21,942,700	\$489,686	\$78,171	\$648,551	\$757,826	73.9%	0%	267,174	(268,140)	21,674,560
Debt Service	\$9,360,000	\$3,477,311	\$61,245	\$0	\$0	\$3,892,701	41.6%	0%	5,467,299	(3,831,457)	(354,146)
Other Capitol Projects	\$9,500,000	\$3,998,305	\$1,649	\$517,160	\$987,530	\$1,504,850	15.8%	0%	7,995,150	(1,503,201)	2,495,104
PERL	\$433,000	\$417,428	\$379	\$28,226	\$41,489	\$69,714	16.1%	0%	363,286	(69,336)	348,092
Aquatic Center	\$50,000	\$6,691	\$37,266	\$7,955	\$15,204	\$26,631	53.3%	100%	23,369	10,635	17,326
Total	\$103,809,943	\$48,388,101	\$8,057,057	\$6,476,406	\$4,258,305	\$16,659,477	16.0%	207%	87,150,466	(8,602,420)	39,785,681
Interfund Transfers	\$14,058,094		\$58,094	\$58,094	\$58,094	\$58,094	0.0%	0%	14,000,000		

Linn-Mar Community School District

Cash Balances

Fiscal Year: 2014-2015

Date Range: 09/30/2014 - 09/30/2014

Account Number	Title	Beginning Balance	Increases Debits	Decreases Credits	Cash Balance
10.0001.0000.000.0000.101000	CASH IN BANK	9,944,092.45	7,047.78	31,337.01	9,919,803.22
21.0001.0000.000.0000.101000	CASH IN BANK	(4,819.07)	4,819.07	0.00	0.00
21.0002.0000.000.0000.101000	CASH IN BANK	948,357.89	16,010.92	144,273.33	820,095.48
22.0006.0000.000.0000.101000	CASH IN BANK	1,105,070.14	144.54	0.00	1,105,214.68
24.0001.0000.000.0000.101000	CASH IN BANK	(2,827.59)	2,827.59	0.00	0.00
24.0003.0000.000.0000.101000	CASH IN BANK	350,855.62	66.90	2,827.59	348,094.93
33.0000.0000.000.0000.111008	REV BOND RESERVE INVESTMENT	321,500.00	0.00	0.00	321,500.00
33.0000.0000.000.0000.111010	1.885 REV BOND RESERVE CD	1,885,000.00	0.00	0.00	1,885,000.00
33.0000.0000.000.0000.111011	1.555 RESERVE CD	694,000.00	0.00	0.00	694,000.00
33.0000.0000.000.0000.111012	938,977 RESERVE CD	944,280.80	0.00	0.00	944,280.80
33.0000.0000.000.0000.111013	2013 Reserve CD Ohnward	966,803.12	0.00	0.00	966,803.12
33.0003.0000.000.0000.101000	CASH IN BANK	1,283,058.25	151.30	0.00	1,283,209.55
35.0003.0000.000.0000.101000	CASH IN BANK	2,473,606.27	471.58	0.00	2,474,077.85
36.0003.0000.000.0000.101000	CASH IN BANK	1,069,072.79	203.81	0.00	1,069,276.60
40.0003.0000.000.0000.101000	CASH IN BANK	(354,145.53)	0.00	0.00	(354,145.53)
61.0001.0000.000.0000.101000	CASH IN BANK	(106,230.87)	106,261.42	30.55	0.00
61.0004.0000.000.0000.101000	CASH IN BANK	1,421,498.96	66,614.71	106,293.39	1,381,820.28
65.0001.0000.000.0000.101000	CASH IN BANK	(6,037.89)	6,037.89	0.00	0.00
65.0002.0000.000.0000.101000	CASH IN BANK	24,396.01	50.00	7,119.81	17,326.20
		<u>22,957,531.35</u>	<u>210,707.51</u>	<u>291,881.68</u>	<u>22,876,357.18</u>

End of Report

July 1, 2014

Attendance Center Performance Ranking Legislative Report

Iowa Department of Education



Iowa Department of Education

Grimes State Office Building
Des Moines, IA 50319-0146



State Board of Education

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Background

The Attendance Center Ranking (ACR) requirements were established by House File (HF) 215 of the 2013 legislative session. Section 73 of HF 215 required the Iowa Department of Education to develop a school performance system and report card for all attendance centers. The goal of this legislation is to establish specific performance goals and evaluate the effectiveness of each attendance center toward meeting these outcomes.

In order to complete this project, a work group and a vetting team were established within the Department. This team included a cross section of approximately 20 employees within the Department, representing multiple bureaus and roles. Representatives included School Improvement, Equity, Special Education, Title I, Standards and Curriculum, Early Childhood and Information and Analysis Services. The purpose of the work team was to delve into the detail of the legislation and provide recommendations for measuring each metric. Further, the team needed to provide a recommendation on how to bring these multiple measures together in an overall rating system. The vetting team was provided periodic updates of the work and offered important feedback and suggestions to the work team.

The ACR legislation includes a series of education metrics which must be measured in a system that ranks all attendance centers in Iowa. The ACR system needs to cover the approximately 1,300 attendance centers in Iowa representing a wide variety of configurations from early childhood centers to high schools. Therefore, for these metrics and ratings to be effective, it is important to examine multiple measures which are able to represent the variety of schools across Iowa.

The following report contains the original recommendations of the Department. Also included in the report are the plans to develop and deploy the ACR system. A key element to the success will be the ability to integrate the ACR system with the Continuous Improvement Process and Tiered Accreditation and Support. The goal is to measure and pinpoint potential problem areas that would allow districts and schools to implement changes using a continuous improvement process to ameliorate target areas. The Department was required to submit its recommendations in a final report to the general assembly by July 1, 2014.

Project Team Membership

Work Group

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Legislation - Sec. 73. ATTENDANCE CENTER PERFORMANCE RANKINGS - PERFORMANCE INDEX.

1. The department of education shall develop criteria and a process for school districts to use to establish specific performance goals and to evaluate the performance of each attendance center operated by the district in order to arrive at an overall school performance grade and report card for each attendance center. This information must be posted on the department of education's internet site with information for each attendance center listed separately. The criteria shall include but not be limited to student academic growth, parent involvement, student attendance, employee turnover, and community activities and involvement.

2. The department shall develop an achievement score that calculates aggregate growth as well as aggregate proficiency of students which when combined with other academic indicators results in an overall school performance grade for each attendance center in the school district. The performance grade may also be used as one measure to rank and classify schools into six different performance categories: exceptional, high performing, commendable, acceptable, needs improvement, and priority. The categories may be used to define support and specialized assistance to schools classified as needs improvement or priority as well as to recognize schools designated exceptional or high performing. Additionally, a closing gap score shall be calculated as another measure to determine subgroup performance and to rank and classify attendance centers. Other academic indicators shall be defined as criterion referenced variables that will be utilized in the calculation of the performance grade. Other academic indicators shall include but not be limited to graduation rates, attendance rates, and college-readiness rates. Additional indicators of academic success and progress may include post-graduation data, suspension and expulsion rates, levels of student engagement, parent satisfaction, parent engagement, and staff working conditions.

3. The department shall submit its findings and recommendations in a report to the state board of education, the governor, and the general assembly by July 1, 2014.

2013-14 Meeting Schedule

Team	Meeting Dates
Work Group	June 13, 2013 July 11, 2013 July 25, 2013 August 21, 2013 September 3, 2013 October 4, 2013 October 29, 2013 November 12, 2013 December 3, 2013 December 10, 2013 December 17, 2013 December 19, 2013 January 9, 2014 January 28, 2014 February 11, 2014 February 18, 2014 February 24, 2014 March 4, 2014 March 12, 2014 March 27, 2014 March 31, 2014 April 15, 2014 May 1, 2014 May 6, 2014 May 13, 2014 May 14, 2014 May 27, 2014 May 28, 2014 June 5, 2014
Vetting Team	June 13, 2013 July 11, 2013 July 25, 2013 August 21, 2013 September 3, 2013 October 4, 2013 December 19, 2013 May 13, 2014 May 28, 2014

Executive Summary

Many states have passed laws requiring the implementation of school-level grading systems. These types of rating systems have been controversial and highly politicized. On one side of the issue, advocacy groups cite transparency and public need for this information as a rationale for the demand for state-level ranking systems. On the other side, opponents of ranking systems fear these systems incorrectly classify schools and foster a milieu of shame and blame for teachers and administrators.

Both groups have legitimate concerns that need to be considered and addressed in the creation of an ACR system. To that end, the Department has been working to build a system that can bridge the gap between these differing points of view. For an Iowa ACR to be successful, it must thread the needle and provide information about Iowa schools that is transparent. At the same time, data must be used to improve and support schools that are struggling. A key element to this success is using the ACR data within the school improvement process.

There is no evidence that proves ACR systems, as a standalone education reform initiative, are effective. To make a ranking system useful, it must include professional development on the effective use of the data, along with supports and technical assistance in a school's area of need. The goal of an ACR system should be to build a process whereby schools have a clear means to drive toward improvement, which in turn increases student outcomes.

The Department intends to build the ACR system as an integral component to its redesign of the existing school improvement and accreditation process. The end result will be a differentiated accountability and school improvement process in which the Department will use metrics from the ACR system to identify districts whose data indicate that a school improvement visit is needed and to determine the frequency and intensity of support required. Next, the Department will use these data to target specific areas for improvement in working with districts and schools. Districts and schools will also use the ACR system to review their own data and build it into their annual progress reports and school improvement plans as part of their continuous improvement process. In short, a data system with a set of reports that rank all Iowa schools will not, on its own, lead to an increase in student achievement. Rather, it is how these data are used locally by district and school leaders to improve practices within classrooms that will lead to meaningful change.

Recommendations of the Department

The Department has several general recommendations for the Attendance Center Ranking system for Iowa schools.

- 1) An ACR system must be built on a framework that combines accountability and improvement to be successful. Each year, schools and districts across Iowa use accountability metrics to evaluate the effectiveness of current policies and practices. The results of these measures can highlight areas of success as well as pinpoint opportunities where improvement must be made. This annual process should be embedded in district and building planning. While local planning processes have existed for several years, they have not necessarily been data-based, and it is clear that they need to be revised to focus on increasing student achievement. The ACR legislation provides an opportunity for the Department, Iowa Area Education Agencies (AEAs), districts and buildings to collectively align accountability metrics within a focused improvement framework. In turn, ACR metrics will be built into annual progress reports and accountability plans to monitor progress and inform the supports the Department can provide.
- 2) Transparency and simplicity are key elements to an ACR system. The term “transparency” has multiple meanings in relation to an ACR system. An often-cited reason for creating statewide ACR systems is to provide information about the status of schools in comparison to others. This system will provide a “one-stop” location for important education metrics included in the ACR system. Reports must be easily understood and accessible to stakeholders, both inside and outside of the education community. These data must be public in nature but also provide sufficient detail to be actionable by districts and schools. Further, the manner in which school rankings are calculated must be easily understood by a wide variety of education stakeholders. The Department will minimize the use of complex statistical calculations that cannot be replicated and will provide detailed information to help stakeholders understand the ACR data.
- 3) An Iowa ACR system needs to include both technical assistance and support if districts and schools are to use the data to drive improvement and increase student outcomes. An ACR system will differentiate schools across Iowa and will highlight exemplary buildings but also draw attention to those that are struggling. Best practices can be learned from buildings that are performing at high levels across multiple measures. At the same time, buildings that are struggling will have data available to focus their efforts. The education system will also use the data to focus and determine where supports are needed. HF 215 included sections to enact both a statewide ACR system and to provide additional state supplemental assistance for high-need schools. The intent behind the high-needs school supplement was to provide additional funding for schools in Iowa that were identified as high need by the Department. While the high-needs school section of HF 215 was not funded, the Department recommends if funding were to be allocated for

these purposes, the criterion that determines schools in need will leverage the ACR system.

- 4) For an ACR system to be effective, it needs to be built collaboratively, involving both AEAs and school districts in the process. An ACR system should not be built in isolation but instead should include feedback from multiple levels of the education system. AEAs provide technical support teams for districts and often provide direct services to schools. Districts can also provide valuable insight into needed supports. Further, district personnel must be involved in piloting and providing suggestions to improve the ACR system. These are essential components to any large-scale implementation.
- 5) A critical next step in the development of an ACR is to build consensus around an agreed-upon method for combining the results of each individual metric into an overall score and ranking. The Department did not include this information in this report because it felt it should involve external partners in this process. To this end, the Department plans to engage a team of stakeholders from the Department, AEAs, and school districts to develop the methodology for classifying and ranking schools.

The following sections of this report provide a summary of each metric to be included in an Iowa ACR. Each segment includes a brief description of the metric, data available to calculate the measure, information about alternate methods for calculation, recommendation for calculating and any cautions that might exist.

A top priority in the development of an ACR is the need to provide a clear picture of student achievement across Iowa. Stakeholders both inside and outside of the education system should have access to key ACR metrics as early as possible. It is important to build the ACR system and reports into the redesign of the tiered accreditation and school improvement process. However, this process will take time to build, test, pilot and deploy statewide. Access to information cannot wait until the system is fully implemented before it is made available; accordingly, the Department will release the growth and proficiency components of the system on an earlier timeline so stakeholders can begin to examine school performance.

A risk to the success of an ACR will be the tension between transparency and utility of these key metrics. There is a public interest to receive access to these metrics as early as possible. At the same time, districts need time to plan and additional resources to carry forward meaningful change. The last section of the report provides a timeline for the implementation of an ACR system.

Student Proficiency

Iowa uses the Iowa Assessments as the accountability measure for the No Child Left Behind Act (NCLB) of 2001. While NCLB as a federal education policy has shown mixed results, it did lead to a universal set of required assessments for all schools and districts across Iowa. This set of information can serve as a comparison for schools and districts as they consider and implement improvement efforts to increase the success of their students. It can also inform stakeholders and the public about the progress of students and schools on indicators of student achievement.

Iowa Assessments are standardized achievement tests developed by Iowa Testing Programs (ITP) at The University of Iowa. They are available for use nationally in grades K-12. The Iowa Assessment results yield different scores: raw scores, national standard scores (a.k.a. scaled scores), grade equivalents, and percentile ranks (national and Iowa norms). The standard score scale is used to build three achievement levels: non-proficient, proficient, and advanced. These levels have been established for content areas of reading (comprehension), mathematics, and science.

Proficiency rates reflect the percent of students scoring at the proficiency cut point for reading, mathematics, and science, calculated independently, and reported at the school, district, and state levels. The ACR work group proposes to use the same calculations for the student proficiency indicator for the Attendance Center Ranking system that currently is reported by the Department for NCLB. This calculation is used in the *State Report Card for No Child Left Behind* and is used to determine whether or not schools and districts are making Adequate Yearly Progress (AYP) toward all students being proficient by the 2013-2014 school year.

Student Academic Growth

Academic growth is a popular concept, with many different definitions and calculations, some of which are exceedingly complicated. The ACR work and vetting groups expressed a desire to use a method that was transparent, could be calculated directly, and reflected an expectation of reasonable growth for all students. After reviewing multiple options, it was recommended that the ACR system growth indicator be based primarily on a post-secondary success target, which fits best with our vision for success for Iowa's students. For this indicator, an individual growth goal will be generated for each student based on his/her prior year National Standard Score and the amount of growth needed for the student to reach college/career ready (CCR) by grade 12. For students whose standard scores are already above the CCR cut, the trajectory and growth goal will be the annual increase in observed growth at the 50th percentile for the student's current grade.

For diagnostic purposes, reading and math may be reviewed separately. This indicator can be calculated with students in 4th grade and above, given that the first required year of testing is 3rd grade. The building summary will be the percent of students meeting their individual growth goals.

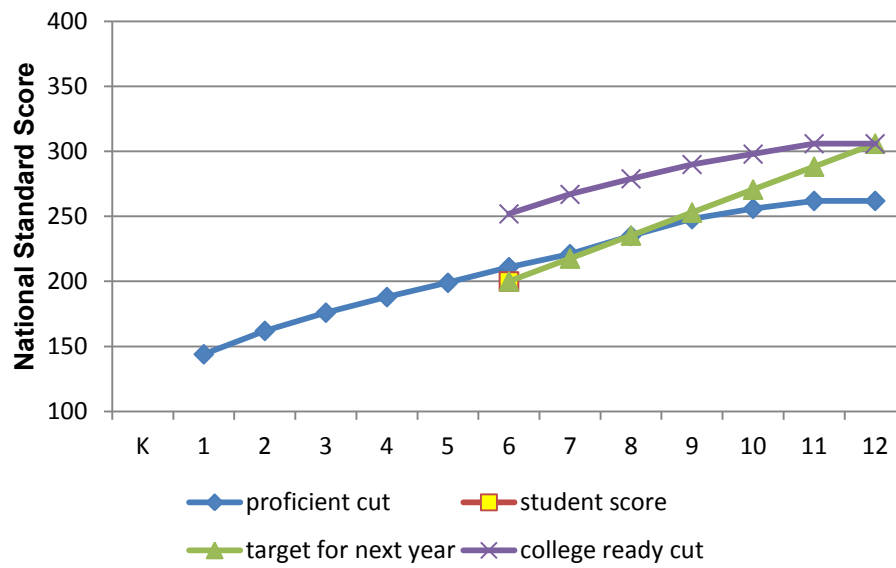
The ACR work group reviewed a variety of value-added models as well as normative growth models. Value-added models are highly complicated and often difficult to understand. Many value-added models require complex statistical algorithms to calculate and therefore cannot be easily replicated. Normative growth models either apply an average observed growth to all students, or apply different normative growth targets to groups of students performing at different levels of achievement. The average growth targets may present growth goals lower than observed growth for high-achieving students and differential growth targets based on normative growth may result in minimal, insufficient growth for low-achieving students. Additionally, growth targets based on current observed growth generally result in the expectation of growth similar to past growth, not growth that represents improvement over past performance.

In the end, the work group determined that the proposed model using the trajectory toward post-secondary success was rigorous, attainable, and meaningfully aligned with the State Board of Education's goal that "Individuals will pursue post-secondary education in order to drive economic success."

The below example demonstrates the CCR model for a student who scored a 200 on the mathematics assessment in 6th grade. The student would become proficient with a score of 236 in 8th grade. The student would reach the CCR cut of 306 in 12th grade.

Grade	Proficiency Cut	College Ready Cut	Student Score	Score Target	Growth Target
6	211	252	200		18
7	221	267	--	218	18
8	235	279	--	236	18
9	248	290	--	254	18
10	256	298	--	272	18
11	262	306	--	290	16
12	262	306	--	306	--

6th Grade Growth Model (CR)



Graduation Rates

In October 2008, the U.S. Department of Education enacted regulations requiring all states to compute and report a four-year “on-time” graduation rate (34 C.F.R. §200.19). In Iowa, high school graduation rates are calculated using the individual student data collected through Student Reporting in Iowa (SRI). With this data system, which includes unique state student IDs, Iowa is able to track the same group of students over time and implement first-time freshman cohort graduation rates (students who repeat their 9th grade year are assigned to their original cohort). For the purposes of the ACR system, graduation rates would apply to schools that have a 12th grade. For example, the four-year cohort graduation rate is calculated for the class of 2012 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled in the fall of 2008 minus the number of students who transferred out plus the total number of students who transferred in. The formula for this cohort calculation is listed below: Iowa Four-Year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$

For the graduating class of 2012:

- FG = First-time 9th grade students in fall of 2008 and graduated in 2012 or earlier
- TIG = Students who transferred in grades 9 to 12 and graduated in 2012 or earlier
- F = First-time 9th grade students in fall of 2008
- TI = Transferred in the first-time 9th graders’ cohort in grades 9 to 12
- TO = Transfer out (including immigrants and deceased)

First-time freshmen and transferred-in students include resident students attending a public school in the district; non-resident students open-enrolled in, whole-grade sharing in, or tuition in; and foreign students on visa. Those excluded are home-schooled and nonpublic school students; public school students enrolled in another district but taking courses on a part-time basis; and foreign exchange students. Students receiving regular diplomas are included as graduates in the numerator and early graduates are included in the original cohort. All students who take longer to graduate (including students with IEPs) are included in the denominator but not in the numerator for the four-year rate.

For the purposes of the Attendance Center Rankings, the ACR work group proposes to measure four-, five-, six-, and seven-year graduation rates using the highest of these four rates for the ranking, but reporting all four rates. It was decided that calculating different rates better represents the overall picture of graduation in the state. This may be especially important for small buildings in which a difference of one student significantly changes the graduation rate. When examining the differences between four-, five-, and six-year graduation rates, there was a notable increase in rates for those with IEPs, English Language Learners, Hispanics, and African Americans. In addition, the inclusion of seven-year graduation rates would allow us to account for all students, especially those who are on IEPs until they reach the age of 21. In order to calculate the five-, six-, and seven-year rates, the denominator remains the same as described above for calculating the four-year graduation rate. The differences would be in calculating the numerator for each year:

- Four-year rate’s numerator has 4th year graduates plus early year (1 to 3 year) graduates
- Five-year rate’s numerator has 5th year graduates plus early year (1 to 4 year) graduates
- Six-year rate’s numerator has 6th year graduates plus early year (1 to 5 year) graduates
- Seven-year rate’s numerator has 7th year graduates plus early year (1 to 6 year) graduates

Attendance Rates

Attendance rates are also collected through Student Reporting in Iowa (SRI). The average daily attendance (ADA) rate for kindergarten to 8th grade is one of the additional academic indicators for the NCLB accountability system, and the ACR work group proposes to measure attendance rates in the same manner. Each student's daily attendance is tracked by his/her school, and the aggregate days of student attendance (days present) in a school or school district is reported to the Department. Similarly, each student's days enrolled is also tracked and reported. Attendance rates can then be calculated at the school and district level by summing all student days present and dividing by the sum of all student days enrolled.

Attendance rates would only apply to buildings with students in kindergarten through 8th grade in the ACR system. Recent state legislation has provided districts the option to choose a calendar based on either 1,080 hours or the traditional 180 days. Although this creates two ways to calculate attendance, the Department is able to standardize the data and aggregate it appropriately for comparisons between schools that choose calendars based on either hours or days.

While attendance rates are important to examine to ensure the vast majority of students are attending school regularly, the percentage tends to be extremely high overall. Other measures, such as chronic absenteeism in early grades, have shown to be an early warning sign of later academic failure (Chang and Romero, 2008). Chronic absenteeism can be masked within overall attendance rates. This metric shows promise by targeting key groups of students to ensure they are present to learn and therefore on track for academic success. Chronic absenteeism as a measure will need to be examined in more detail throughout development and pilot phases of the ACR system.

Parent Involvement, Engagement and Satisfaction

For purposes of the Attendance Center Ranking system, the following definitions have been applied to Parent Involvement, Parent Engagement, and Parent Satisfaction.

- *Parent Involvement*: The ways in which school staff report that they reach out to, involve, and partner with parents with regard to their children's education.
- *Parent Engagement*: The ways in which parents report that they are involved in and partner with the school to support their children's education.
- *Parent Satisfaction*: The level of satisfaction parents express in regard to their children's education, including, but not limited to, the parent involvement practices of the school.

While the Department regularly surveys the parents of students with special needs to gather information about education services, there currently is no measurement tool implemented to gather information about the level of involvement, engagement, and/or satisfaction of all parents of students in the education system. Without a measurement tool to assess this, the ACR work group consulted several resources, including:

- The U.S. Department of Education Family and Community Engagement Framework (<http://www2.ed.gov/documents/family-community/partners-education.pdf>);
- Iowa's Parent Information and Resource Center (PIRC) director and staff, who worked in Iowa to implement effective parent involvement policies, programs, and activities that led to improvements in student academic achievement and that strengthened partnerships among parents and staff to meet the education needs of children (www.iowaparents.org); and
- Surveys designed by national parent engagement experts, including Joyce Epstein, Kathleen Hoover-Dempsey, and Karen Mapp (additional survey instrument information can be found at <http://www.hfrp.org/family-involvement/publications-resources/data-collection-instruments-for-evaluating-family-involvement>).

After reviewing the research, the work group determined that Parent Involvement data will be collected using a survey of school staff, and Parent Engagement and Parent Satisfaction information will be measured with a survey of parents. While other options were considered (e.g. percent of parents attending parent-teacher conferences or number of family activities sponsored by the school annually), research in this area shows that these indicators do not by themselves lead to increased student achievement.

In short, research shows that effective Parent Involvement/Parent Engagement involves a school culture where parents:

- Are viewed as important partners
- Feel welcome in the school building
- Understand the role they can play in their child's education
- Feel confident and competent in their ability to support their child's education
- Have the information and tools necessary to support their child's education

When these critical components of Parent Involvement/Parent Engagement are present, school-parent partnerships are most likely to have a positive impact on student achievement.

Using the resources listed above, the work group has developed a staff survey to assess the critical components of Parent Involvement. This survey was designed for teachers of students in grades K-12 and therefore this measurement will apply to all buildings. All schools will complete the Parent Involvement (staff) survey annually in the spring for inclusion in the overall Attendance Center Rankings.

In addition, a parent survey will be developed to measure the critical components of Parent Engagement, as well as ascertain information about Parent Satisfaction. This survey will also be designed for parents of students in all of grades K-12. For a variety of reasons, gathering information from the entire parent population or from a representative sample is difficult. As a result, requirements for completing the Parent Engagement/Satisfaction (parent) survey will be determined in conjunction with AEA and school district feedback. Possibilities may include the optional completion of this survey and/or the requirement of completing this survey when the Parent Involvement (staff) survey indicates high need.

Both the staff and parent surveys will be piloted and statistical analyses will be run on the data to finalize survey items (reliability and validity measures). Once items are finalized, calculations for a building score, as well as inclusion in the overall ACR system will be determined. The Parent Involvement (teacher) survey items and response options are listed in Appendix B.

Employee Turnover

In the literature on turnover and retention, the general term “turnover” is used as an umbrella term to describe “the departure of teachers from their teaching jobs” (Ingersoll, 2001, p. 500). We follow Ingersoll’s lead in defining turnover as the departure of certified staff members from a school. Staff turnover in schools is a major concern because of possible disruption in student learning and the demand it creates for replacement educators (Johnson, Berg, & Donaldson, 2005; Kozleski, Mainzer, Deshler & Coleman, 2000; National Commission on Teaching and America’s Future, NCTAF, 2003). Schools seek to retain skilled and effective teachers who are engaged with the students and contribute to school improvement. However, caution is encouraged when reviewing turnover data because reducing turnover cannot be the goal when some teachers at a school are incompetent or disengaged. There are also financial costs that accompany teacher turnover, though approaches to calculating these costs vary widely (Ingersoll, 2001; Texas Center for Educational Research, 2000).

Johnson, Berg, and Donaldson (2005) completed a literature review focusing on the issue of teacher retention in U.S. public schools. Their research suggests that teacher decisions to remain in a school and in teaching are influenced by a combination of the intrinsic and extrinsic rewards that they receive in their work. They found that teacher preparation programs, hiring practices, compensation, working conditions (facilities, equipment, and supplies, teaching assignments, curriculum, standards, and accountability), and school community (colleagues, school leaders, parents, and students) are all potential factors in the decision to stay or to leave a particular school or the profession as a whole.

The data that will be used to calculate staff turnover come from the Basic Educational Data Survey (BEDS) Staff Collection. To be included in the analysis, the staff member must hold an Iowa teaching or administrative license and be assigned to a school. All licensed professionals assigned to a school are included regardless of position. The ACR work group discussed whether all licensed positions should be included, or just classroom teachers. The decision was made that, due to influence on student learning, positions other than classroom teachers, such as administrators and counselors, should be included.

In the proposed ACR calculation, each staff person can contribute to the retention in one school only: his/her “primary school.” Full-time and part-time staff are both included. Teacher records will be matched across the years using their license (folder) numbers. Schools that have been designated as Schools in Need of Assistance (SINA) for three years are required to take corrective action. One action that can be taken is to replace the school staff that are relevant to the failure to make AYP. A few schools in Iowa have exercised this option and will not be included in the analysis. For schools exercising this option, the two-year average does not apply, the year the replacement option was exercised is set aside, and only one year of data is used.

Retention will then be calculated by dividing the number of staff members who were employed the previous year and are still working in the building during the current year by the total number of staff members in the building during the current year. Buildings with less than 10 staff members during the current year will not be included in the analysis. In order to reduce variation, a two-year average is then calculated for the most recent two years. If a school has a calculation for only the last year, that one year of data is used, such as for a new or newly reorganized school, to facilitate including as many schools as possible.

Community Activities and Involvement

Another required ACR indicator, according to the legislation, is community activities and involvement. The ACR work group discussed possible options to measure community activities and involvement, including:

- Adding items to the parent or staff survey when measuring parent engagement
- Number of internship opportunities available for students
- School partnerships with local businesses and organizations
- Community and adult education program enrollment
- Communication to the general public (e.g. taxpayers)

After discussing the multiple ways that community activities and involvement could be measured, the work group had several concerns. Most importantly, there is little peer-reviewed research regarding community activities and involvement that are specifically related to student achievement or performance. The work team would like to include meaningful indicators in the ACR system with evidence to have a positive influence on student outcomes. Also, in partnership with the AEAs, the work group would like to have input on how support could be developed around this indicator.

As a result, the work team will continue to explore how to include a meaningful measure for community activities and involvement in the ACR system. Continued research and conversations with AEAs and school districts may produce a way of collecting and reporting on this indicator in the future.

Closing Gap Score

Since the historic publication of The Coleman Report, *Equality of Educational Opportunity*, in 1966, schools have been working to close achievement gaps between middle-income, white students and racial, socioeconomic, and disability groups. The inclusion of a closing gap metric in an ACR system can highlight successes of Iowa schools in equalizing achievement between groups. At the same time, this metric will also emphasize areas of concern and pinpoint where additional supports are needed to raise achievement for groups of students who are underperforming compared to their peers.

The purpose of a closing gap score is to measure inequity in student outcomes. Differences in achievement outcomes have long been observed among various subgroup disaggregations, including poverty (free/reduced lunch or FRL), English Language Learners (ELL), students with Individualized Education Programs (IEP), as well as various ethnic/racial groups. The assumption is that the gaps are based more on differential experiences than differential ability and that reducing gaps is desirable and attainable. The ACR work group would like to propose the use of a gap index model that measures inequity by comparing the proportion of any subgroup in the population with the proportion of the same subgroup among those students who are proficient. In the absence of differential experiences, the proportions should be similar (i.e., there is nothing systematic that is keeping students in the subgroup from being successful).

For the purposes of the ACR system, it is recommended that a single subgroup of students is used consisting of students who are identified as having an IEP, receiving FRL, or being identified as ELL, as these groups tend to show the most disadvantage in student achievement. The calculated index uses the Iowa Assessments for grades 3-11 to compute an equity gap between the population proportion and the proficient proportion. Change in this gap score across two years will be used as the ranking variable. In other words, the index represents the school's relative ability to decrease its own gaps. Schools reducing gaps will fare better, and schools with increasing gaps will fare worse in rankings.

The ACR work group reviewed several other models when deciding upon its recommendation:

- **Traditional Model** - The traditional gap model consists of comparing the group achievement results of each perceived disadvantaged subgroup with the remaining students not in the subgroup (e.g., FRL vs. not FRL). Students are often represented in multiple subgroups (e.g., Hispanic, ELL and FRL), resulting in the low-achieving student being counted multiple times. This approach is further complicated by substantial variation in the prevalence of various subgroups across Iowa schools, both urban vs. rural, and large vs. small school settings. The number of viable subgroups, as well as the relative proportions within subgroups, varies dramatically, making an equitable single index unreasonable.

- 100% Proficiency Model - A gap model consisting of tracking growth of each subgroup toward 100% proficient was considered. This model monitored improvement in the percent proficient of each group. Because of the highly variable amount of subgroups, it was deemed inequitable across all schools. It also directly paralleled achievement and growth indicators already part of the ranking system.
- Equity Model - An equity model examines the subgroup's size compared with the percentage of the students achieving proficiency. This comparison is based on the premise that the representation of the group in any program, practice, or outcome should mirror the representation of the group in the general population. Significant variations between the two provide an indicator that there may be other factors limiting or exaggerating the subgroup's presence in the program, practice or outcome. In the context of achievement, equity is considered to be present if the representation among proficient students for the subgroup is similar to the general population representation.
- Gap Index Model - A gap index model was reviewed that summed the gaps between the achievement of each subgroup and the total population achievement. This model reduces the large number of possible gaps to a single index, but the resulting values are affected by the number of viable subgroups in different settings (more subgroups with at least 10 students results in more gaps calculated, thus a larger gap score). The unit of analysis in this model is the change in the gap score across years, based on the desire to reduce gaps.

The recommended gap measure consists of elements of several of the options described above. A single group consisting of the students who are identified as one or more of IEP, ELL, and FRL will be evaluated. The team determined that inclusion of ethnic/racial variables in this grouping was not advisable at the statewide level, due to the high variability across school settings, the overlap of large portions of some ethnic/racial groups with variables such as FRL and ELL, and other definitional problems. The equity model calculation was determined to be a more stable and equitable comparison than either the traditional model or the growth tracking model. Thus, the percent of the single supergroup in the general population will be compared to the percent of that supergroup's representation among the proficient students. Finally, the use of a gap change score from the gap index model was applied to match the requirement to rank schools based on their reduction of gaps. The application of a change score also has the advantage of improving the equity across schools because each site is evaluated based on their own change.

	2012 group population	2012 group proficient	2012 gap	2013 group population	2013 group proficient	2013 gap	Change score*	Result
School A	77.7%	64.9%	-12.8%	76.5%	66.7%	-9.8%	Decrease 3%	Less gap
School B	9.0%	6.5%	-2.5%	9.0%	7.0%	-2.0%	Decrease 0.5%	Less gap
School C	16.7%	14.7%	-2.0%	14.4%	11.7%	-2.7%	Increase 0.7%	More gap
School D	44.4%	37.6%	-6.8%	45.9%	35.4%	-10.5%	Increase 3.7%	More gap

* Change score = 2013 gap minus 2012 gap

Extremely small schools that do not have at least 10 students in the aggregated gap index group will likely be excluded from this calculation. One potential problem with this analysis is that schools with proportionally smaller gap index groups and smaller gaps have less potential for change, relative to schools with proportionally large gap index groups and large gaps.

College-Readiness Rates

College readiness can be represented in the ACR system by using data from the Iowa Assessments and aligning to ACT assessment scores, which predict success in college. For this purpose, college-ready means the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution without the need for remediation. The following cut scores on the ACT are considered to represent college readiness: Reading – 22 and Mathematics – 22.

The ACR work group proposes to use 11th grade Iowa Assessments National Scale Scores (NSS) that translate to college readiness scores on the ACT as found in the Iowa Testing Programs study, *Establishing Validity Evidence to Assess College Readiness through a Vertical Scale* (Furgol, et. al. 2011). Middle/junior high schools will include the 6th, 7th, and 8th grade Iowa Assessment NSSs that translate to college readiness scores. Scores on individual Iowa Assessments have been mapped to the above targets of readiness on the ACT test and can be linked for grades 5-11 (Furgol, Fina, & Welch, 2011).

Please note that over the next year, the ACR work group will also explore other indicators of post-secondary success. This indicator will be impacted by any change that might occur in the assessment framework in Iowa.

Additional Optional Indicators

The ACR legislation includes both a set of required indicators as well as a series of optional indicators for the Department to consider in designing a school ranking system. Optional indicators include: 1) post-graduation data, 2) suspension and expulsion rates, 3) level of student engagement, 4) parent satisfaction, 5) parent engagement, and 6) staff working conditions. The legislation also provided the Department some flexibility to include other indicators not outlined in the bill that would be important in an Iowa ACR system.

The work team spent time discussing and reviewing these optional metrics. The committee recommends to not include any additional or optional indicators at this time that are not specifically required by the ACR legislation. Over the next year, the ACR work group will meet with extended membership to include AEA and school district representation. This group will have several charges:

- Consider inclusion of any optional indicators above
- Consider inclusion of other indicators such as those that support an MTSS framework, preschool indicators, additional indicators of post-secondary success, and any other indicators that will support the use of data to drive continuous improvement
- Decide how all of the indicators represented in this report will combine to derive one ACR score for each attendance center
- Recommend reporting for schools, districts, AEA, state, and public reports

Timeline

Dates	Work Completed/Deliverable
May 2013 – June 2014	Department ACR work group and vetting group to meet, review indicators, pinpoint existing collections and measures to be included in a prototype.
July 2014	Report issued by Department to Legislature.
August 2014 – January 2015	Department ACR work group, along with AEA and school district representatives, design reporting system, calculate data and build prototype. Work dependent on resources.
October 2014 – June 2015	Work with the Department's school improvement consultants and the Continuous Improvement team to plan for data use and technical assistance and supports in tiered accreditation. Release the growth and proficiency components of the system.
June 2015 – August 2015	Provide professional development to district staff in the new Accreditation and School Improvement process in which ACR is a central data source.
September 2015	Release ACR system data and scores to districts.
October 2015	Release ACR system data and scores to public.

Conclusion

The Attendance Center Ranking (ACR) requirements were established by House File (HF) 215 of the 2013 legislative session. Section 73 of HF 215 required the Iowa Department of Education to develop a school performance system and report card for all attendance centers. The goal of this legislation is to establish specific performance goals and evaluate the effectiveness of each attendance center toward meeting these outcomes.

The Department of Education commissioned a work group and vetting group that have been working since May 2013 on the ACR system. Members of these groups felt it was important that the ACR system have some key characteristics. To be effective and drive improvement, the ACR system must be built on a framework that combines accountability and improvement to be successful. The system also must:

- Contain data and calculations that are both transparent and easily understandable by all education stakeholder groups (school districts, AEAs, parents, general public).
- Includes considerations for celebrating successes and providing professional development and technical assistance to districts and schools based on their needs.
- Be collaboratively created with school districts, AEAs, and other stakeholders.

This report contains information on recommendations for how to measure all of the legislatively required indicators for the ACR system. The Department, along with school districts and AEAs, will use the next year to refine the calculations, consider additional indicators, and combine all the indicators into rankings. We will also work with the continuous improvement work group to integrate the ACR system into the continuous improvement process and differentiated accountability in fall 2015.

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Appendix A: ACR Indicators

Must include in ACR		
Indicators	Current Data Source	Considerations
Student proficiency	Iowa Assessment Data PK-Gold Assessment Data	Not all grades are tested. No consistent K-2 measures for all districts.
Student academic growth	Iowa Assessment Data	Work teams have reviewed multiple potential models, including: College Readiness, ITP growth model, value-added model. No funding exists for procuring a VAM. The Department's senior staff has approved using a mixed model that includes growth toward college readiness.
Attendance Rates	Student Reporting in Iowa collection	The potential for districts to choose calendars based on 1,080 hours or 180 days could impact the collection and reporting of this indicator.
Parent Involvement	No current data source exists for all schools. Data are gathered for the high schools that participate through the Iowa Safe and Supportive Schools grant.	Added collection and reporting burden for districts. Additional Department resources are needed. Several national models exist which provide schools valuable and actionable information.
Employee turnover	Basic Education Data Survey Staff	None
Community activities and involvement	No current data source exists for all schools. Data are gathered for the high schools that participate through the Iowa Safe and Supportive Schools grant.	Added collection and reporting burden for districts. Additional Department resources are needed.

Closing gap score for subgroup performance	Iowa Assessment Data	None
College-readiness rates	Iowa Assessment Data ACT data	None
May include in ACR		
Post-graduation data	State Longitudinal Data System links between K-12 and higher education	This project is still in the development stage, so the data can be leveraged when it is operational.
Suspension and expulsion rates	Student Reporting in Iowa collection	None
Level of student engagement	No current data source exists	Added collection and reporting burden for districts. Additional Department resources are needed. Several national models exist which provide schools valuable and actionable information.
Parent satisfaction	No current data source exists for all schools. Data are gathered for the high schools that participate through the Iowa Safe and Supportive Schools grant.	Added collection and reporting burden for districts. Additional Department resources are needed. Several national models exist which provide schools valuable and actionable information.
Parent engagement	No current data source exists for all schools. Data are gathered for the high schools that participate through the Iowa Safe and Supportive Schools grant.	Added collection and reporting burden for districts. Additional Department resources are needed.
Staff working conditions	No current data source exists	Added collection and reporting burden for districts. Additional Department resources are needed.

Appendix B: Parent Involvement Survey

Demographics

What is your gender?	Female, Male
What is your race/ethnicity? (Please fill in the circle for the category that best describes you.)	American Indian/Alaskan Native, Asian/Pacific Islander, Black/African American, Latino/Latina/Hispanic, White/Caucasian, Multiracial, Not Listed Above
What is your position?	Teacher, Administrator, Other Professional Staff, Paraprofessional, Noncertified Support Staff (e.g., security officer, cafeteria worker, bus driver, custodian, etc.)
What grade(s) do you work with? (Please select all that apply)	List out PK-12
How many years have you been working in schools in this position?	1 st year, 2-5 years, 6-10 years, 11-20 years, 20+ years
How many years have you been working in this school in this position?	1 st year, 2-5 years, 6-10 years, 11-20 years, 20+ years

Beliefs About Family Involvement

All parents have dreams for their children and want the best for them.	Strongly Agree, Agree, Disagree, Strongly Disagree
Every family has some strengths that can be tapped to increase student success in the classroom.	Strongly Agree, Agree, Disagree, Strongly Disagree
All parents could learn ways to help their children with schoolwork at home, if shown.	Strongly Agree, Agree, Disagree, Strongly Disagree
Parents and school staff should be equal partners in their children's learning.	Strongly Agree, Agree, Disagree, Strongly Disagree
The responsibility for building partnerships between school and	Strongly Agree, Agree,

home rests primarily with school staff, especially school leaders	Disagree, Strongly Disagree
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Communication with Families

How often do you contact every student's parent by phone, mail or e-mail?	Regularly, Occasionally, Rarely/Never
How often do you send a classroom newsletter or bulletin to your students' parents?	Regularly, Occasionally, Rarely/Never
How often do you post updated grades/assignments on the online grading system/parent portal?	Regularly, Occasionally, Rarely/Never
How often do you update information about your classroom on the school's website or your own website?	Regularly, Occasionally, Rarely/Never
How often do you attend parent/teacher meetings and other family events at your school?	Regularly, Occasionally, Rarely/Never
For parents who do not speak English, how often are written materials translated into their home language?	Regularly, Occasionally, Rarely/Never
For parents who do not speak English, how often are interpreters available (verbal communications)?	Regularly, Occasionally, Rarely/Never

Welcoming Family Input / Beginning Role Construction

How often do you elicit information from parents about their students' learning styles?	Regularly, Occasionally, Rarely/Never
How often do you elicit information from parents about their students' strengths, talents, interests, and needs?	Regularly, Occasionally, Rarely/Never
How often do you survey parents to know what their talents are?	Regularly, Occasionally, Rarely/Never
How often do you survey parents to know how they would like to be involved in your classroom?	Regularly, Occasionally, Rarely/Never
How often do you involve parents in decisions about their students' education?	Regularly, Occasionally, Rarely/Never
How often do you invite parents to ask questions and express concerns?	Regularly, Occasionally, Rarely/Never

Empowering Families to Support their Child's Learning

How often do you offer opportunities (e.g. information sessions, workshops, individual meetings) to help parents understand what their students are learning?	Regularly, Occasionally, Rarely/Never
How often do you offer opportunities (e.g. information sessions, workshops, individual meetings) to help parents use and understand your online grading system/parent portal?	Regularly, Occasionally, Rarely/Never
How often do you offer resources (verbal/written or on website) to help parents support their student with classroom standards, learning objectives, and activities?	Regularly, Occasionally, Rarely/Never
How often do you invite parents to visit or volunteer in your classroom?	Regularly, Occasionally, Rarely/Never
How often do you invite parents to assist with learning projects in your classroom?	Regularly, Occasionally, Rarely/Never

Providing Information to Families

How often do you provide parents with curriculum updates for your class that include student activities and due dates?	Regularly, Occasionally, Rarely/Never
How often do you provide parents with updates on academic standards their students should meet and how well their students are doing in relation to the academic standards?	Regularly, Occasionally, Rarely/Never
How often do you send student work home for parent review and comment?	Regularly, Occasionally, Rarely/Never
How often do you keep parents informed about any problems their students are having in the classroom?	Regularly, Occasionally, Rarely/Never
How often do you let parents know when their students show improvement or do something well?	Regularly, Occasionally, Rarely/Never
How often do you refer or connect families to support services?	Regularly, Occasionally, Rarely/Never

Summary of Construction Projects

- 1. Bowman Woods –**
 - a. 1. Item remains – warrantee roof repair**
 - b. Rebate received - \$672.72**

- 2. Wilkins –**
 - a. Closed out status**
 - b. Rebate received - \$707.68**

- 3. Oak Ridge Windows –**
 - a. Closed out status**
 - b. No rebates with this project**

- 4. South Parking Lot –**
 - a. Closed out status**
 - b. Have not received rebates on parking lot lights**

- 5. Oak Ridge Gym Addition Status –**
 - a. Fire Lane under construction**
 - b. All concrete block work completed**
 - c. Heat pumps set**
 - d. Fire suppression system installed**
 - e. Switch gear installed**
 - f. Flat Concrete work underway**
 - g. Electrical and mechanical completed in gym**
 - h. ERV Mechanical unit to arrive the first week of November**
 - i. Work on curtain wall will start the first week of November**
 - j. Exterior panels installation underway**

- 6. High School Phase I -**
 - a. Case work – 80% installed**
 - b. Counters – 80% installed**
 - c. Lights installed**
 - d. Ceiling grid and ceiling tile installation started**
 - e. Flooring near completion**
 - f. Completion target date 11/19/14**

High School Renovation Update



Inspire Learning. Unlock Potential. **Empower Achievement.**

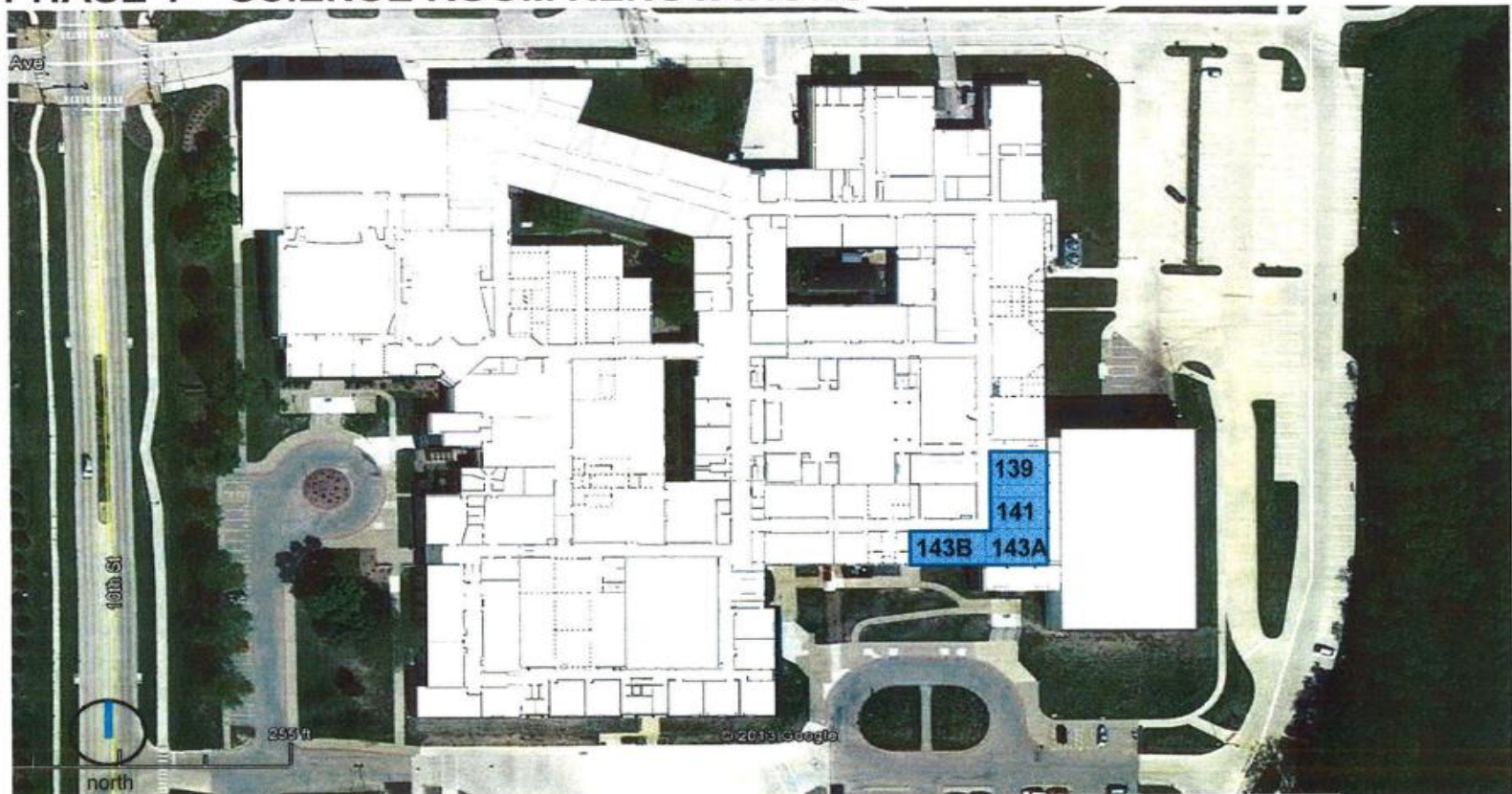
Phase I



LINN-MAR HIGH SCHOOL RENOVATION



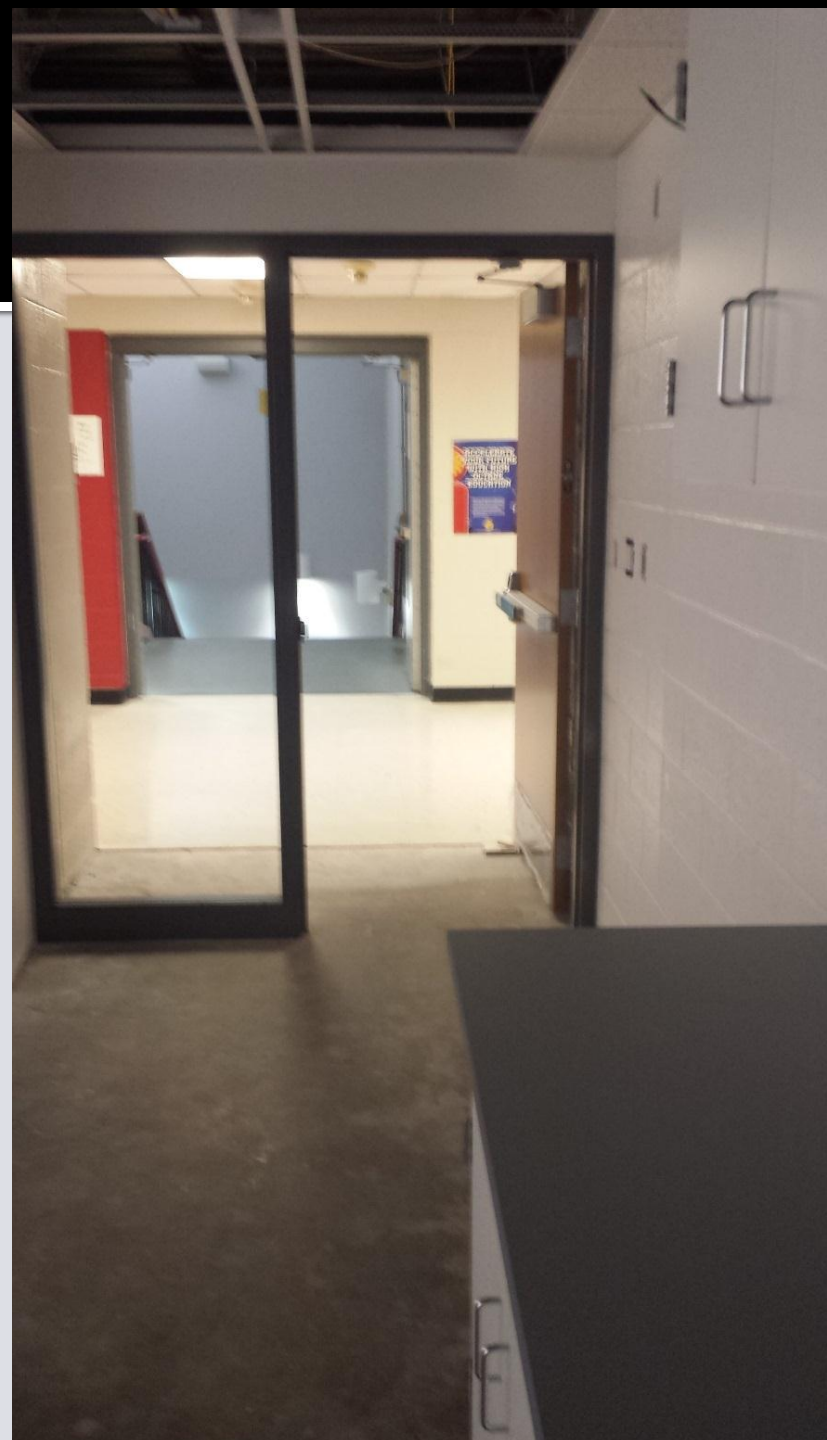
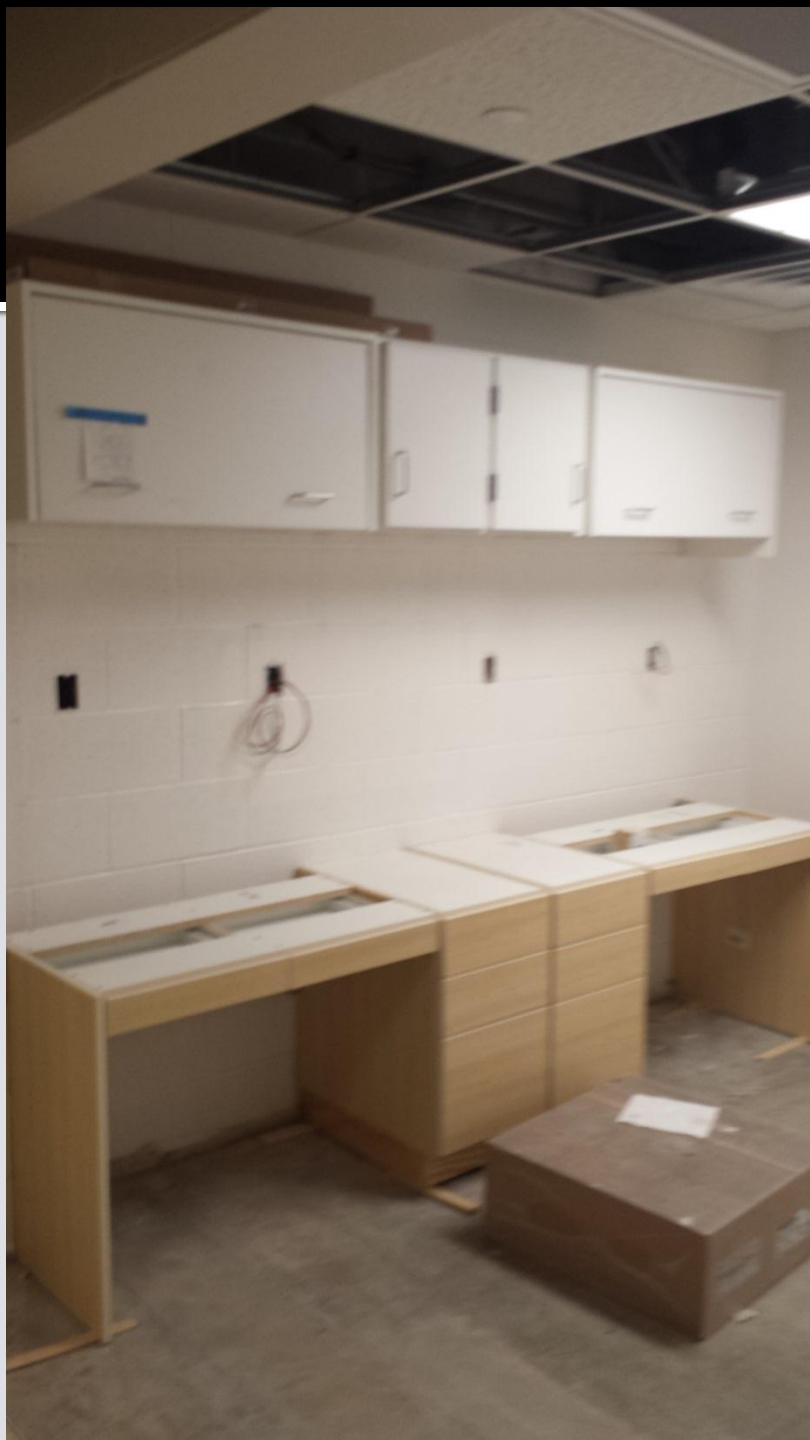
PHASE 1 – SCIENCE ROOM RENOVATIONS









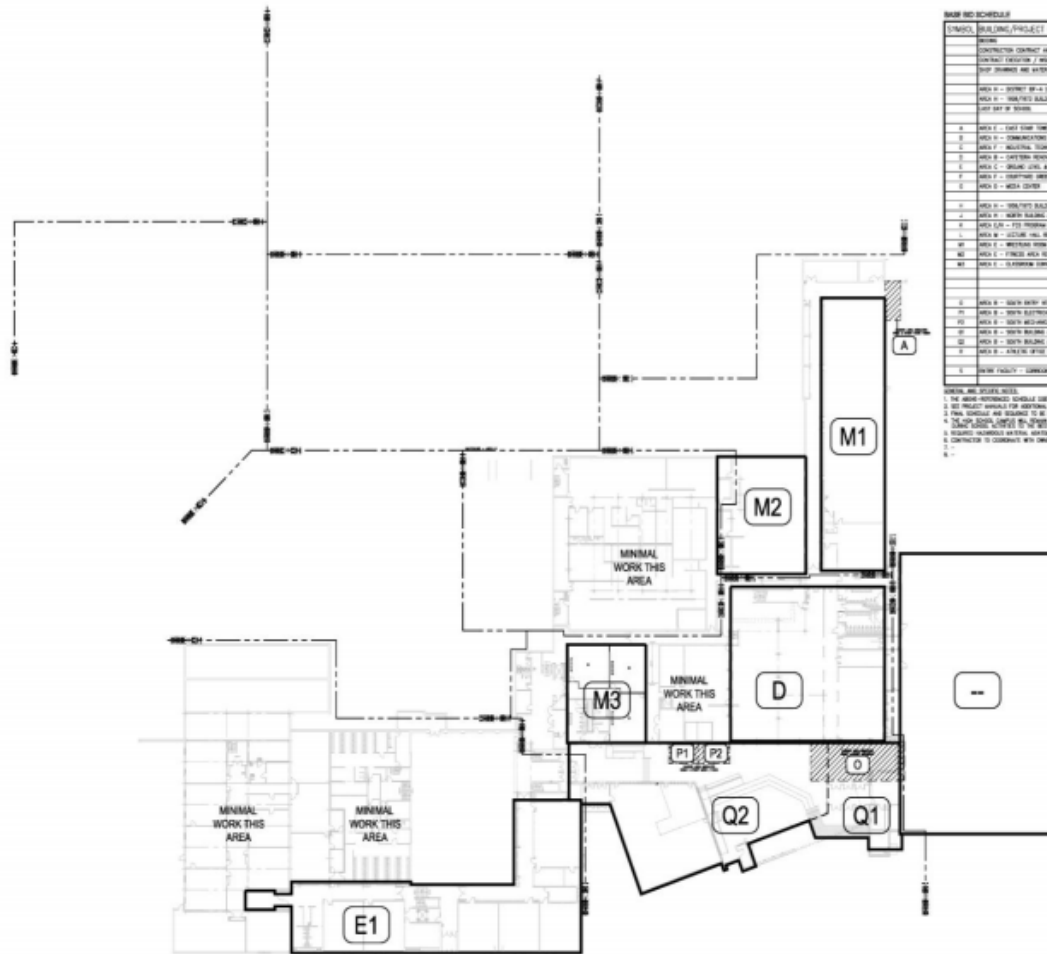


Phase I Progress Meetings

- 9/30/14
- 10/14/14
- 10/28/14
- 11/11/14



PHASING AND SEQUENCING – GROUND LEVEL



PHASE AND SCHEDULE		CONSTRUCTION SEQUENCE	
SYMBOL	DESCRIPTION/PROJECT COMPONENT	START	COMPLETE
1	CONTRACTOR CONTRACT AWARD	APRIL 1, 2015	APRIL 1, 2015
2	CONTRACT SCHEDULE & PHASING RECOGNITION	APRIL 1, 2015	APRIL 1, 2015
3	CONTRACT SCHEDULE & PHASING RECOGNITION	APRIL 1, 2015	APRIL 1, 2015
4	AREA 1 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
5	AREA 2 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
6	AREA 3 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
7	AREA 4 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
8	AREA 5 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
9	AREA 6 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
10	AREA 7 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
11	AREA 8 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
12	AREA 9 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
13	AREA 10 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
14	AREA 11 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
15	AREA 12 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
16	AREA 13 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
17	AREA 14 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
18	AREA 15 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
19	AREA 16 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
20	AREA 17 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
21	AREA 18 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
22	AREA 19 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
23	AREA 20 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
24	AREA 21 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
25	AREA 22 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
26	AREA 23 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
27	AREA 24 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
28	AREA 25 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
29	AREA 26 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
30	AREA 27 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
31	AREA 28 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
32	AREA 29 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
33	AREA 30 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
34	AREA 31 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
35	AREA 32 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
36	AREA 33 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
37	AREA 34 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
38	AREA 35 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
39	AREA 36 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
40	AREA 37 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
41	AREA 38 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
42	AREA 39 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
43	AREA 40 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
44	AREA 41 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
45	AREA 42 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
46	AREA 43 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
47	AREA 44 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
48	AREA 45 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
49	AREA 46 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
50	AREA 47 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
51	AREA 48 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
52	AREA 49 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
53	AREA 50 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
54	AREA 51 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
55	AREA 52 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
56	AREA 53 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
57	AREA 54 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
58	AREA 55 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
59	AREA 56 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
60	AREA 57 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
61	AREA 58 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
62	AREA 59 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
63	AREA 60 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
64	AREA 61 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
65	AREA 62 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
66	AREA 63 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
67	AREA 64 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
68	AREA 65 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
69	AREA 66 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
70	AREA 67 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
71	AREA 68 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
72	AREA 69 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
73	AREA 70 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
74	AREA 71 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
75	AREA 72 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
76	AREA 73 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
77	AREA 74 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
78	AREA 75 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
79	AREA 76 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
80	AREA 77 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
81	AREA 78 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
82	AREA 79 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
83	AREA 80 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
84	AREA 81 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
85	AREA 82 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
86	AREA 83 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
87	AREA 84 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
88	AREA 85 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
89	AREA 86 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
90	AREA 87 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
91	AREA 88 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
92	AREA 89 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
93	AREA 90 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
94	AREA 91 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
95	AREA 92 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
96	AREA 93 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
97	AREA 94 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
98	AREA 95 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
99	AREA 96 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
100	AREA 97 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
101	AREA 98 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
102	AREA 99 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015
103	AREA 100 - SOUTH WING ADDITION	APRIL 1, 2015	APRIL 1, 2015

NOTES AND SPECIAL NOTES:
 1. THE ABOVE PHASING AND SEQUENCING SCHEDULE DOES NOT REFLECT THE EFFECT OF PROJECT TO BE COMPLETED. IT IS INTENDED TO BE USED AS AN INITIAL SCHEDULE AND REVISIONS SHALL BE MADE AS NECESSARY.
 2. THE SCHEDULE IS SUBJECT TO CHANGE BASED ON THE ACTUAL PROGRESS OF THE PROJECT.
 3. THE SCHEDULE IS SUBJECT TO CHANGE BASED ON THE ACTUAL PROGRESS OF THE PROJECT.
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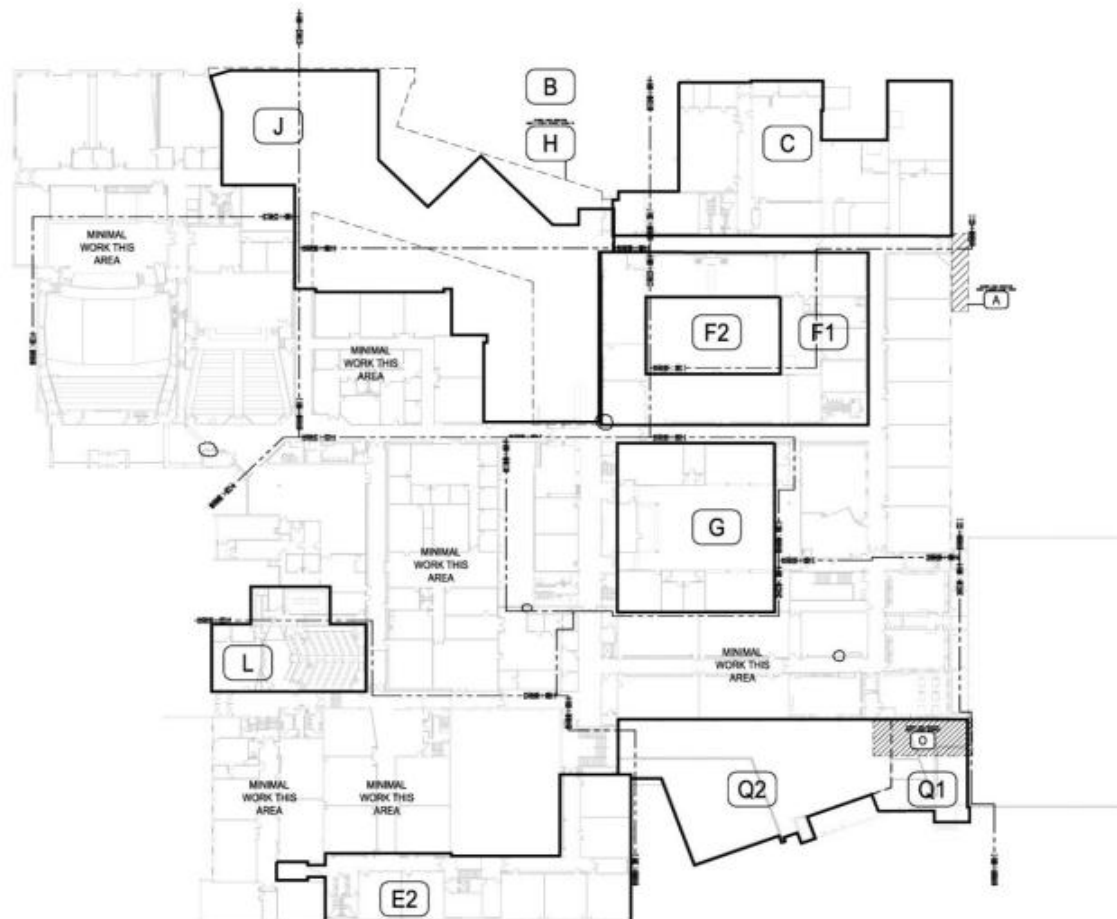
NOT FOR CONSTRUCTION
 PHASING AND SEQUENCING PLAN - GROUND LEVEL
 LINN-MAR HS ADDITIONS AND RENOVATIONS - PHASE II
 LINN MAR COMMUNITY SCHOOL DISTRICT

PS1.1
 10/1/15

group
 planning & design
 lincoln, ne 68504



PHASING AND SEQUENCING – FIRST LEVEL



NOT FOR
CONSTRUCTION

PHASING AND SEQUENCING PLAN - FIRST LEVEL
LINN-MAR HS ADDITIONS AND RENOVATIONS - PHASE II
LINN MAR COMMUNITY SCHOOL DISTRICT

PS1.2



PHASING AND SEQUEECING



BASE BID SCHEDULE		CONSTRUCTION SEQUENCE		
SYMBOL	BUILDING/PROJECT COMPONENT	START	COMPLETE	SPECIFIC NOTES
	BIDDING	JANUARY 8 2015	FEBRUARY 5 2015	
	CONSTRUCTION CONTRACT AWARD	-- --	FEBRUARY 9 2015	
	CONTRACT EXECUTION / INSURANCE PROCUREMENT	FEBRUARY 10 2015	FEBRUARY 27 2015	
	SHOP DRAWINGS AND MATERIAL PROCUREMENT	MARCH 1 2015		
	AREA H - DISTRICT IDF-A DATA RACK RELOCATION	MARCH 16 2015	MARCH 20 2015	SPRING BREAK - BY LMCS
	AREA H - 1959/1973 BUILDING HAZARDOUS MATERIAL ABATEMENT	MARCH 2 2015	MAY 1 2015	BY SEPARATE CONTRACT
	LAST DAY OF SCHOOL	-- --	MAY 29 2015	
A	AREA E - EAST STAIR TOWER DEMOLITION	MAY 1 2015	AUGUST 2015	
B	AREA H - COMMUNICATIONS TOWER RELOCATION (2 WEEKS)	JUNE 1 2015	JUNE 12 2015	BY TRI-STATE COMM.
C	AREA F - INDUSTRIAL TECHNOLOGY RENOVATION	JUNE 1 2015	AUGUST 2015	
D	AREA B - CAFETERIA RENOVATION	JUNE 1 2015	AUGUST 2015	
E	AREA C - GROUND LEVEL & FIRST LEVEL CLASSROOM RENOVATIONS	JUNE 1 2015	AUGUST 2015	
F	AREA F - COURTYARD GREENHOUSE/SHED DEMOLITION	JUNE 1 2015	AUGUST 2015	
G	AREA D - MEDIA CENTER	JUNE 1 2015	AUGUST 2015	
H	AREA H - 1959/1973 BUILDING DEMOLITION	MAY 2 2015	JULY 1 2015	
J	AREA H - NORTH BUILDING ADDITION	JULY 2 2015	JUNE 2016	
K	AREA E/H - FCS PROGRAM RE-LOCATION TO NEW SPACE	JUNE 2016	AUGUST 2016	
L	AREA M - LECTURE HALL RENOVATION	MAY 2 2015	AUGUST 2015	ORCHESTRA TEMPS AT LITTLE STAGE
M1	AREA E - WRESTLING ROOM CONSTRUCTION	JUNE 2016	AUGUST 2016	
M2	AREA E - FITNESS AREA RENOVATION	JUNE 2016	AUGUST 2016	
M3	AREA E - CLASSROOM CONVERSION	JUNE 2016	AUGUST 2016	
O	AREA B - SOUTH ENTRY VESTIBULE DEMOLITION	APRIL 1 2015	JUNE 1 2015	
P1	AREA B - SOUTH ELECTRICAL RE-LOCATION	JUNE 1 2015	JULY 1 2015	
P2	AREA B - SOUTH MECHANICAL RE-LOCATION			DEMOLISH AFTER Q1 IS COMPLETE
Q1	AREA B - SOUTH BUILDING ADDITION	JUNE 1 2015	DEC 1 2015	
Q2	AREA B - SOUTH BUILDING ADDITION	JUNE 1 2015	MAY 1 2016	
R	AREA B - ATHLETIC OFFICE RE-LOCATION	AT COMPLETION OF SOUTH ADD	AUGUST 2016	
S	ENTIRE FACILITY - CORRIDOR RENOVATIONS	JUNE 2015	AUGUST 2016	COORD. W/ SCHOOL&CONSTR ACTIVITIES

GENERAL AND SPECIFIC NOTES:

1. THE ABOVE-REFERENCED SCHEDULE DOES NOT REFLECT EVERY ASPECT OF PROJECT TO BE COMPLETED. IT IS INTENDED TO BE USED AS AN OVERALL SCHEDULING AND SEQUENCING GUIDE.
2. SEE PROJECT MANUALS FOR ADDITIONAL DESCRIPTIONS OF WORK.
3. FINAL SCHEDULE AND SEQUENCE TO BE DETERMINED FOLLOWING DETAILED INPUT FROM CONTRACTOR'S PROPOSED CONSTRUCTION SCHEDULE AND LINN-MAR COMMUNITY SCHOOL DISTRICT.
4. THE HIGH SCHOOL CAMPUS WILL REMAIN OPERATIONAL DURING ALL PHASES OF CONSTRUCTION. THE OWNER WILL WORK WITH THE CONTRACTOR TO ACCOMMODATE AREAS OF WORK DURING SCHOOL ACTIVITIES TO THE BEST OF THEIR ABILITIES AND AS TRANSITION SPACE ALLOWS.
5. REQUIRED HAZARDOUS MATERIAL ABATEMENT FOR BUILDING AREAS WILL BE COORDINATED WITH THE OWNER AND CONTRACTOR.
6. CONTRACTOR TO COORDINATE WITH OWNER FOR NECESSARY WORK REQUIRED AREAS DURING SCHOOL YEAR OPERATIONS.
7. -

LMHS Renovation Planning: Phase II

- Started in Fall of 2013: *Down-sizing 'stuff', Frame of Mind=Room Sharing*
- Planning Areas: (all to be based on Project Staging)
 - Safety/Emergency Planning/Updates (Fire will need to review)
 - Contractor/Equipment Staging
 - Parking/Campus Plan (and Contingencies)
 - Safety/Emergency Needs (Fire and Police will need to review)
 - Daily Parking vs. Event Parking
 - Bus Drop-off/Pickup
 - Parent Drop-off/Pickup
 - Interim Classroom/Office Planning
 - Teacher Work Area Planning
 - Interim Storage Plan
 - Communication with Staff/Students/Parents/Everyone Else...
 - All Else...

Considerations in Determining Interim Plans...

- Safety-Emergency/Security/Supervision
- Maintaining High Quality Learning Environments
- Specific Classroom Needs
 - Technology (e.g. Wi-Fi, Hard-Wired Labs) Needs
 - Student Support Services Needs
 - Instructional Materials/Equipment Needs
 - Room Sharing Needs, Teacher Work Area Needs (phones, etc.)
- 'Core' Facility Needs
 - Cafeteria Space (Including short-term contingency areas)
 - Learning Center/Media Center Spaces
 - Nurse's Office will have an Interim Placement
- Out of Building Possibilities
 - What space is available?
 - What courses make logistical sense for a temporary move?
 - Student movement considerations? (seems will be only 'block' classes)

B007
B006
B005

Kuper
Ollinger
Rodriguez
Schmitt

B004
B003
I013

Brady
Fleege
Handke
Yum

I208
I210
I212

Davis
Griggs
Johnson
Piche

H225
H224
H222

Collison
Middlekauff
Wennekamp
Wesbrook

H221
H220
I218

T. Hopkins
K. Kelley
Kibbie

I217
I211
I213

Axeen
Kolpin
Sheka
Vogt

E133
E135A
E135B

Gehrls
J. Hanson
Swaney
Blocker

E137A
E137B
E137C

Van Hove
Borchers
Turner
Willet

KL108
KL109
KL110

Becker
Branan
Printy
woerner

KL106
KL117
KL118

Chapa
Epner
Gaylord-Robertson
Kaalberg

L120
L121
L122

Harms
Loftin
Shaffer
Shindelar

F156
F158
F160
F162

Brinkmeyer
Henry
Hoefle
Larson

LRC Rm1
LRC Rm2
LRC Rm3

Reed
Smith
Mollman
Fry

E135C

Condon
Schumacher

KL103
KL104
KL105

Genskow
White
Zmolek

E132

Nurse

H223
L123

L. Mooney
K. McCauley

L125

Gail McCann
Kelzenberg Tindall

L119

T. Goodell

I219

Teacher Workroom

F157
F159

English
Computer
Labs

I015

Doan
K. Hanson
Goldsmith
Hill
Pillard
Wampler

Study Mall

Anticipated

Position
Opening

Position
Posting

Position
Advertised

Screening
Positions

Interviewing
for
Position

Reference
checking

Offer Made
for
Position

Pending Board Approval
Position Closed
Lateral Paperwork
Completed

PHASE TWO



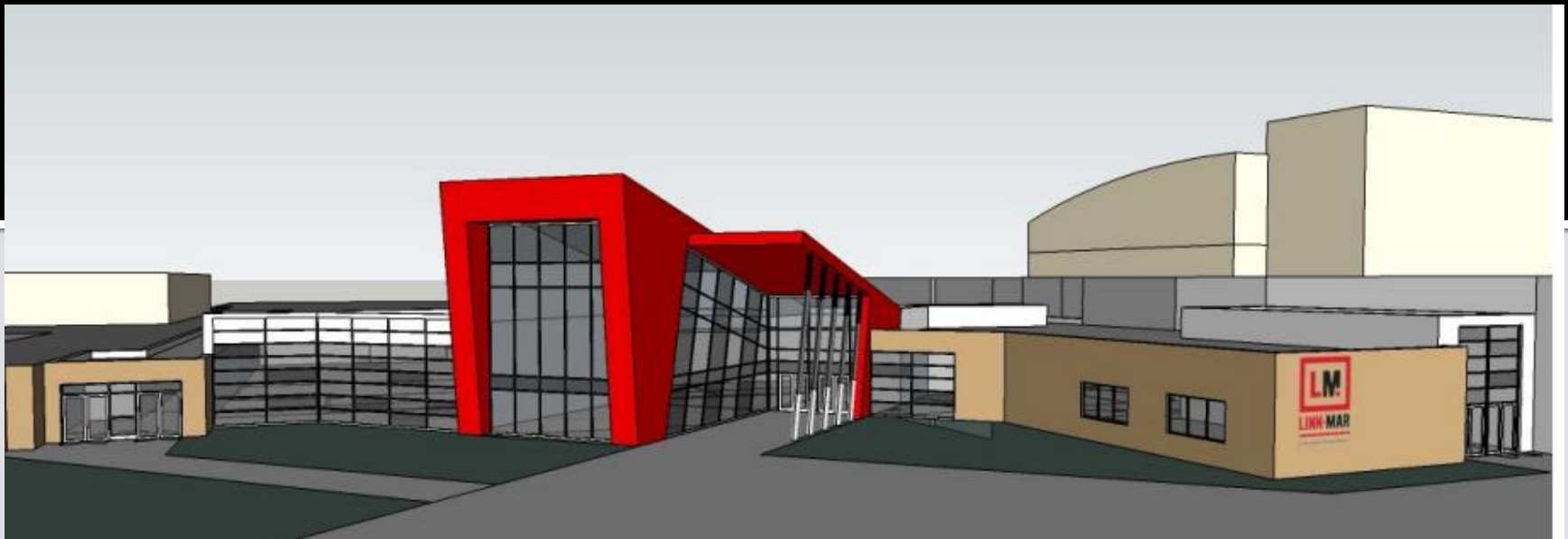
- 1** Renovate Existing HS to show updated finishes while celebrating existing finishes.
- 2** Create design focal points in unexpected ways.
- 3** Implement wayfinding through department - focused design elements
- 4** Utilize student common and break out spaces throughout the school.



OVERALL DESIGN PLAN

Phase II Progress Meetings

- 10/1/14
 - Art, DEM, FCS, Orch, Athletics, Administration
- 10/14/14
 - Art, Ag, DEM, FCS, Orch, Athletics, Administration
 - 10/17/14
 - Mechanical walk-through
- 10/30/14
 - FCS
 - Phasing/Sequencing work session
 - Field verification





3D Perspective



Steel Cable Railing (wood top)



12x24 Porcelain Tile



Modular Wall Panels



STUDENT COMMONS



Spirit. Opportunity. **Future>>**



3D Perspective



Modern Glass Railing



Main Paint



Wood Film Accents

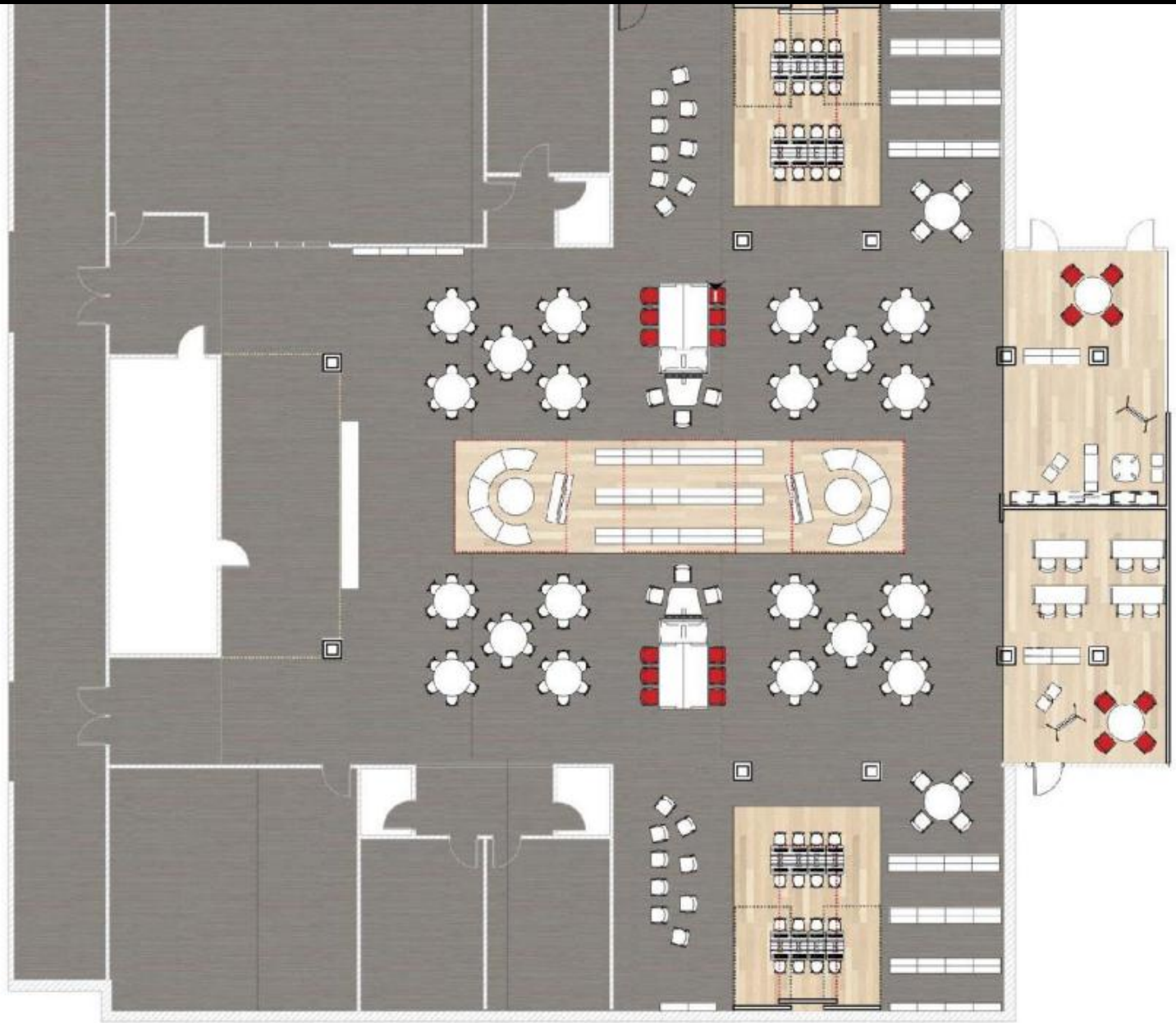


Carpet Tile @ Aisles



STUDENT LECTURE HALL

Spirit. Opportunity. **Future>>**



MEDIA CENTER - PLAN

Spirit. Opportunity. **Future>>**



Main Wall Paint



Accent Wall Paints



Carpet Tile



Vinyl Tile Flooring



CORRIDOR WAYFINDING



Spirit. Opportunity. **Future>>**



Porcelain Floor Tile



Vinyl Wall Film



High Gloss Film
@ Bulkhead



Dimensional Letters



Modern Glass Doors

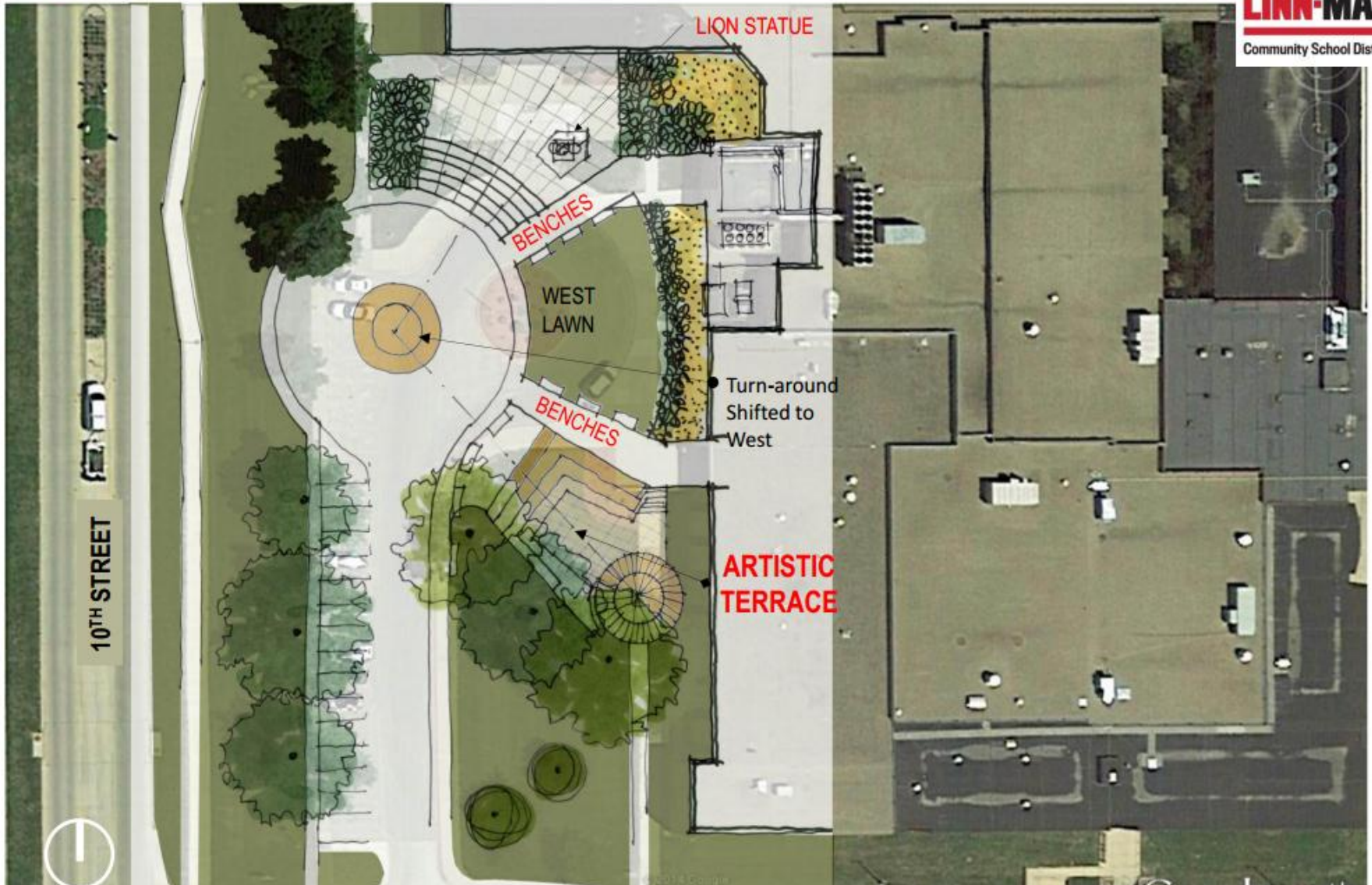


CORRIDOR WAYFINDING

Spirit. Opportunity. **Future>>**



10th STREET – PLAZA CONCEPT





Inspire Learning. **Unlock Potential. Empower Achievement.**

PROCLAMATION OF 2014 AMERICAN EDUCATION WEEK

WHEREAS, public education is the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility, and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, public education employees, be they educators, substitute educators, higher education faculty and staff, custodians, teachers, bus drivers, clerical workers, food service professionals, skilled trades workers, health and student service workers, security guards, technical employees, or librarians, work tirelessly to serve our students and community with care and professionalism; and

WHEREAS, public schools are the foundations of neighborhoods and communities, bringing together adults and children, educators and volunteers, business leaders, and elected officials in a common purpose.

THEREFORE, BE IT FURTHER RESOLVED that we, the citizens of the Linn-Mar Community School District Board of Education, proclaim November 16th through November 22nd, 2014 as American Education Week.

Proclaimed this 3rd day of November, 2014.

Signature: _____
Tim Isenberg, Board President

Instructional Services 5 Year Plan - Literacy

FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
6+1 Traits of Writing Training	Explore pk-8 literacy program	Implement pk-8 literacy program	Journeys year 2	Journeys year 3	Journeys year 4	Journeys year 5	Explore Pk-8 literacy options
Spanish/French final steps of adoption	ebook pilot Eng 3	Early Literacy Initiative research and training	Think Central New common Journeys assessments Early Literacy Initiative Year 1 Elementary Literacy Report Card Changes Year 2 Read it Again /Early Childhood SPLASH Pilot with ECBP Early Childhood LETRS Course Explore PCL Year 2 of HMH implementation Interactive learning guides	EL Think Central Early Literacy Initiative Year 2 Pilot PCL	Think Central Early Literacy Initiative -full implementation Summer School requirement for substantially deficient students 3rd grade retention Expand PCL	Think Central Early Literacy Initiative -full implementation-year 2 Expand PCL	Early Literacy Initiative -full implementation-year 3 Expand PCL
			Writing focus Core alignment Department alignment	MS Increased use of digital components Grammar Component Writing Assessments Effective Literacy Strategies/Pedagogy across all content areas secondary articulation			
				HS Secondary articulation			
			Materials aligned with core standards for categorical special education classrooms in 6-12	Materials aligned with core standards for categorical special education classrooms in pk-5			



Implementing



Short -Term Plans



Longer Range Plans

Nutrition Services Department

News from USDA

2014/15

- **Phase 1 sodium guidelines in place**
- **½ cup fruit/juice required at breakfast and lunch**
- **Competitive foods** (Smart Snacks provides standards for all items sold to students during the school day)

By the Number

Average Daily Participation	2011/12	2012/13	2013/14	2014/15 YTD
Breakfast	464 (7.2%)	490 (7.3%)	454 (6.7%)	498 (7.0%)
Lunch	4,420 (69.0%)	4,390 (65.5%)	4,346 (63.9%)	4,624 (64.9%)
A la carte sales	\$548,740	\$549,744	\$587,735	\$170,558

Federal/state reimbursements (based on average daily participation)

2012/13: \$837,985

2013/14: \$888,141

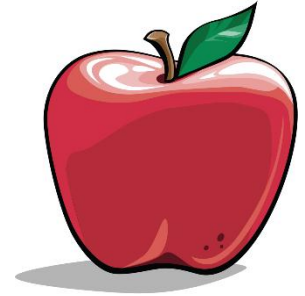
2014/15: TBD – will see increased reimbursement as 3 schools designated as severe need breakfast sites. (Approximately \$10,000)

2014/15: No increase in meal prices. Requested and granted exemption from Paid Lunch Equity requirement due to good financial standing and documentation of compliance.

Cost control measures

- **EIPG** (Eastern Iowa Purchasing Group made up of 25 districts)
- **Dairy, bread and chemicals** (Partner with Cedar Rapids, Marion, College Community and Muscatine for volume pricing.)
- **Optional USDA programs realized significant cost savings**
 - DOD** (Department of Defense Fresh Produce) Valued at \$80,000
 - NOI** (Net off Invoice) Valued at \$82,805

Healthy Hunger Free Kids Act



USDA Criteria for Meal Planning at Lunch, Grades K-5:

Component Criteria:

Fruit: Minimum $\frac{1}{2}$ cup offered daily

Vegetables: Minimum $\frac{3}{4}$ cup offered daily. Vegetables are broken down into dark green, red/orange, beans/peas, starchy and other.

Weekly minimums are in place for each category.

(Students are required to select $\frac{1}{2}$ cup fruit or vegetable.)

Grains: Minimum 1 ounce offered daily. All grains must be whole grain rich. Minimum of 8 oz. per week.

Meat/meat alternate: Minimum 1 ounce required daily. Minimum of 8 oz. per week.

Fluid milk: 1 cup required daily. Milk must be skim or 1%. Flavored milk must be fat-free. (For students with lactose intolerances or allergies, milk substitutes must be nutritionally equivalent to dairy milk.)

Nutrient Criteria:

Calories: Daily average over one week must be between 550-650 calories

Saturated fat: Daily average over one week must be less than 10% per week

Sodium: Daily average over one week required to be less than 1,230 mg per week. 2017/18: Less than 935 mg per week; 2022-23: Less than 640 mg per week

Additional Considerations:

Do students like the food?

Do the plate “colors” look appealing?

Can we mass produce and satellite the food items?

Will the items “hold” for service at satellite schools?



Inspire Learning. **Unlock Potential. Empower Achievement.**

To: Katie Mulholland, Superintendent
From: Julie Jensen, Executive Director of Student Services
Date: November 3, 2014
RE: Student Assistance Team Report

The Student Assistance Team continues to support a high number of requests to work with students experiencing mental health challenges. Through the monthly district meetings, team members share strategies and experiences to support one another.

During this school year, the team will be studying more options and programs to support these ongoing student and family needs.

Please find attached to this memo information on Adverse Childhood Experiences (ACES). We look forward to sharing information on ACES along with our annual team report.

Meeting the Mental Health Needs of Eligible Students Under the IDEA

Miriam Van Heukelem
Ahlers & Cooney, P.C.
mvanheukelem@ahlerslaw.com

Adverse Childhood Experiences

The Adverse Childhood Experiences (ACE) Study is one of the largest investigations ever conducted to assess associations between childhood maltreatment and later-life health and well-being. More than 17,000 individuals agreed to provide detailed information about their childhood experience of abuse, neglect, and family dysfunction. The ACE Study findings suggest that certain experiences are major risk factors for the leading causes of illness and death as well as poor quality of life in the United States. It is critical to understand how some of the worst health and social problems in our nation can arise as consequence of adverse childhood experiences.

Childhood abuse, neglect, and exposure to other traumatic stressors are common. Almost two-thirds of study participants reported at least one ACE, and more than one of five reported three or more ACE. The short- and long-term outcomes of these childhood exposures include a multitude of health and social problems. When a child experiences strong, frequent, and/or prolonged adversity without adequate adult support, the child may experience a “toxic stress response,” which can disrupt brain and organ development and increase the risk for stress-related disease and cognitive impairment.

The ACE Study uses the ACE Score, which is a total count of the number of ACEs reported by respondents. The ACE Score is used to assess the total amount of stress during childhood and has demonstrated that as the number of ACE increase, the risk of numerous health problems (including alcohol and drug abuse, depression, heart disease, suicide attempts) and early death increases.

Probability of outcomes:

- No ACEs
 - 1 in 16 smoke
 - 1 in 69 are alcoholic
 - 1 in 480 use IV drugs
 - 1 in 14 has heart disease
 - 1 in 96 attempts suicide
- 3 ACEs
 - 1 in 9 smoke
 - 1 in 9 are alcoholic
 - 1 in 43 use IV drugs
 - 1 in 7 has heart disease
 - 1 in 10 attempts suicide
- 7 ACEs
 - 1 in 6 smoke
 - 1 in 6 are alcoholic
 - 1 in 30 use IV drugs
 - 1 in 6 has heart disease
 - 1 in 5 attempts suicide

Children with Higher ACEs Scores Are:

- More likely to fail a grade
- Be entitled to special education
- Have lower scores on standardized tests
- Have disciplinary issues including suspension and expulsion
- Have language difficulties
- Have poorer overall health

Serving Students with Mental Health Needs

According to the CDC, 1 in 5 children under the age of 17 has a diagnosable mental health disorder. The most common disorder. The most common disorder is ADHD, followed by behavior and conduct disorders, anxiety, depression, and autism.

What's Your ACE Score?

Prior to your 18th birthday:

1. Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humiliate you? Or act in a way that made you afraid that you might be physically hurt?
No ____ If Yes, enter 1 ____
2. Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? Or ever hit you so hard that you had marks or were injured?
No ____ If Yes, enter 1 ____
3. Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? Or attempt or actually have oral, anal, or vaginal intercourse with you?
No ____ If Yes, enter 1 ____
4. Did you often or very often feel that... No one in your family loved you or thought you were important or special? Or your family didn't look out for each other, feel close to each other, or support each other?
No ____ If Yes, enter 1 ____
5. Did you often or very often feel that... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
No ____ If Yes, enter 1 ____
6. Was a biological parent ever lost to you through divorce, abandonment, or other reason?
No ____ If Yes, enter 1 ____
7. Was your mother or stepmother: Often or very often pushed, grabbed, slapped, or had something thrown at her? Or sometimes, often, or very often, kicked, bitten, hit with a fist, or hit with something hard? Or ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
No ____ If Yes, enter 1 ____
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
No ____ If Yes, enter 1 ____
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
No ____ If Yes, enter 1 ____
10. Did a household member go to prison?
No ____ If Yes, enter 1 ____

Now add up your "Yes" answers: ____ This is your ACE Score



INN-MAR
Community School District

Inspire Learning. **Unlock Potential. Empower Achievement.**

Superintendent's Report

Board of Education

November 3, 2014

Strategic Goal #1 Student Achievement

1. **State Boys and Girls Cross Country Results** – It was a great weekend for the cross country teams at the State meet in Fort Dodge. The Boys Team won State! The Linn-Mar Boys team placed first – total points of 85 – with Cedar Rapids Prairie (98) a close second. The Linn-Mar Girls team placed 6th. For the Boys team, the following students placed in the top 10:

6th – Daniel Murphy (15:45)

8th – Michael Mather (15:58)

10th – Ryan Murphy (16.00)

No other team had three runners place in the top 10. Congratulations to both the Boys and Girls Cross Country teams and their coaches!

2. **All State Band, Orchestra, Vocal Audition Results** – Linn-Mar High School will be represented by the following students at the All State Music Festival in November at Iowa State University. The 49 selected students are listed as follows. Congratulations to all of the All-Staters and their teachers!

Vocal – 22 Total Students			
Sopranos	Altos	Tenors	Bases
Emily DeLong - Soprano - Senior (3rd year)	Jennifer Long - Alto – Senior (2nd year)	Matthew Anderson - Tenor – Senior (4th year)	Jacob Winter - Bass - Senior (3rd year)
Lydia Berry - Soprano - Senior (1st year)	Allison Canaday - Alto - Senior (1st year)	Riley Anderson - Tenor – Senior (4th year)	Declan Scott - Bass - Senior (2nd year)
Kelly Gerlich - Soprano – Senior (1st year)	Sierra Jones - Alto - Senior (1st year)	Mitchell Bluml - Tenor - Senior (3rd year)	Ryan Frank - Bass - Junior (2nd year)
Anna Moore - Soprano - Junior (1st year)	Brenna O'Hara - Alto - Junior (2nd year)	Kyle Brendes - Tenor - Senior (3rd year)	Connor DeJong - Bass – Sophomore (2nd year)
Claire Kopesky - Soprano – Sophomore (1st year)	Tess Perkins - Alto - Junior (1st year)	Patrick Hale - Tenor - Senior (2nd year)	Colton Ironside - Bass – Sophomore (1st year)
Malaena Holm - Soprano – Freshman (1st Year)		Nick House - Tenor – Sophomore (1st year)	

Band – 9 Total Students	
Kara Kirchner – Flute – Junior (1st year)	Evan Brown - French Horn – Senior (3rd year)
Joshua Yem (orchestra) – Oboe – Junior (2nd year)	Alice Kirsch – French Horn – Junior (2nd year)
Kirsten Loynachan – Bassoon – Freshman (1st year)	Michael England - Trombone – Sophomore (1st year)
Megan England – Clarinet – Senior (2nd year)	Mitchell Van Dyke – Tuba – Senior (3rd year)
Elizabeth Schill – Clarinet – Senior – (1st year)	

Orchestra – 18 Total Students		
Allison Bellows-Violin - Senior (4 th Year)	Caleb Weatherby-Violin - Junior (1 st Year)	Bradley Affolter-Viola - Sophomore (1 st Year)
John Low-Violin - Senior (4 th Year)	Cathy Zhou-Violin - Freshman (1 st Year)	Cody Hsieh-Cello - Senior (3 rd Year)
Sruthi Palaniappan-Violin - Junior (3 rd Year)	Kristin Woodburn-Viola - Senior (3 rd Year)	Caleb Fruhling-Cello - Junior (3 rd Year)
Jiyeon In-Violin - Sophomore (2 nd Year)	Bryce Jones-Viola - Junior (3 rd Year)	Ryan Cerveny-Bass - Senior (3 rd Year)
Jenny Ha-Violin - Junior (1 st Year)	Deanna Newhouse-Viola - Sophomore (2 nd Year)	Savannah Scott-Bass - Junior (2 nd Year)
Susan Madasu-Violin - Junior (1 st Year)	Jordan Turner-Viola - Sophomore (2 nd Year)	Noah Wick-Bass - Sophomore (2 nd Year)

American Association of School Administrators (AASA) 2015 Women in School Leadership Award Finalists – Julie Jensen has been named as one of two finalists in the Central Office/Principal category for the AASA Women in School Leadership Award. Julie has received an all-expense paid trip to the AASA 2015 National Conference on

Education February 26-28 in San Diego. Determination of the winner in her category is based on the following criteria: strength in both personal and organizational communication, professionalism and community involvement. Additional information about the recognition program can be found at <http://aasa.org/content.aspx?id=35636> Congratulations, Julie!

4. **Knovation's Digital Learning Awards Program** – Dirk recently received notice that Linn-Mar finished in the top 100 (#67) in Knovation's Digital Learning Awards Program. This program recognizes districts for effectively utilizing digital resources in teaching and learning in the 2013-14 school year. The list of the Top 100 Districts can be seen at www.nettrekker.com/dla The press release is attached.

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FOR IMMEDIATE RELEASE

Knovation Honors Top School Districts Using Digital Learning Resources

Digital Learning Award winners include districts from Georgia, Arkansas and Illinois

CINCINNATI, OH – October 27, 2014 – Knovation, the leader in advanced personalized learning solutions, announces recipients of its Digital Learning Awards, which honors the top 100 school districts using digital resources to enhance their classroom experience. The program honors districts across the country using [netTrekker](#), which delivers Knovation's industry-leading library containing more than 360,000 digital learning resources that are curated, contextualized, tagged and standards-aligned to support personalized learning.

The Digital Learning Awards are presented to small-, medium- and large-sized districts based on their usage of netTrekker during the 2013-2014 school year. The top user overall is Forsyth County Schools in Cumming, Georgia. The top three school districts in each enrollment category include:

Large-Size Districts (more than 25,000 student enrollment)

1. Forsyth County Schools, Cumming, Georgia
2. Fort Bend Independent School District, Sugar Land, Texas
3. Baltimore County Public Schools, Baltimore, Maryland

Mid-Size Districts (5,000-24,999 student enrollment)

1. Fort Smith Public Schools, Fort Smith, Arkansas
2. Akron Public Schools, Akron, Ohio
3. Naperville Community Unit School District 203, Naperville, Illinois

Small-Size Districts (less than 5,000 student enrollment)

1. La Grange Elementary School District 102, LaGrange Park, Illinois
2. Canton Public Schools, Canton, Connecticut
3. City Schools of Decatur, Decatur, Georgia

"As a district employing a BYOT model, we value digital content and learning tools that drive higher order thinking and increase student engagement," said Dr. Jill Earman, coordinator of instructional technology at Forsyth County Schools. "We rely on tools such as netTrekker to help personalize learning and ensure academic success through vetted and curated digital learning resources. We are happy to partner with the professionals at Knovation who listen and respond to what we need to create an optimal learning environment for students at Forsyth County Schools."

A national survey shows that 87 percent of educators expect their use of online digital content to increase over the next 2-3 years ([Parthenon Teacher Survey](#)). netTrekker helps teachers shift from print to digital by integrating with a district's current digital learning environment to organize resources by grade level, content type,

readability, subject and educational theme. The [2014 netTrekker Impact Study](#) reveals that 92 percent of educators who use netTrekker are extremely satisfied with the digital learning solution, as it saves time in identifying online content and helps them achieve their goals and objectives.

"The Digital Learning Awards honors schools paving the way in digital conversions with netTrekker," said Randy Wilhelm, CEO of Knovation. "These districts incorporate digital resources into their curriculum at a very high level, which creates an optimal environment for meaningful learning experiences to engage all learners."

Leaders in each enrollment category received a donation to DonorsChoose.org on their behalf. You can view the complete list of Top 100 Digital Learning Award winners at: www.nettrekker.com/dla.

About Knovation

Knovation designs and implements advanced personalized learning solutions that reduce barriers to learning and allow districts to realize meaningful outcomes from their technology investment. The company's portfolio includes [netTrekker](#), the trusted solution for delivering hundreds of thousands of educator-curated, state and Common Core standards aligned learning-ready digital resources; and [icurio](#), the learning engagement solution for 21st century blended learning that helps districts implement their digital conversions. These two solutions are backed by a fully curated learning resource library built from tens of millions of online resources that pass a rigorous 127-point process. Knovation provides professional learning and consulting services, resource management and delivery services, and a curriculum service solution that aligns digital content to each district's curriculum. Since 1999, the company has impacted more than 27 million students and over 1 million teachers in schools nationwide. For more information, visit www.knovationlearning.com.

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MEETINGS OF THE BOARD

Policy Title PUBLIC PARTICIPATION IN BOARD MEETINGSRevision #3
Code 204.9

The Board encourages public attendance and participation in its public meetings. Individuals or delegations are welcome at regular and special meetings, as are those wishing to present petitions to the Board. In assuring the public is heard and Board meetings are conducted efficiently and in an organized manner, the Board has established the specific agenda item, *Audience Communications*, for the purpose of providing speakers the opportunity to express their point of view on items related to school business. Regarding petitions or other submitted written materials, the Board will only receive the petitions or materials and not act on them or their contents at the public meeting. Speaker comments will be taken under consideration and a response, if appropriate, may be issued at another time.

Audience Communications

Public comment is subject to the following regulations:

1. Time Limit for Speakers: Individuals shall limit their presentation to three (3) minutes unless the time limit is pre-scheduled or waived by the Board President or a majority of Board members present. When there are a large number of speakers to be heard, the Board may shorten the time.
2. How to Address the Board: The speaker is asked to stand during Audience Communications, be recognized by the presiding officer, state and record his/her name and address, identify whom they represent, and state the topic and comment in a respectful manner. Only those individuals recognized by the presiding officer will be allowed to speak. The speaker's comments should not contain names or other identifying information about students, teachers, administrators, or other personnel because of the potentially confidential nature of certain situations. In such cases, the speaker should instead contact the appropriate administrator with concerns.
3. Acknowledgement of Speaker Comments: ~~The speaker (or delegated speaker) shall indicate whom they represent and may be asked questions about the comments or problems.~~ The speaker's comments will be received, and filed (for written copies), by the Board. If appropriate, and for clarification purposes, the Board President or Superintendent may seek additional information from the speaker. The Board President will thank the speaker for his/her comments. The Board, at its discretion, may choose to place the topic on a future agenda or delegate any action to the administration.
4. Conduct and Remarks Out-of-Order: Undue interruption or other interference with the orderly conduct of Board business cannot be allowed. Defamatory or abusive remarks are always out-of-order. The presiding officer may terminate the speaker's comments if, after being called to order, he/she persists in improper conduct or remarks. If disruptive, the individual making the comments or any individual causing disruption will be asked to leave the Board meeting.

Adopted 3/16/72 Reviewed 11/08; 10/11 Revised 10/10; 4/15/13; 8/14; 10/20/14
Related Policy: (Code Numbers) _____
Legal Reference: (Code of Iowa) §§ 21; 22; 279.8 (2013)



Revision #3

Policy Title PUBLIC PARTICIPATION IN BOARD MEETINGS

Code 204.9

5. Special Procedures: The Board reserves the right to establish special procedures to deal with extraordinary issues or circumstances. If the decision is made not to have Audience Communications at a particular meeting, it will be so noted on the Board agenda; which is posted at least 24 hours before the scheduled Board meeting.

Individuals, including students, who have a complaint about employees may bring their complaint to the Board only after they have followed Board Policy 1003.3 *Complaints About School Personnel* in addressing their concern.

Note: Members of the public do not have a legal right to participate in Board meetings. The Board needs to make the determination how best, if at all, to involve the public in Board meetings.

Adopted 3/16/72 Reviewed 11/08; 10/11 Revised 10/10; 4/15/13; 8/14; 10/20/14

Related Policy: (Code Numbers) _____

Legal Reference: (Code of Iowa) §§ 21; 22; 279.8 (2013)



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Reviewed 10/14	504.2	Communicable Diseases
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500 SERIES - STUDENT PERSONNEL

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STUDENTS

Policy Title STUDENT HEALTH AND IMMUNIZATION CERTIFICATES Code 504.1

Students desiring to participate in athletic activities shall have a physical examination by a licensed physician and provide proof of such an examination to the school district. A physical examination is recommended for students enrolling in kindergarten or first grade. A physical examination and proof of such an examination may be recommended by the administration for students in other grades enrolling for the first time in the school district.

A certificate of health stating the results of a physical examination and signed by the physician shall be on file at the attendance center. Each student shall submit an up-to-date certificate of health upon the request of the superintendent. Failure to provide this information may be grounds for disciplinary action.

Students enrolling for the first time in the school district shall also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, Hepatitis B, Varicella, and other immunizations required by law. The student may be admitted provisionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement after the provisional period will be grounds for suspension, expulsion, or denial of admission. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.

Adopted 6/15/70 Reviewed 8/02; 4/11; 4/12; 7/13; 10/20/14 Revised 7/07; 11/19/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) §§139.9, 280.13 (1995); 139A.8 (2011) 281 IAC, 33.5; 641, Chapter 7



Attention Parents and Guardians

**All Students Entering the Linn-Mar Community School District
Must Meet Minimum Immunization Requirements Before They Will Be Allowed to Attend School**

All students are required by State Law to meet at least minimum immunization requirements before they are allowed to attend school. A record of these immunizations must be on file at the child's school. **No student will be allowed to attend school without minimum immunizations. Minimum immunizations required to enroll in school are ONE DOSE of each of the immunizations listed below.**

**ELEMENTARY SCHOOL or SECONDARY SCHOOL (K-12)
Four (4) Years of Age or Older**

If your child was born on or after September 15, 2003

1. **Diphtheria/Pertussis/Tetanus (DPT)** – 5 doses with at least 1 dose of DPT received on or after 4 years of age.
2. **Polio** – 4 doses with at least 1 dose received on or after 4 years of age.
3. **Measles/Rubella** – 2 doses with the first dose received on or after 12 months of age and the second dose received no less than 28 days after the first dose OR applicant demonstrates a positive antibody test for measles and rubella from a U.S. laboratory.
4. **Hepatitis B** – 3 doses if the applicant was born on or after July 1, 1994.
5. **Varicella (Chickenpox)** – 2 doses received on or after 12 months of age unless the applicant has a reliable history of natural disease.

If your child was born after September 15, 2000, but before September 15, 2003

1. **Diphtheria/Pertussis/Tetanus (DPT)** – 4 doses with at least 1 dose of DPT received on or after 4 years of age.
2. **Polio** – 3 doses with at least 1 dose received on or after 4 years of age.
3. **Measles/Rubella** – Same as #3 above.
4. **Hepatitis B** – Same as #4 above.
5. **Varicella (Chickenpox)** – 1 dose received on or after 12 months of age unless the applicant has a reliable history of natural disease.

If your child was born on or before September 15, 2000

1. **Diphtheria/Pertussis/Tetanus (DPT)** – 3 doses with at least 1 dose of DPT received on or after 4 years of age.
- #2, 3, 4, and 5** – No changes from above

If your child was born on or after September 15, 2000

1. **Tetanus/Diphtheria/Acellular Pertussis** – 1 time dose containing vaccine (Tdap) for applicants in grades 7 and above; regardless of the interval service the last tetanus/diphtheria containing vaccine.

If your child has begun immunizations but has not yet received all the required immunizations, he or she may be able to attend school on a provisional or conditional basis. To qualify for provisional enrollment, your child must have received at least one dose of each of the required immunizations. If your child falls into this category, you must submit an Iowa Department of Public Health Provisional Certificate of Enrollment to the school. This "certificate" will expire in 60 days, so you must have your child completely immunized during this time or he/she will not be permitted to attend school until the immunizations have been received. When your child has received all the required immunizations, you must submit a completed Certificate of Immunization to the school.



STUDENTS

Policy Title COMMUNICABLE DISEASES Code 504.2

Students with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or employees. The term “communicable disease” shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases shall be included in the school district’s bloodborne pathogens exposure control plan. The procedures shall include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees, and record keeping. This plan shall be reviewed annually by the superintendent or designee and school nurse(s).

The health risk to immunosuppressed students shall be determined by their personal physician. The health risk to others in the school district environment from the presence of a student with a communicable disease shall be determined on a case-by-case basis by the student’s personal physician, a physician chosen by the school district, or public health officials.

The parent/legal guardian shall notify the superintendent, designee or school nurse when the student learns the student has a communicable disease. It shall be the responsibility of the superintendent or designee, when the superintendent, designee or school nurse, upon investigation, has knowledge that a reportable communicable disease is present, to notify the Iowa Department of Public Health via Linn County Health Department. Health data of a student is confidential and it shall not be disclosed to third parties.

It shall be the responsibility of the superintendent or designee, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

Adopted 6/13/88 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 7/07; 11/19/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) Chapter 139; 641 I.A.C. 1.2-.5, 7



ADMINISTRATIVE REGULATIONS REGARDING COMMUNICABLE DISEASES

A. Exclusion of Students

A student with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or employees. If in the judgment of the school building administrator there is any risk of the student transmitting the disease to others, the school building administrator will immediately exclude the student from school and may require that the student be examined by a physician. The school building administrator also may require a written statement of health from a physician in order for the affected student to re-enter school.

B. Alternative Program

If it is determined that the student will not be permitted to attend classes and/or participate in school activities, arrangements will be made to provide an alternative education program.

C. Return to School

Criteria will be established to determine whether a student with a communicable, contagious, and/or infectious disease, including common childhood diseases, will be permitted to attend classes. All cases will be reviewed on an individual basis.

D. Confidentiality of Information

Records of a student who has a communicable, contagious, and/or infectious disease, other than a common childhood disease, will be kept confidential and the name of the individual will not be revealed publicly.

E. Appeal Process

1. The student and/or parent/legal guardian may appeal decisions regarding exclusion from school. This appeal is to be submitted in writing to the superintendent. The superintendent will respond to this appeal within three school days.
2. If this appeal is denied by the superintendent, the student and/or parent/legal guardian may continue to appeal with the Board of Directors at their next regularly scheduled meeting.

COMMUNICABLE DISEASE CHART

CONCISE DESCRIPTIONS AND RECOMMENDATIONS FOR EXCLUSION OF CASES FROM SCHOOL

DISEASE <i>*Immunization is available</i>	Usual Interval Between Exposure and First Symptoms of Disease	MAIN SYMPTOMS	Minimum Exclusion From School
CHICKENPOX*	13 to 17 days	Mild symptoms and fever. Pocks are "blistery." Develop scabs, most on covered parts of body.	7 days from onset of pocks or until pocks become dry
CONJUNCTIVITIS (PINK EYE)	24 to 72 hours	Tearing, redness and puffy lids, eye discharge.	Until treatment begins or physician approves readmission.
ERYTHEMIA INFECTIOSUM (5 TH DISEASE)	4 to 20 days	Usual age 5 to 14 years – unusual in adults. Brief prodrome of low-grade fever followed by Erythema (slapped cheek) appearance on cheeks, lace-like rash on extremities lasting a few days to 3 weeks. Rash seems to recur.	After diagnosis no exclusion from school.
GERMAN MEASLES* (RUBELLA)	14 to 23 days	Usually mild. Enlarged glands in neck and behind ears. Brief red rash.	7 days from onset of rash. Keep away from pregnant women.
HAEMOPHILUS* MENINGITIS	2 to 4 days	Fever, vomiting, lethargy, stiff neck and back.	Until physician permits return.
HEPATITIS A*	Variable – 15 to 50 days (average 28 to 30 days)	Abdominal pain, nausea, usually fever – skin and eyes may or may not turn yellow.	14 days from onset of clinical disease and at least 7 days from onset of jaundice.
IMPETIGO	1 to 3 days	Inflamed sores, with pus.	48 hours after antibiotic therapy started or until physician permits return.
MEASLES*	10 days to fever, 14 days to rash	Begins with fever, conjunctivitis, runny nose, cough, then blotchy red rash.	4 days from onset of rash.
MENINGOCOCCAL MENINGITIS	2 to 10 days (commonly 3 to 4 days)	Headache, nausea, stiff neck, fever.	Until physician permits return.
MUMPS*	12 to 25 (commonly 18) days	Fever, swelling and tenderness of glands at angle of jaw.	9 days after onset of swollen glands or until swelling disappears.
PEDICULOSIS (HEAD/BODY LICE)	7 days for eggs to hatch	Lice and nits (eggs) in hair.	24 hours after adequate treatment to kill lice. No exclusion from school if treated.
RINGWORM OF SCALP	10 to 14 days	Scaly patch, usually ring shaped, on scalp.	No exclusion from school. Exclude from gymnasium, swimming pools, contact sports.
SCABIES	2 to 6 weeks initial exposure; 1 to 4 days re-exposure	Tiny burrows in skin caused by mites.	Until 24 hours after treatment.
SCARLET FEVER SCARLATINA STREP THROAT	1 to 3 days	Sudden onset, vomiting, sore throat, fever, later fine rash (not on face) – rash usually only with first infection.	24 hours after antibiotics started and no fever.
WHOOPIING COUGH* (PERTUSSIS)	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after 2 weeks.	5 days after start of antibiotic treatment.

Readmission to School – It is advisable that school authorities require written permission from the health officer, school physician or attending physician before any pupil is readmitted to class following any disease which requires exclusion, not mere absence, from school.



COMMUNICABLE DISEASE OUTBREAK

ACTION STEPS:

1. Encourage staff or families with students who may have a communicable disease to alert the school.
2. Contact school nurse if student/staff absentee rate is greater than 10% due to illness
3. Report rate to building principal and superintendent or designee.
4. Report rate to Linn County Health Department (892-6000)
5. If school cancellation is recommended by Linn County Health Department, consult with building principal and district superintendent.
6. If cancellation should occur, superintendent or designee will assist in getting information to parents/public.
7. Recommended guidelines about common communicable illnesses are available to families/staff from Linn-Mar Health Services – the school nurse will consult with administration regarding distribution of these guidelines.



DISEASES REPORTABLE TO
IOWA DEPARTMENT OF PUBLIC HEALTH
DISEASE REPORTING HOTLINE: (800) 362-2736

Report information requested on disease reporting form, which may be obtained by calling (888) 398-9696.

Emergency Reportable Diseases or Conditions: Report by Phone Immediately

Botulism	# Measles	Rabies (human)
Cholera	> Meningococcal invasive disease	Vancomycin-resistant staph aureus
Diphtheria	Plague	Yellow Fever
> <i>Haemophilus influenza</i> type b invasive disease	# Polio	

Also, outbreaks of any kind, unusual syndromes, uncommon diseases should be reported immediately by phone. These could be infectious, environmental or occupational in origin and include food-borne outbreaks and illness secondary to chemical exposure (e.g. pesticides, anhydrous ammonia).

Agents of Terrorism

Diseases or syndromes of any kind caused by a biological, chemical or radiological agent or toxin when the provider reasonably believes or suspects that the agent or toxin may be the result of a deliberate act such as terrorism. Examples of these agents or toxins include (but are not limited to) anthrax, mustard gas, sarin gas, ricin, tularemia, and smallpox.

Diseases Reportable by Mail or Phone

COMMON-REPORTABLE DISEASES

Campylobacteriosis
Cryptosporidiosis
> Encephalitis, arboviral
Escherichia coli O157:H7 (and related diseases HUS & TTP)
Giardiasis
Hepatitis A,B,C,D and E
> Legionellosis
Lyme Disease
Pertussis
Rabies (animal)
Salmonellosis (including Typhoid fever)
Shigellosis
Tuberculosis

RARE-REPORTABLE DISEASES

Anthrax
Brucellosis
Cyclospora
Hansen's disease (Leprosy)
Hantavirus syndromes
> *Listeria monocytogenes* invasive disease
Malaria
Mumps
Psittacosis
Rocky Mountain Spotted Fever
Rubella (including congenital)
Tetanus
> Toxic Shock Syndrome
Trichinosis

Diseases Reportable Only By Sending Isolates To State Hygienic Lab (319) 335-4500

Enterococcus invasive disease
Group A Streptococcus invasive disease

Methicillin-resistant *Staphylococcus aureus* invasive disease
Streptococcus pneumoniae invasive disease

Diseases that require follow-up by local health agency
> Diseases that require follow up by hospital infection control practitioner
Isolates in bold type should be sent to State Hygienic Laboratory
Report on a quarterly basis to UHL: total number of Invasive *Staphylococcus aureus* isolates

**DISEASE REPORTING CARD**

Disease reporting is required by Iowa Administrative Code [641]-1 (139A)
To report call (800) 362-2736 or fax (515) 281-5698 or Iowa Disease Surveillance System IDSS)

DISEASE AND REPORTING INFORMATION

DISEASE/EVENT:		Species/type/group:	
Specimen source:		Date collected:	/ /
Onset date:	/ /	Date reported to IDPH:	/ /
Epi link?	Yes No Unknown	Isolate to UHL? <i>(see back)</i>	Yes No Unknown
Reporter Name:			
Phone:	() -	Reporting facility Name:	

PATIENT INFORMATION

Name (last, first, middle):				
Address:				
City:		County:	Zip:	
DOB:	/ /	Age:	Years Months	Gender: M F Unknown
Pregnant:	Yes No Unknown	Marital Status:	Single Married Divorced Widowed Unknown	
Race:	White Black or African American	American Indian or Alaska Native Hawaiian or Pacific Islander	Asian Unknown Other	
Ethnicity: Hispanic or Latino Not Hispanic or Latino Unknown				
If minor, parent name(s):				
Home Phone: ()		Work Phone: ()	Other: ()	

Long term care facility resident? Yes No Unknown		Facility name:	
Is the case employed? Yes No Unknown		Employer Name:	
City:		State:	
In this occupation, does the case:	Handle food	Work in a healthcare setting	Work in a lab setting
Is the case enrolled in school or attending a child care facility? Yes No Unknown			
School/child care name:		City:	State:

Hospitalized for this disease?	Yes No	Where:
Admission date:	/ /	Was death due to this disease? Yes No

HEALTHCARE PROVIDER AND LABORATORY INFORMATION

Name and title of health care provider:	Name of laboratory:
Facility or clinic:	Laboratory phone: ()
City & state:	City & state:
Phone: ()	Does the case have clinical symptoms? Yes No Is this case lab confirmed? Yes No
Comments:	



STUDENTS

Policy Title STUDENT INJURY OR ILLNESS AT SCHOOL Code 504.3

When a student becomes ill or is injured at school or school-sponsored activity, the school district shall attempt to notify the student's parent/legal guardian as soon as possible.

The school district, while not responsible for medical treatment of an ill or injured student, will have employees administer emergency or minor first aid if possible. An ill or injured child will be released to the care of the parent/legal guardian or qualified medical personnel as quickly as possible.

It shall be the responsibility of the principal or principal's designee to file an accident report for any incident with the superintendent or designee within twenty-four hours after the student is injured.

Annually, parents/legal guardians shall be required to complete a medical emergency authorization form indicating the procedures to be followed, if possible, in an emergency involving their child. The authorization form will also include the phone numbers of the parent/legal guardian and alternative numbers to call in case of an injury or illness.

The superintendent or designee shall be responsible, in conjunction with the District health services staff, to develop rules and regulations governing the procedures in the event a student should become ill or be injured at school or school-sponsored activity. The District reserves the right to take necessary actions to respond to a health or safety emergency.

Refer to Policy 504.3-R for regulations to follow regarding management of medical emergencies.

Adopted 6/15/70 Reviewed 4/11; 4/12; 7/13 Revised 8/02; 7/07; 9/09; 12/9/13; 10/20/14

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) 613.17



STUDENTS

Policy Title MANAGEMENT OF A MEDICAL EMERGENCY Code 504.3-R *NEW*

The following information provides a basis for the management of a medical emergency. All schools throughout the Linn-Mar Community School District have Emergency Response Teams that will respond to an emergency and follow guidelines per American Red Cross training.

1. Assess the situation:
 - a. For safety of the individual (protect from further injury)
 - b. For safety of the responder (personal protective equipment, universal precautions as applicable to situation)
2. Assess severity of injury/illness of individual:
 - a. Airway
 - b. Breathing
 - c. Circulation
 - d. Obtain history of incident from individual witness, if possible
3. Activate building Emergency Response Team:
 - a. Call 911 for emergency medical assistance
 - b. Provide appropriate life support or first aid
4. Notify:
 - a. Family/Emergency contact
 - b. School nurse
 - c. Building administration
5. No injured or ill student should be sent home or to a medical facility without the knowledge and permission of the parent/guardian or other responsible person. If emergency situation is life-threatening, call 911 (even if parent/guardian cannot be reached).
6. Document incident: complete variance report

Adopted 10/20/14 Reviewed _____ Revised _____
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) _____



STUDENTS

Policy Title ADMINISTRATION OF MEDICATION TO STUDENTS Code 504.31

Students may be required to take medication during the school day. Medication shall be administered only by the school nurse, or in the nurse's absence, by a person who has successfully completed an administration of medication course reviewed by the State Department of Health.

Medication will not be administered without written authorization from the parent/legal guardian and the medication must be contained in a bottle which is labeled by the pharmacy or the manufacturer with the name of the student, name of the medication, the time of the day in which it is to be given, the dosage, and the duration given. A written record of the administration of medication procedure must be kept for each student receiving medication including the date; student's name; prescriber or person authorizing the administration; the medication and its dosage; the name, signature and title of the person administering the medication; the time and method of administration; and any unusual circumstances or omissions. Administration of medication records shall be kept confidential. Protocols for administration of emergency medication shall be posted.

Only the school nurse, or in the nurse's absence, the person who has successfully completed an administration of medication course reviewed by the Iowa Board of Pharmacy Examiners shall have access to the medication. Medication shall be stored in a secured area unless an alternate provision is documented.

In accordance with Iowa law (Code 280.16) a student with asthma or other airway-constricting disease may possess the student's medication while in school and at school-sponsored activities. If the student abuses the self-administration policy, the permission to self-administer may be withdrawn. The school district and its employees acting reasonably and in good faith shall incur no liability of any injury arising from self-administration of medication by the student. The student is responsible for maintaining self-administration records.

The superintendent or designee shall be responsible, in conjunction with the school nurse, to develop rules and regulations governing the administration of medication, prescription and non-prescription, to students. Each student shall be provided with the requirements for administration of medication at school.

Adopted 5/20/91 Reviewed 9/09; 4/11; 7/13; 10/20/14 Revised 8/02; 3/05; 7/07; 4/16/12

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) 124.101(1); 147.107; 155A.4(2); 152.1; 280.23 (2011); 280.16; 281 IAC 41.404(3); 657 IAC 8.32(124, 155A); 655 IAC 6.2(152)



LINN-MAR COMMUNITY SCHOOL DISTRICT MEDICATION PERMISSION FORM

To insure compliance with the Board policy for administering medication at school, the following procedure must be followed:

- ⊕ **ALL MEDICATION MUST BE DELIVERED TO AND FROM SCHOOL BY PARENT/LEGAL GUARDIAN IN THE ORIGINAL AND PROPERLY LABELED CONTAINER.** The container must include the following information: student name, medication, dosage, time, route and physician. Written authorization and instructions must be provided by parent/legal guardian for all medication. The school nurse shall have the right to contact the prescribing physician to confirm or clarify medication instructions. The time of medication administration may need to be altered slightly to fit your student's schedule.
- ⊕ **A physician/dentist signature is required before any non-prescription over-the-counter medication will be given.** This includes Tylenol, Advil, cough medicines, etc.
- ⊕ If any medication remains after the last day of school, it will be discarded within 24 hours.

Student Name _____ Grade _____
Medication _____ Dosage _____ Time _____
Start Date _____ End Date _____ For _____ (health condition)
Parent/Guardian Signature _____ Date _____

Physician signature required for non-prescription medications:

Physician Signature: _____ Date _____

Permission for self-administration of asthma or airway constricting medication:

Provided the above requirements are fulfilled, a student with asthma or other airway-constricting disease may possess the student's medication while in school and at school-sponsored activities. If the student abuses the self-administration policy, the ability to self-administer may be withdrawn. I understand the school district and its employees acting reasonable and in good faith shall incur no liability of any injury arising from self-administration of medication by the student. The student is responsible for maintaining self-administration records.

Parent/Guardian Signature _____ Date _____
Physician Signature _____ Date _____

Permission for release of information:

If your child is on medication or being evaluated for ADD/ADHS, you must sign this release of information to give your approval for school information (behavior checklists) to be submitted to your physician.

Physician/Facility _____

Parent/Guardian Signature _____ Date _____



STUDENTS

Policy Title USE OF MOTOR VEHICLES Code 504.5

The Board recognizes the convenience to families and students of having students drive to and park at their school attendance center. Driving a motor vehicle to and parking it at the student's attendance center is a privilege.

Students who drive to and park at their school attendance center shall only drive to and park at their designated attendance center. Students may not loiter around or be in their vehicle during the school day without permission from the principal. Students shall leave their attendance center when there is no longer a legitimate reason for them to be at their attendance center. Students who drive shall enter and leave the parking lot by the routes designated by the District.

Students who wish to drive to and park at their school attendance center shall comply with the rules and regulations established by the building principal. Failure to comply with this policy or the school district rules shall be reason for revocation of school driving and parking privileges as well as other disciplinary action including suspension and expulsion.

Adopted 6/15/70 Reviewed 9/98; 4/11; 4/12/ 7/13; 10/20/14 Revised 8/02; 7/07; 9/14/09

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) §§ 279.8; 321 (2011)



STUDENTS

Policy Title WORK PERMITS Code 504.6

Youth under the age of 16 in Iowa are required to have a work permit before starting work.

The superintendent or designee shall issue work permits to students residing in the District, when requested, in accordance with the provisions of Iowa Code Chapter 92, Child Labor, and federal child labor laws.

For more information on federal child labor laws, contact the U.S. Department of Labor, Wage and Hour Division, in Des Moines at (515) 284-4625.

Adopted 6/15/70 Reviewed 8/02; 9/09; 4/12; 7/13; 10/20/14 Revised 7/07; 4/25/11
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) § 92.1 - 92.16



STUDENTS

Policy Title EMERGENCY SCHOOL CLOSINGS

Code 504.7

The superintendent or designee shall have the authority to close schools because of extreme weather or other emergency conditions for the length of time the emergency exists. The superintendent shall make provisions to publicly announce such closings via available mass communication media as soon as possible after the decision to close.

Adopted 6/15/7 Reviewed 7/07; 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 9/21/98

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____



STUDENTS

Policy Title STUDENT INSURANCE Code 504.8

An all-pupil insurance program may be offered to the pupils and parents of the district. The insurance company issuing such policies shall be the same for all schools in the district, and the choice of same shall be determined by the Board of Directors upon recommendation of the superintendent.

It is the policy of the Board of Directors that the purchase of such a policy be completely voluntary and that no pupil or parent be urged to make such purchase. Bookkeeping and allied clerical tasks connected with the pupil insurance plan shall not be done by school personnel but by the office of the local insurance agent concerned.

Adopted 6/15/70 Reviewed 7/07; 4/11; 4/12; 7/13; 10/20/14 Revised 5/90; 9/14/09

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) § 279.8 (2011)



STUDENTS

Policy Title STUDENT INSURANCE, ATHLETIC Code 504.9

The Board of Directors strongly recommends that a student participating in interscholastic athletics be adequately insured. A policy from an insurance company determined by the superintendent **or designee** may be obtained through the school.

If a parent/legal guardian wishes his/her child to participate without the school-offered insurance, they must submit a written statement accepting full responsibility.

Adopted 6/15/70 Reviewed 7/07; 9/09; 4/11; 4/12; 7/13 Revised 8/02; 10/20/14
Related Policy: (Code Number) 502.5, 502.5-R2, 503.4
Legal Reference: (Code of Iowa) § 279.8 (2011)



STUDENTS

Policy Title EMERGENCY DRILLS

Code 504.10

Students will be informed of the action to take in an emergency. Emergency drills for fire, weather, and other disasters shall be conducted each school year. Fire and tornado drills shall be each conducted regularly during the academic school year with a minimum of two before December 31 and two after January 1.

Each attendance center will develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated to and reviewed with employees. Employees will participate in emergency drills. Licensed employees are responsible for instructing the proper techniques to be followed in the drill.

Adopted 6/15/70 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 9/98; 7/16/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) §100.31 (2011); 281 I.A.C. 41.27(3); 41.25



STUDENTS

Policy Title: STUDENT SPECIAL HEALTH SERVICES Code No. 504.11

The Board recognizes that there are some students who are in need of special health services during the school day. Students with individualized health plans shall receive confidential health services in conjunction with their individualized education plan or 504 accommodation plan.

The superintendent or designee, in conjunction with licensed health personnel, shall draft administrative regulations for the implementation of this policy.

Adopted 2/5/96 Reviewed 9/98; 4/12; 7/13; 10/20/14 Revised 8/02; 7/07; 9/09; 4/25/11

Related Policy: (Code Number) 504.11-R

Legal Reference (Code of Iowa) §§ 256.11(7); 256B; 273.2,.5,.9(2)-(3); 280.8;

281 IAC 12.3(7), 41.96; 281 IAC 41.405



ADMINISTRATIVE REGULATIONS REGARDING SPECIAL HEALTH SERVICES

Some students need special health services to participate in their educational program. These students shall receive special health services in conjunction with their educational program. Licensed health personnel shall provide special health services under the auspices of the school. The duties of the licensed personnel include:

- to participate as a member of the education team;
- to plan, implement, and evaluate the written individual health plan;
- to plan, implement, and evaluate special emergency health services;
- to serve as liaison and encourage participation and communication with health service agencies and individuals providing health care;
- to provide health consultation, counseling, and instruction to the student, the student's parent/legal guardian, and the staff in cooperation and conjunction with the prescriber;
- to maintain a record of special health services;
- to report unusual circumstances to the prescriber, parent/legal guardian and school administration; and
- to assign, delegate, instruct, provide technical assistance to and supervise qualified designated personnel; and update knowledge and skills to meet special health service needs;

The record of special health services shall include:

- the student's name;
- the special health service;
- the prescriber or person authorizing;
- the date and time;
- the signature and title of the person providing the special health service; and
- any unusual circumstances in the provision of such services.

Prior to the provision of special health services the following shall be on file:

- a written statement by the prescriber detailing the specific method and schedule of the special health service, when indicated;
- a written statement by the student's parent/legal guardian requesting the provision of the special health service;
- a written individual health plan.



Licensed health personnel, in collaboration with the education team, shall determine the special health services to be provided and the qualifications of individuals performing the special health services.

The documented rationale shall include the following:

- an analysis and interpretation of the special health service needs;
- the determination that the special health service, task, procedure, or function assigned is part of the designated person's job description;
- a review of the designated person's competence; and
- the determination of initial and ongoing level of supervision required to ensure quality services.

Licensed health personnel shall supervise the special health services, define the level of supervision, and document the supervision.

Licensed health personnel shall instruct qualified designated personnel to deliver and perform special health services contained in the individual health plan. Documentation of instruction and periodic updates shall be on file at the school.

Parents/Legal guardians shall provide the usual equipment, supplies, and necessary maintenance for such. The equipment shall be stored in a secured area. Personnel responsible for the equipment shall be designated in the individual health plan.



STUDENT PERSONNEL

Policy Title WELLNESS

Code 504.12

The Board promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The school district supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

The school district shall provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The Linn-Mar Community School District encourages healthy school district goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

Foods offered by the Linn-Mar Food Service shall meet or exceed the school district nutritional standards. Foods shall be served with consideration toward nutritional integrity, variety, appeal, taste, safety and packaging to ensure high-quality meals.

The Linn-Mar Community School District recognizes that school meals shall be available for all students in attendance.

The school district will develop a local wellness committee comprised of representatives from: the Board of Education, staff members, parents and community members with appropriate expertise. The local wellness committee will develop a plan to implement and monitor the effectiveness of the policy. The Linn-Mar School Board of Education shall be provided a report on an annual basis.

The superintendent and/or designee will be responsible in developing administrative regulations and wellness goals.

Adopted 8/21/06 Reviewed 9/09; 4/12; 7/13; 10/20/14 Revised

Related Policy: (Code Number)

Legal Reference: (Code of Iowa) § 279.8 (2011); 256.7(29), 256.11(6); 281 IAC 12.5(19),
12.5(26), 58.11



STUDENTS

Policy Title INTERNAL ACCOUNTS

Code 505.2

Collection of any funds for school activities must have the approval of the superintendent or designee and the recommendation of the building principal. All such funds shall be under the financial control of the Board.

Records and procedures relating to internal accounts shall be in accordance with those found in Uniform Financial Accounting for Iowa Schools published by the Department of Education.

An audit of these accounts shall be made at the same time as the annual audit of school funds.

Adopted 6/15/70 Reviewed 7/08; 9/09; 4/12; 7/13; 10/20/14 Revised 7/16/90

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____



STUDENTS

Policy Title FINES - FEES - CHARGES Code 505.3

The Board believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for the materials needed in a course, for overdue school materials, for participating in activities, or for misuse of school property.

The superintendent shall inform the Board of the dollar amount to be charged to students or others for fines, charges, or fees annually, and the information will be posted on the District website. Legal custodians or students who complete the official District free and reduced application and meet the specific financial eligibility standards as set by the Department of Education Bureau of Food & Nutrition or by direct certification from the Department of Human Services through Project Easier Student Reporting in Iowa (SRI), shall automatically be granted full or partial fee waiver depending on their qualification. Legal custodians or students who do not participate in the District's Free or Reduced Meal Program may qualify for full, partial, or temporary waiver by completing the Temporary Standard Fee Waiver Application.

Fines or charges assessed for damage or loss to school property are not fees and will not be waived.

It shall be the responsibility of the superintendent/designee, in conjunction with principals, to implement administrative regulations regarding this policy.

Adopted 9/16/96 Reviewed 8/02; 9/09; 4/12; 7/13 Revised 8/07; 6/09; 4/11; 10/20/14

Related Policy: (Code Number) 802.3

Legal Reference: (Code of Iowa) §§ 256.7(20); 279.8; 280.10, .11; 282.6; 285.1; 301.1 (2011).
281 I.A.C. 18. 1994 Op. Att'y Gen. 23. 1990 Op. Att'y Gen. 79.
1982 Op. Att'y Gen. 227. 1980 Op. Att'y Gen. 532.



ADMINISTRATIVE REGULATIONS REGARDING STUDENT FEE WAIVER AND REDUCTION PROCEDURES

The Board recognizes that while certain fees charged students are appropriate and authorized, certain students and their parents, guardians, or legal or actual custodians (hereafter referred to as legal custodians) are not financially able to pay the fees. The school district will grant either full waivers, partial waivers or temporary waivers depending upon the circumstances and the student or student's legal custodians' ability to meet the financial criteria.

A. Waivers

1. Full Waivers - a student will be granted a full waiver of fees charged by the school district if the student or student's legal custodians meet the financial eligibility criteria for free meals under the Child Nutrition program, Family Investment Program, Supplemental Security Income guidelines, or transportation assistance under open enrollment. Students in foster care are also eligible for full waivers. The application is available through Nutrition Services.
2. Partial Waivers - a student will be granted a partial waiver (a 50% reduction) of fees charged by the school district if the student or the student's legal custodians meet the financial eligibility criteria for reduced price meals offered under the Child Nutrition program. The application is available through Nutrition Services.
3. Temporary Waivers - a student may be eligible for a temporary waiver of fees charged by the district in the event the student's legal custodians are facing financial difficulty. Temporary waivers may be applied for at any time throughout the school year and shall not extend beyond the end of the school year.

B. Legal custodians or students who do not participate in the District's Free and Reduced Meal Program by completing the official District free and reduced application form or by direct certification through the Department of Human Resources must complete a Temporary Standard Fee Waiver Application form provided by the school district to be eligible for a fee waiver. Applications may be made at any time but must be renewed annually.

C. Confidentiality - The school district will treat the application and application process as any other student record and student confidentiality and access provisions will be followed.

D. Appeals - Denials of a waiver may be appealed to the superintendent or designee.

(continued)



ADMINISTRATIVE REGULATIONS REGARDING
STUDENT FEE WAIVER AND REDUCTION PROCEDURES

- F. Notice - The school district will annually notify legal custodians and students of the waiver. The following information will be included in registration materials and printed in the district-wide "Back to School" magazine annual District Handbook:

Students whose legal custodians meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose legal custodians are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Legal custodians or students who believe they may qualify for temporary financial hardship may print the Temporary Standard Fee Waiver application form from the District website or contact the school to obtain a form. This waiver does not carry over from year to year and must be completed annually.

LINN-MAR COMMUNITY SCHOOL DISTRICT
STANDARD FEE WAIVER APPLICATION

School Year: _____ Date: _____

All information provided in connection with this application will be kept confidential.

Name of student: _____ Grade in school _____

Building: _____

Name of parent, guardian: _____
(or legal or actual custodian)

Address: _____

Please check type of waiver desired:

Full waiver _____ Temporary waiver _____

Please check if the student or the student's family meets the financial eligibility criteria or is involved in one of the following programs:

Full waiver

_____	The Family Investment Program (FIP)
_____	Supplemental Security Income (SSI)
_____	Transportation assistance under open enrollment
_____	Foster care

Temporary waiver

If none of the above apply, but you wish to apply for a temporary waiver of school fees because of serious financial problems, please state the reason for the request: _____

Signature of parent, guardian: _____
(or legal or actual custodian)

Note: Your signature is required for the release of information regarding the student or the student's family financial eligibility for the programs checked above.

Administrative Action: Approved _____ Denied _____

By: _____ Date _____

Completed Fee Waiver forms shall be filed annually and will remain on file in the school office for five (5) years.



STUDENTS

Policy Title COMMENCEMENT

Code 505.4

Students who have met the requirements for graduation will be allowed to participate in the commencement exercises provided they abide by the commencement rules organized by the school district. It shall be the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement.

Failure of a student to participate in commencement will not be a reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

Adopted 6/15/70 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 8/19/02

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) § 279.8; 280.3 (2011); 281 I.A.C. 12.5



STUDENTS

Policy Title INTERVIEWS WITH STUDENTS Code 505.5

Generally, students may not be interviewed during the school day by persons other than parents/guardians and school district officials and employees.

Requests from law enforcement officers and from persons other than parents/guardians, school district officials, and employees to interview students are made through the principal's office. Upon receiving a request, it is the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal will attempt to contact the parents/guardians to inform them of the request and to ask them to be present.

If a child abuse investigator wished to interview a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents/guardians, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

Students will not be taken from school without the consent of the principal and without proper warrant.

Adopted 6/15/70 Reviewed 4/11; 4/12; 9/12; 7/13; 10/20/14 Revised 9/98; 8/07; 9/14/09

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) Iowa Code §§ 232; 280.17 (2011); 281 I.A.C. 102; 441 I.A.C. 9.2; 155; 175; 1980 Op. Att'y Gen 275

ADMINISTRATIVE REGULATIONS REGARDING INTERVIEWING STUDENTS AT SCHOOL BY NON-SCHOOL PERSONNEL

a. Interview Students by School Resource Officers:

Certain police officers may be assigned by the local police department to serve as School Resource Officers. These officers will be present in the schools and will interact with the students, staff, parents and other visitors to the school. School Resource Officers may interact with students and interview students regarding school-related issues without any prior permission or involvement of other school staff. If School Resource Officers wish to interview students regarding non-school related law enforcement concerns, however, they should follow the process relating to interviewing students at school by police.

b. Interviewing Students at School by Police:

While the police have a legal right to interview students at school, students have a legal right to refuse to answer any questions if they so desire.

School officials cannot refuse to permit police officers to interview students at school. If the interview is held at school, an effort shall be made to contact the student's parent(s) or legal guardian and/or attorney. Prior to the interview, the principal or his/her designee shall explain to the student that police officials would like to interview him/her and that the student can lawfully refuse to answer questions of the police official. The school official shall be present during the interview.

It is preferable to conduct the interview in the home of the student. If contact with the parents or legal guardian prior to the conference cannot be made and the conference must be held at school, the parents or legal guardian must, subsequently, be informed that a conference was held.

c. Interviews of Students by the Child Protective Agency:

The Department of Human Services is empowered to investigate reports of suspected child abuse. Human Services workers may, in the course of their investigation, deem that it is necessary to talk to the child outside the home. If an authorized Human Services investigator requests to interview an alleged child abuse subject at school, district personnel should cooperate. The following guidelines should be followed:

1. Administrators shall cooperate with the investigators by providing confidential access to the child named in the report, and to other children alleged to have relevant information, for the purposes of interviews. The investigators shall determine who shall be present at the interview. The school administrators are under no duty to report the investigation or interview to the child's parent or legal guardian. The immunity granted by Section 232.73 applies to such administrators and the school district.

2. Administrators will verify that the investigator is authorized by the Child Protective Agency and then cooperate with the investigation as outlined above. A law officer (police, sheriff, or juvenile court officer) may take a child from the school to facilitate the investigation.

d. Interviewing Students at School by Attorneys:

Attorneys have no legal right to interview students at school concerning any matter. Principals should refuse to permit these interviews unless written parental or legal guardian permission has been granted. No teacher should discuss privileged information relative to a student's attendance, academic achievement, intellectual capabilities, or any other privileged or confidential information held by the school or contained in its records without a written request and consent to release such information from a parent or guardian having legal custody of the student.

e. Interviewing Students at School by Estranged Parents:

Caution should be observed in allowing interviews with students by parents with whom the child is not living. In some cases, courts remove parental rights. In these cases, the parent who retains guardianship must agree to the conference before it can be approved.

f. Interviewing Students at School by Other Persons:

District procedures do not generally permit students to be interviewed by public officials, private detectives, merchants, or other persons without authorization of parents or legal guardians. Principals will use their judgment in making exceptions to this general procedure.



STUDENTS

Policy Title STUDENT REFERRAL POLICY

Code 505.51

Linn-Mar Community School District licensed employees shall have the authority to make student referrals to other community agencies as well as to support personnel from the Grant Wood Area Education Agency. Counselors, nurses, teachers, and administrators will make referrals to outside agencies in the natural course of their work with students. A referral in which the school professional is involved in contacting a person from an outside agency or in writing an excuse for a student to miss class to go to an outside agency must be logged in a referral log kept by the professional involved. If parental permission is not required for such a referral, the staff member making the referral should contact the student's parent/legal guardian if the staff member considers parental notification to be in the best interest of the student.

Deleted 10/14

Adopted 5/11/78 Reviewed 9/09; 4/12; 7/13; 10/20/14 Revised 8/02; 8/6/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____



STUDENTS

CHILD AND DEPENDENT ADULT ABUSE REPORTING
Policy Title BY LICENSED PERSONNEL Code 505.52

It is the policy of the Board of Directors, in compliance with the Code of Iowa, to provide for the greatest possible protection of victims of child and dependent adult abuse and to encourage immediate reporting of suspected cases directly to the Department of Human Services.

The administration shall develop reporting procedures that comply with legal requirements, and shall instruct members of the professional staff in their obligations with regard to reporting child and dependent adult abuse.

Each and every certified staff member is required to orally report any suspected cases of child and dependent adult abuse to the Department of Human Services within 24 hours of observation followed up by a written report within 48 hours of the oral report. Reports must be made by all observers and not a third party.

Adopted 7/12/79 Reviewed 8/07; 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 8/19/02
Related Policy: (Code Number) 505.52-R
Legal Reference: (Code of Iowa) 232.67-.77; 232A; 235A; 280.17 (2011); 441 IAC 9.2; 155; 175; 1982 Op. Att'y Gen. 390, 417; 1980 Op. Att'y Gen. 275



ADMINISTRATIVE REGULATIONS REGARDING
CHILD AND DEPENDENT ADULT ABUSE REPORTING
BY LICENSED PERSONNEL

The Code of Iowa requires licensed school employees to report to the Department of Human Services all instances of suspected child and dependent adult abuse involving students.

The law further specifies that any licensed school employee who knowingly or willfully fails to report a suspected case of child abuse is guilty of a simple misdemeanor, and may also leave the employee open to civil liability for the damages caused by his/her failure to report.

The Iowa Code provides immunity from any liability—civil or criminal—to anyone participating in good faith in the making of a report or in judicial proceedings that may result from the report.

Child Abuse Defined

“Child abuse” or “abuse” means “harm occurring through:”

1. Any non-accidental physical injury or injury that is at variance with the history given of it, suffered by a child (that is, any person under 18 years of age) as a result of the acts or omissions of a person responsible for the care of the child.*
2. The commission of any sexual abuse with or to a child as defined by Chapter 709, Iowa Code, as a result of the acts or omissions of the person responsible for the child.*
3. The failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing, or other care necessary for the child’s health and welfare when financially able to do so or when offered financial or other reasonable means to do so.

(A parent or legal guardian legitimately practicing religious beliefs who does not provide specified medical treatment for a child for that reason alone shall not be considered abusing the child; however, a court may still order that medical services be given to the child if the child’s health requires it.)

*Teachers in public schools are not “persons responsible for the care of the child” under these clauses. However, a teacher who abuses a child is subject to civil, criminal, and professional sanctions.



Reporting Procedures

The Iowa Code establishes reporting and investigation procedures for alleged cases of child abuse. Licensed school employees, including teachers and school nurses, are required to orally report within 24 hours to the Department of Human Services when the person “reasonably believes a child has suffered from abuse.” Within 48 hours of the oral report, a written report must be forwarded to the Department of Human Services.

Each report should contain as much of the following information as can be obtained within the time limit.

- name, age and address of the suspected abused child;
- name and address of parents, guardians, or persons legally responsible for his/her care;
- a description of injuries, including evidence of previous injuries;
- name(s), age and condition of other children in the home;
- the child’s whereabouts if different from parents, guardians, or persons legally responsible for the child;
- any other information considered helpful;
- name and address of person making the report.

The law specifies that a report will be considered valid even if it does not contain all of the above information.

Board policy states that it is not the responsibility of school employees to prove that a child has been abused or neglected, and that school employees should not take it upon themselves to investigate the case or contact the family of the child to ask questions or make any kind of judgment. The Department of Human Services (Cedar Rapids Office: 892-6800) has the responsibility to follow up on the report.



STUDENTS

Policy Title STUDENT RECORDS ACCESS

Code 505.6

The Board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information shall be kept confidential at collection, storage, disclosure, and destruction stages. Student records shall be maintained by the building principal and housed in the building of attendance.

The parent/legal guardian and eligible student shall have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached 18 years of age or is attending an institution of post-secondary education. The parent/legal guardian of an eligible student shall be provided access to the student records only with the written permission of the eligible student. The parent/legal guardian of an eligible student, who is defined by the Internal Revenue Code as a dependent student, may be provided access without the written permission of the student. Only those with the written permission of the parent/legal guardian or eligible student shall have access to the student records. A representative of the parent/legal guardian or eligible student, who has received written permission from the parent/legal guardian or eligible student, may inspect and review a special education student's records. A parent/legal guardian, other than parent/legal guardian of an eligible student, may only be denied access to a student's records with a court order or when the district has been advised under the appropriate laws that the parent/legal guardian may not access the student records.

A student record may contain information on more than one student. Parents/Legal guardians shall have the right to access the information relating to their student or to be informed of the information. Eligible students shall also have the right to access the information relating to themselves or be informed of the information.

The parents/legal guardians and eligible student shall have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five (45) days after the request is made. The parent/legal guardian, and eligible student, or an authorized representative shall have the right to access the student's records prior to an Individualized Education Program (IEP) meeting or hearing.

Page 1 of 4

Adopted 6/15/70 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 2/96; 8/6/07
Related Policy: (Code Number) 505.9

Legal Reference: (Code of Iowa) §§22; 622.10 (2011); 281 IAC 12.3(4); 41; .610 et. seq.; 279.9B; 280.24, .25; 1980 Op. Att'y Gen 720, 825



STUDENTS

Policy Title STUDENT RECORDS ACCESS Code 505.6

Copies of student records will only be provided if failure to do so would effectively prevent the parent/legal guardian or student from exercising the right to access the student records. Fees for copies of the records shall be waived if it would prevent the parent/legal guardian or student from accessing the records. A fee may not be charged to search or retrieve information from student records.

Upon the request of the parent/legal guardian or an eligible student, the school district shall provide an explanation and interpretation of the student record and a list of the types and locations of student records collected, maintained, or used.

If the parent/legal guardian or an eligible student believes the information in the student records is inaccurate, misleading, or violates the privacy or other rights of the student, the parent/legal guardian or an eligible student may request that the school district amend the student records. The district shall decide whether to amend the information in accordance with the request within a reasonable period of time following the receipt of the request. If the school district determines an amendment shall be made to the student record, the school district shall make the amendment and inform the parent/legal guardian or the eligible student of the decision in writing.

If the school district refuses to amend the student record, it shall inform the parent/legal guardian or the eligible student of their right to a hearing before the school district. If the request of the parent/legal guardian or the eligible student to amend the student record is further denied, the parent/legal guardian or the eligible student shall have the opportunity to place an explanatory letter in the student record commenting on the school district's decision and setting forth the reasoning for disagreeing with the school district. Additions to the student's records shall become a part of the student record and be maintained like other student records. If the school district discloses the student records, the explanation by the parent/legal guardian or the eligible student shall also be disclosed.

Student records may be disclosed in limited circumstances without written permission of the parent/legal guardian or eligible student. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parent/legal guardian or the eligible student. This disclosure may be made to the following individuals or under the following circumstances:

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Adopted 6/15/70 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 2/96; 8/6/07
Related Policy: (Code Number) 505.9

Legal Reference: (Code of Iowa) §§22; 622.10 (2011); 281 IAC 12.3(4); 41; .610 et. seq.; 279.9B; 280.24, .25; 1980 Op. Att'y Gen 720, 825



STUDENTS

Policy Title STUDENT RECORDS ACCESS Code 505.6

- to school officials within the school district whom the superintendent has determined have a legitimate educational interest;
- to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parent/legal guardian the student records are being sent and the parent/legal guardian has an opportunity to receive a copy of the records and challenge the contents of the records;
- to the U. S. Comptroller General, the U. S. Secretary of Education, or state and local educational authorities;
- in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;
- to organizations conducting educational studies and the study does not release personally identifiable information;
- to accrediting organizations;
- to the parent/legal guardian of a dependent student as defined in the Internal Revenue Code;
- to comply with a court order or judicially issued subpoena;
- in connection with a health or safety emergency; or
- as directory information.

The building principal shall keep a list of the individuals and their positions who are authorized to view a special education student's records without the permission of the parent/legal guardian or the eligible student. This list must be available for public inspection and updated annually.

The building principal shall also keep a list of individuals, agencies, and organizations which have requested or obtained access to a student's records, the date access was given, and their legitimate educational interest or purpose for which they were authorized to view the records. This list for a student record may be accessed by the parent/legal guardian, the eligible student, and the custodian of the student records.

Permanent student records, including a student's name, address, phone number, grades, attendance records, classes attended, grade level completed, and year completed shall be maintained without time limitation. Permanent student records shall be kept in a fire safe vault.

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Adopted 6/15/70 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 2/96; 8/6/07
Related Policy: (Code Number) 505.9
Legal Reference: (Code of Iowa) §§22; 622.10 (2011); 281 IAC 12.3(4); 41; .610 et. seq.; 279.9B; 280.24, .25; 1980 Op. Att'y Gen 720, 825



STUDENTS

Policy Title STUDENT RECORDS ACCESS Code 505.6

When personally identifiable information, other than permanent student records, no longer needs to be maintained by the school district to provide educational services to the special education student, the parent/legal guardian or eligible student shall be notified. If the parent/legal guardian or eligible student request that the records be destroyed, the school district will destroy the records. Prior to the destruction of the records, the school district will inform the parent/legal guardian or eligible student of the reasons for which they may want the records maintained. In the absence of a request from the parent/legal guardian or eligible student to destroy the records, the school district may maintain the records indefinitely.

It shall be the responsibility of the superintendent to inform the employees about rights of parents/legal guardians and eligible students under this policy. Employees shall also be informed about the procedures for carrying out this policy.

It shall be the responsibility of the superintendent to annually notify parents/legal guardians and eligible students of their rights to view the student's records. The notice shall be given in native language of the parent/legal guardian or eligible student.

Page 4 of 4

Adopted 6/15/70 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 2/96; 8/6/07
Related Policy: (Code Number) 505.9
Legal Reference: (Code of Iowa) §§22; 622.10 (2011); 281 IAC 12.3(4); 41; .610 et. seq.; 279.9B; 280.24, .25; 1980 Op. Att'y Gen 720, 825



ADMINISTRATIVE REGULATIONS REGARDING USE OF STUDENT RECORDS

Student records are all official records, files, and data directly related to students, including all material incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system specifically including, but not necessarily limited to: enrollment history; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.

These regulations establish procedures for addressing requests from parents/legal guardians to access their child's records, including their use of the data and procedures for records transmittal.

A. Access to Records

1. The parent or legal guardian of a student will have access to these records upon written request to the board secretary.

The parent or legal guardian will, upon written request to the board secretary, have the opportunity to receive an interpretation of the records, have the right to question the data, and if, a difference of opinion is noted, shall be permitted to file a letter in the cumulative folder stating the dissenting person's position. If further challenge is made to the record, the normal appeal procedures established by school policy will be followed.

A student, eighteen years or older, has the right to determine who, outside the school system, has access to the records. Parents/legal guardians of students who are 18 years or older but still dependents for income tax purposes may access the student's records without prior permission of the student.

2. School officials having access to student records are defined as having a legitimate educational interest and include, but are not limited to, employees, board members, and the school attorney. Legitimate educational interest include, but is not limited to:
 - a. performing a task specified in the employee's job description or by contract agreement;
 - b. performing a task that is related to a student's education;
 - c. performing a task related to the discipline of a student; or
 - d. providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

3. Student records may be accessed by social service agencies when the agency is “legally responsible” for the care and protection of the student under state law. Verification of “legal responsibility” must be provided for requested access which must be solely for the purpose of addressing the student’s educational needs. For a Court Appointed Special Advocate (CASA), parent permission is recommended for access to student records. No other student access (e.g. student observation) is permitted under this policy regulation.

B. Release of Information Outside the School

1. To release student records to other school(s) in which the student intends to enroll, the parents, legal guardians, or student of majority age must be notified of the transfer and the kinds of information being released.

They will receive a copy of such information if it is requested in writing and shall have the opportunity to challenge the records as described above.

2. Student records may be released to official education and other government agencies only if the names and all identifying markings are removed to prevent the identification of individuals.
3. To release student records to other persons or agencies, written consent shall be given by the parent, legal guardian, or a student of majority age. This consent form will state which records shall be released, to whom they shall be released, and the reason for the release. A copy of the specific records being released will be made available to the person signing the release form if requested.
4. Student records will be furnished in compliance with judicial orders or pursuant to any lawfully issued subpoena if the parents, legal guardians, or student of majority age are notified in advance.
5. Any other requests to access student records may be honored by the administration following 1) proper notification of students and guardians; and 2) an opportunity for the student or guardian to request the information not be disbursed. Any such request restricting distribution will be honored.

C. Hearing Procedures

1. Upon parental request, the school district will hold a hearing regarding the content of a student’s records which the parent/legal guardian believes to be inaccurate, misleading, or in violation of the privacy rights of students.
2. The hearing will be held within a reasonable time after receipt of the parents/legal guardians or eligible student’s request. The parent/legal guardian or eligible student will receive reasonable advance notice of date, time and place of the hearing.

3. The hearing officer may be an employee of the school district so long as the employee does not have a direct interest in the outcome of the hearing.
4. The parents/legal guardians or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent/legal guardian or eligible student may be represented by an individual at their choice at their own expense.
5. The hearing officer will render a written decision within a reasonable period after the hearing. The decision will be based upon evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.
6. The parents/legal guardians may appeal the hearing officer's decision to the superintendent within ten work days if the superintendent does not have a direct interest in the outcome of the hearing.
7. The parents/legal guardians may appeal the superintendent's decision, or the hearing officer's decision if the superintendent was unable to hear the appeal, to the Board within fifteen work days. It is within the discretion of the Board to hear the appeal.



STUDENT RECORDS CHECKLIST

	Copy to Parent Upon Request	Parent Signature Required**	User Must Submit Written Request*	No Parent Signature Required	Parent Notify in Advance	Parent Notify of Release	Request Made Part of Student Record	Schedule Hearing Followed by Written Decision to Parent	
Subpoena or Judicial Order									Lawfully Issued
Student Financial Aid									Written Request
School or Staff in Same School System									No Written Request Necessary
Other School System Where Student Plans to Enroll									505.6-E2
U. S. Comptroller General									505.6-E2
Iowa Dept. of Education									505.6-E2
National Institute of Education									505.6-E2
Iowa Dept. of Education Official									505.6-E2
Parent Inspection of Student Educational Records									505.6-E5
Parent Request for Hearing to Challenge Record									505.6-E4
Parent Authorization for School to Release Information									505.6-E3
Notification of Transfer of Student Records									505.6-E6

*Such written request shall be available for inspection by the parent/legal guardian or student and the school official responsible for record maintenance.

**When a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of the rights accorded to the parent of the student shall thereafter be required of and accorded only to the student.

**REQUEST OF NONPARENT FOR EXAMINATION OR COPIES OF STUDENT RECORDS**

The undersigned hereby requests permission to examine the Linn-Mar Community School District's official student records of:

(Legal Name of Student)

(Date of Birth)

The undersigned requests copies of the following official student records of the above student:

The undersigned certified that they are (check one):

- a. An official of another school system in which the student intends to enroll. ()
- b. An authorized representative of the Comptroller General of the United States. ()
- c. An authorized representative of the Secretary of the United States Department of Education. ()
- d. An administrative head of an education agency as defined in Section 408 of the Education Amendments of 1974. ()
- e. An official of the Iowa Department of Education. ()
- f. A person connected with the student's application for, or receipt of, financial aid (specify details above). ()

The undersigned agrees that no other person will have access to any records or information obtained through this request without the written permission of the parent/legal guardians of the student, or the student if he/she is of majority age.

(Signature)

(Title)

APPROVED:

Date: _____

Address: _____

Signature: _____

City: _____

Title: _____

State: _____ ZIP: _____

Dated: _____

Phone Number: _____



Code 505.6-E3

PARENTAL AUTHORIZATION FOR RELEASE OF STUDENT RECORDS

The undersigned hereby authorizes the Linn-Mar Community School District to release copies of the following official student records:

concerning _____
(Full Legal Name of Student) (Date of Birth)

(Name of Last School Attended) from _____ to _____
(Year(s) of Attendance)

The reason for this request is: _____

My relationship to the child is: _____

Copies of the records to be released are to be furnished to:

- () the undersigned
- () the student
- () other (please specify) _____

(Signature)

Date: _____

Address: _____

City: _____

State: _____ ZIP: _____

Phone Number: _____



Code 505.6-E4

REQUEST FOR HEARING ON CORRECTION OF STUDENT RECORDS

To: _____
Board Secretary (Custodian)

Address: 2999 North 10th Street
Marion, IA 52302

I believe certain official student records of _____
(Full Legal Name of Student), _____ (School Name),
are inaccurate, misleading, or in violation of privacy or other rights of this student.

My relationship to this student is: _____

The official education records which I believe are inaccurate, misleading, or in violation of the privacy or other rights of this student are:

The reason I believe such records are inaccurate, misleading, or in violation of the privacy or other rights of this student is:

I understand that I will be notified in writing of the time and place of the hearing; that I will be notified in writing of the decision; and, that I have the right to appeal the decision by so notifying the hearing officer in writing within ten days after my receipt of the decision.

(Signature)

Date: _____

Address: _____

City: _____

State: _____ ZIP: _____

Phone Number: _____



Code 505.6-E5

PARENTAL REQUEST FOR EXAMINATION OF STUDENT RECORDS

To: _____
Board Secretary (Custodian)

Address: 2999 North 10th Street
Marion, IA 52302

The undersigned desires to examine the following official education records.

Of _____
(Full Legal Name of Student) (Date of Birth) (Grade)

(Name of School)

My relationship to this student is: _____

(check one)

() I do () I do not desire a copy of such records. I understand that a reasonable charge will be made for the copies.

(Parent's Signature)

APPROVED:

Signature: _____

Title: _____

Dated: _____

Date: _____

Address: _____

City: _____

State: _____ ZIP: _____

Phone Number: _____



Code 505.6-E6

NOTIFICATION OF TRANSFER OF STUDENT RECORDS

To: _____ Date: _____
Parent or Legal Guardian
Street Address: _____
City/State: _____ ZIP: _____

Please be notified that copies of the Linn-Mar Community School District's official student records concerning _____ (Full Legal Name of Student) have been transferred to:

School District Name Address

upon the written statement that the student intends to enroll in said school system.

If you desire a copy of such records furnished, please check here () and return this form to the undersigned. A reasonable charge will be made for the copies.

If you believe such records transferred are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, you have the right to a hearing to challenge the contents of such records.

(Name of School District Official)

(Title)



STUDENTS

Policy Title STUDENT DIRECTORY INFORMATION

Code 505.62

Student directory information is designed to be used internally within the school district. Directory information shall be defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Prior to developing a student directory or to giving general information to the public, parents/legal guardians will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information distributed about the students.

It shall be the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents/legal guardians.

Adopted 8/14/89 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 8/6/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) § 22; 622.10 (2011); 281 I.A.C. 12.3(6); 41.20;
12.3(4); 41.123



ADMINISTRATIVE REGULATIONS REGARDING
THE USE OF STUDENT DIRECTORY INFORMATION

The student handbook or similar publication given to each student which contains general information about the school shall contain the following statement which shall be published at least annually in a prominent place or in a newspaper of general circulation in the school district:

The following information may be released to the public in regard to any individual student of the school district as needed. Any student over the age of eighteen or parent/legal guardian not wanting this information released to the public must make objection in writing to the principal.

NAME, ADDRESS, TELEPHONE LISTING, DATE AND PLACE OF BIRTH, MAJOR FIELD OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, AND OTHER SIMILAR INFORMATION.



PARENTAL AUTHORIZATION FOR WITHHOLDING
STUDENT DIRECTORY INFORMATION

The Linn-Mar Community School District has adopted a policy designed to assure parents and students the full implementation, protection, and enjoyment of their rights under the Family Educational Rights and Privacy Act of 1974. A copy of the school district's policy is available for review in the office of the principal of all of our schools.

This law requires the school district to designate as "directory information" any personally identifiable information taken from a student's educational records prior to making such information available to the public.

The school district has designated the following information as directory information: student's name, address and telephone number; date and place of birth; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; and the most recent previous educational institution attended by the student and other similar information. You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing. If you desire to make such a refusal, please complete and return the slip at the bottom of this notice.

If you have no objection to the use of student information, you do not need to take any action.

.....
RETURN THIS FORM
.....

Linn-Mar Community School District

Parental Directions to Withhold Student/Directory Information for Education Purposes

for the _____ school year.

Student's Name: _____

Date of Birth: _____

School: _____

Grade: _____

Signature of Parent/Legal Guardian of Child (Student)

Date

Please return this form to your child's school.



STUDENTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) STUDENT EDUCATION

Code 505.63

Policy Title RECORDS: ANNUAL NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student's privacy rights.

Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.



STUDENTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) STUDENT EDUCATION RECORDS: ANNUAL NOTICE

Code 505.63

Policy Title _____

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District may disclose education records without consent to officials of another school district in which a student seeks or intends to enroll. The school district will make a reasonable attempt to notify the parent or eligible student of the records request.

4. The right to inform the school district that the parent does not want directory information, as defined below, to be released. Directory information can be released without prior parental consent.

Any student over the age of eighteen or parent not wanting this information released to the public must object in writing to the principal.

Directory information includes:

Name, Address, Telephone listing, Date and Place of Birth, Email Address, Grade Level, Enrollment Status, Participation in Officially Recognized Activities and Sports, Weight and Height of Members of Athletic Teams, Dates of Attendance, Degrees and Awards Received, the Most Recent Previous School or Institution Attended by the Student Photograph and Likeness, and Other Similar Information.

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Adopted 8/6/07 Reviewed 8/09; 4/11; 4/12; 7/13; 10/20/14 Revised _____
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) _____



STUDENTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) STUDENT EDUCATION RECORDS: ANNUAL NOTICE

Code 505.63

Policy Title _____

Military recruiters and postsecondary educational institutions may legally access this information without prior parental consent. Parents not wanting military recruiters or postsecondary institutions to access the information must ask the school district to withhold the information. Also, school districts that provide postsecondary institutions and potential employers access to students must provide the same right of access to military recruiters. Parents not wanting military recruiters to contact their children, have the right to deny permission for this activity.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. 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

The School District may share any information with the Parties contained in a student's permanent record, which is directly related to the juvenile justice system's ability to effectively serve the student. Prior adjudication information contained in the permanent record may be disclosed by the School District to the Parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the School District to the Parties after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family. Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian. Information obtained from others shall not be used for the basis of disciplinary action of the student. This agreement only governs a school district's ability to share information and the purposes for which that information can be used.

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Adopted 8/6/07 Reviewed 8/09; 4/11; 4/12; 7/13; 10/20/14 Revised _____
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) _____



STUDENTS

Policy Title CUSTODIAL AND PARENTAL RIGHTS Code 505.8

Disagreements between family members are not the responsibility of the school district. The school district will not take the “side” of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued shall be followed by the school district. It shall be the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

It shall be the responsibility of the superintendent to ensure employees remain neutral in a disagreement about custody and parental rights.

Adopted 9/21/98 Reviewed 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised 8/6/07
Related Policy: (Code Number) 505.6
Legal Reference: (Code of Iowa) §§ 232.67, .70, .73, .75; 235A; 279.8; 710.6;
IAC 9.2; 155; 175; 441 IAC



STUDENTS

Policy Title STUDENT LIBRARY CIRCULATION RECORDS Code 505.9

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries and media centers. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student's parents/legal guardians, the student, authorized licensed employees, authorized government officials from the U. S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student's library circulation records without the approval or the notification of the student's parents/legal guardians. Parents/Legal guardians may not access records, without the student's permission, of a student who has reached the age of majority or who is attending a post-secondary educational institution unless the student is considered a dependent for tax purposes.

It shall be the school media specialist's responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying shall be charged.

It shall be the responsibility of the superintendent, in conjunction with school media specialists, to develop administrative regulations regarding this policy.

Adopted 9/21/98 Reviewed 8/07; 9/09; 4/11; 4/12; 7/13; 10/20/14 Revised _____
Related Policy: (Code Number) 505.6
Legal Reference: (Code of Iowa) §§ 22 (2011); 281 IAC 12.3(4); 1980 Op. Att'y Gen. 720, 825



STUDENTS

Policy Title STUDENT PHOTOGRAPHS Code 505.10

The Board will permit student “portrait” photographs to be taken on school premises by a commercial photographer as a service to the students and their families.

Parents/Legal guardians will be notified prior to the taking of pictures by a commercial photographer for student “portraits.” In no case will students be required to purchase pictures.

Students or commercial photographers may take pictures of students upon consent for such things as the yearbook or student newspaper.

It shall be the responsibility of the superintendent, in conjunction with principals, to develop administrative rules regarding student photographs.

Adopted 9/21/98 Reviewed 8/02; 9/09; 4/12; 7/13; 10/20/14 Revised 8/6/07

Related Policy: (Code Number) 505.6

Legal Reference: (Code of Iowa) § 279.8 (2011); 1980 Op Att’y Gen 114



Inspire Learning. **Unlock Potential. Empower Achievement.**

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal 5
Student Achievement: <i>All action on teaching and learning will focus on empowering achievement at the highest level for each student.</i>	Learning Environments: <i>All buildings and facilities will support the learning and teaching needed to unlock the potential in each student.</i>	Staff Development: <i>All staff will learn, perform and lead in such a manner as to inspire learning for students.</i>	Community Engagement: <i>The entire school community will engage the families, residents and stakeholders for the purpose of increasing opportunities for students.</i>	Resources: <i>All resources, real and potential, will be planned, and allocated in the spirit of providing an exciting and secure future for the students and District.</i>

**LINN-MAR COMMUNITY SCHOOL DISTRICT
BOARD/SUPERINTENDENT RETREAT MINUTES
OCTOBER 20, 2014 @ 5:00 PM**

ATTENDEES:

Board: Isenberg, Buchholz, Wilson, Stark, Gadelha, Hutcheson, Patterson

Administration: Mulholland

CALL TO ORDER AND DETERMINATION OF A QUORUM

The Linn-Mar Community School District Board of Directors/Superintendent Retreat was called to order in the Board Room of the Learning Resource Center by President Tim Isenberg at 5:00 PM. Role was taken and it was determined a quorum was present. Stark joined the meeting at 5:03 PM.

REVISION AND/OR ADOPTION OF THE AGENDA Motion 086-10-20

Motion by Patterson to adopt the agenda as presented. Second by Hutcheson. Voice vote. Motion unanimously approved.

BOARD/SUPERINTENDENT RETREAT

Superintendent Katie Mulholland reviewed the following goals:

1. Community Engagement and Communication: with a variety of media and processes that include Board, staff, students, parents, and community.

Progress – External communication, besides the District committees, superintendent advisories, and community group participation has been expanded to include Coffee Conversations and regular attendance at City Council meetings by Board members and the superintendent. A District newsletter is due to be published and mailed to Linn-Mar residents. The Linn-Mar website and Facebook will continue to push out Linn-Mar information and news. Superintendent search focus groups included staff, parents, community members, and business leaders. Internally, communication flows through a number of groups, including the Leadership Team and Board visits to schools.

2. High School: a) program design that includes innovative learning structures (e.g. academies, problem based learning); b) renovation design that inspires 21st Century learning as well as increased security; and c) development of a foundation that fosters community partnerships and relationships with post-secondary institutions which benefit students.

Progress – The High School continues to review course offerings and student services to reflect 21st Century learning which is being incorporated into the renovation plans for the High School. DLR Architects are continuing work on the renovation plans to meet the January bid date timeline. There are a number of community partnership opportunities developing for students. One partnership, with UNI, is providing a year-long student teaching experience in the social studies department. Other student experiences include Kirkwood and other colleges.

3. Implementation of the Teacher Leadership Plan: with a focus on measures of success.

Progress – The first quarter of the implementation has been completed. The program coordinators are collecting data on the support provided by the teacher leaders. Surveys and interviews for feedback from the teacher leaders, teachers, principals, and administrators are in development for two purposes: first, to assess the success of the program; and secondly, to determine needed adjustments for year two of the program.

4. Professional Development of District Leadership: with a focus on performance and growth in practice for the Board, Cabinet, and Leadership Team.

Progress – The Board’s learning includes school visits, several book studies, preparation for superintendent search interviews, and informational reports on programs and activities in the District in the spirit of the mission: *Inspire Learning. Unlock Potential. Empower Achievement.* The Cabinet and the Leadership Team are also reviewing the same material which includes: Cultures Built to Last, District Leadership that Works, and Balanced Leadership.

ADJOURNMENT **Motion 087-10-20**

Motion by Wilson to adjourn at 6:22 PM. Second by Patterson. Voice vote. Motion unanimously approved.

Board President

Board Secretary

*Minutes respectfully submitted by:
Katie Mulholland, Superintendent
10/21/2014*



Inspire Learning. **Unlock Potential. Empower Achievement.**

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal 5
Student Achievement: <i>All action on teaching and learning will focus on empowering achievement at the highest level for each student.</i>	Learning Environments: <i>All buildings and facilities will support the learning and teaching needed to unlock the potential in each student.</i>	Staff Development: <i>All staff will learn, perform and lead in such a manner as to inspire learning for students.</i>	Community Engagement: <i>The entire school community will engage the families, residents and stakeholders for the purpose of increasing opportunities for students.</i>	Resources: <i>All resources, real and potential, will be planned, and allocated in the spirit of providing an exciting and secure future for the students and District.</i>

**LINN-MAR COMMUNITY SCHOOL DISTRICT
BOARD REGULAR MEETING AGENDA
OCTOBER 20, 2014 @ 7:00 PM**

ATTENDEES

Board: Isenberg, Buchholz, Wilson, Gadelha, Hutcheson, Patterson
Administration: Mulholland, Morrison, Halupnik, Jensen, Anderson, Christian, Ironside
Absent: Stark (Board) and Ramos (Administration)

CALL TO ORDER AND DETERMINATION OF A QUORUM

The Linn-Mar Community School District Board of Directors regular meeting was called to order in the Board Room of the Learning Resource Center by President Tim Isenberg at 7:00 PM. Role was taken and it was determined a quorum was present.

REVISION AND/OR ADOPTION OF THE AGENDA Motion 088-10-20

Motion by Buchholz to accept the agenda as presented. Second by Hutcheson. Voice vote. Motion unanimously approved.

AUDIENCE COMMUNICATIONS

RESOLUTIONS, OPENING OF BIDS, AND PUBLIC HEARINGS

RECOGNITIONS/PROCLAMATIONS

BOARD ANNOUNCEMENTS AND REPORTS

Health & Human Development Committee Report:

Julie Jensen, Executive Director of Student Services, reported that on October 8th the Health & Human Development Committee discussed healthy initiatives being modeled in the elementary buildings including healthy birthday treats and the goal to have at least two, if not all, elementary buildings Blue Zone schools by May 2015. The committee will continue their discussion on safe and secure schools.

Policy Committee Report

Patterson reported on the October 13th Policy Committee meeting sharing that Policy Series 500: *Student Personnel* (Policies 504.1 to 505.10) was reviewed, as well as Policy 204.9: *Participation in Board Meetings* and that they would be voted on later in the agenda. There was discussion on the wording of Policy 204.9; which will be included as a revision.

School Board Visit – Indian Creek Elementary

The Board reported that their visit to Indian Creek Elementary on October 15th went well and the information shared by the Instructional Strategist was informative.

Coffee Conversation

Tim Isenberg and Todd Hutcheson reported that the October 18th Coffee Conversation at the High School, which included two parents, went very well and the tour provided by Jeff Gustason, Principal, was informative. The tour allowed participants to see the new science rooms; which should be completed by the end of October.

INFORMATIONAL REPORTS

2013-14 Transportation Department Report

Brian Cruise, Manager of Transportation, reported on the status of the Transportation Department for the 2013-14 school year. Cruise shared information on staff numbers, bus fleet inventory, bus route statistics, and information on fuel costs and maintenance costs.

2014-15 Certified Enrollment Report

Dirk Halupnik, Deputy Superintendent, reported that the certified enrollment figure for 2014-15 was 7,145 students compared to 6,942 in 2013-14. Funding for the 2015-16 school year is based off of the certified enrollment number for the current school year.

EdLeader21 Report

Deputy Superintendent Dirk Halupnik and Executive Director of Student Services Julie Jensen shared information on the EdLeader21 conference. EdLeader21 is a national network of school and district leaders focused on integrating the 4Cs (critical thinking, communication, collaboration, and creativity) into education. EdLeader21 offers its members 21st century education tools and resources, networking and collaboration opportunities, professional development opportunities, and participation in innovative 21st century education projects. Halupnik and Jensen shared information about the collaboration opportunities and resources EdLeader21 offers Linn-Mar and will be working with the Iowa Department of Education to set new accreditation goals for the District based on the 4Cs as they align with the District's educational goals.

SUPERINTENDENT'S UPDATE

Katie Mulholland, Superintendent, shared the following updates:

- America Reads took place on October 16th with guest readers in 521 classroom, compared to 380 in 2013-14. Guest readers included 89 TRY students from the High School.
- Parent meetings this quarter included Lunch Time Learning, Parent Advisory, and PTO Officers. Topics included new Board leadership, High School renovations, Teacher Leadership Plan implementation, enrollment, superintendent search, and Coffee Conversations.
- Student achievement highlights included:
 - Girls Swimming finishing 3rd in the MVC Conference with records met by Kelsey Drake, Jen Jenks, Lizzie Adams, Stephanie Jenks, Alyssa Deuso, and Georgia Sanderson.
 - Girls Volleyball competing in the Mississippi Valley semi-final round, losing to Cedar Rapids Kennedy.
 - Boys Cross Country finishing first place in the Mississippi Valley Conference Valley Division and Girls Cross Country finishing in second place. Congratulations to the following Cross Country participants: Boys - Daniel Murphy (1st), Michael Mather (2nd), Ryan Murphy (4th), Brian Fogerty (11th), Grant Chyslum (19th), and Girls - Amber Decker (3rd), Morgan Garcia (6th), Maddie Mann (8th), Maddie Saville (9th), and Bryce Jones (11th).
 - The Football Team won the District Championship with a 7-1 record, to date.

UNFINISHED BUSINESS

First Reading of Revised Policy 204.9: *Public Participation in Board Meetings* **Motion 089-10-20**

Motion by Hutcheson for the Board to approve the first reading of revised Board Policy 204.9: *Public Participation in Board Meetings*, with additional revisions to consider the suggestions discussed previously during the Policy Committee report. Second by Patterson. Voice vote. Motion unanimously approved.

NEW BUSINESS

First Reading of Policies Series 500: Student Personnel **Motion 090-10-20**

Motion by Patterson for the Board to approve the first reading of Board Policies Series 500: *Student Personnel*, partial listing of Policies 504.1 to 505.10. Second by Gadelha. Voice vote. Motion unanimously approved.

Proposal for Geotechnical Testing for Resurfacing of Excelsior Track **Motion 091-10-20**

Motion by Buchholz for the Board to approve the proposal submitted by Terracon for geotechnical testing for resurfacing of the Excelsior Middle School Track for an estimated cost of \$1,350 to \$1850. Second by Hutcheson. Voice vote. Motion unanimously approved.

Innovative Calendar Approval **Motion 092-10-20**

Motion by Patterson for the Board to approve the request for an Innovative Calendar proposal as required by state code for the 2015-16 school year. Second by Hutcheson. Voice vote. Motion unanimously approved.

CONSENT AGENDA **Motion 093-10-20**

Motion by Patterson for the Board to approve the Consent Agenda as presented. Second by Hutcheson. Voice vote. Motion unanimously approved.

Personnel

Classified Staff: Assignment/Reassignment/Transfer

Name	Assignment	Dept. Action	Salary Placement
Bagsby, Tammy	LG – Student Support Associate	October 29, 2014	II, Step 10
Barnard, Ray	From HS to EX Custodian	October 6, 2014	Same
Elgin, Samuel	LG – Part-time Student Support Associate	October 16, 2014	II, Step 6
Juergens, Barbara	NS – From OR to WE General Help	October 6, 2014	Same
Oglesby, Dan	WE – Student Support Associate	October 8, 2014	II, Step 6
Shock, Samantha	NS – OR General Help	October 6, 2014	Step 1

Classified Staff: Resignation

Name	Assignment	Dept. Action	Reason
Blackford, Wendy	HS – Student Support Associate	October 3, 2014	Termination
Renaud, Annette	BW – Student Support Associate	October 16, 2014	Other Employment

Extra-Curricular Positions: Assignment/Reassignment/Transfer

Name	Assignment	Dept. Action	Salary Placement
Evans, Tristan	EX – MS Assistant Boys Swimming Coach	October 8, 2014	Schedule H, Category E
Evans, Tristan	EX – MS Assistant Girls Swimming Coach	October 8, 2014	Schedule H, Category E

Approval of Minutes from October 6th, 2014

Approval of Bills: Special revenue, general, and nutrition fund bills.

Approval of Contracts:

- 1) Interagency Agreement for Special Education Services with Center Point-Urbana District.
- 2) Interagency Agreement for Special Education Services with College Community District.

Approval of Overnight Fieldtrip Requests:

- 1) Robotics request to Cowtown Throw Down Robotics Competition in Lee's Summit, Missouri, October 31 thru November 1, 2014.
- 2) FBLA request to the State-wide United Fall Leadership Conference in Des Moines, Iowa, October 26 thru October 27, 2014.

Approval of High School Fundraising Request:

High School Music Department for the sale of fruit, meat, and cheese from October 20 thru November 3, 2014 to raise funds for offsetting student costs for music department trips.

Board Information:

- 1) 2013-14 School Finance Report as of September 30, 2013
- 2) 2013-14 Cash Balance Report as of October 15, 2014
- 3) 2014-15 School Finance Report as of September 30, 2013
- 4) 2014-15 Cash Balance Report as of October 15, 2014

Items Removed from the Consent Agenda for Separate Action: No items removed.

COMMUNICATIONS, ANNOUNCEMENTS, AND TRANSMITTALS

Communications

- Marion Community Branding Survey available to complete at: <http://www.cityofmarion.org/>.
- Marion City Council focusing on function and fitness with a \$120,000 campaign.

Calendar

Date	Time	Event	Location
October 23 rd	5:30 PM	Marion City Council Meeting	Marion City Hall
October 27 th	5:30 PM	Construction Advisory Council	LRC Board Room
November 3 rd	5:00 PM 7:00 PM	Board Work Session Regular Board Session	LRC Board Room
November 4 th	7:30 AM	Finance/Audit Committee Meeting	LRC Main Office Conf Rm
November 4 th	11:45 AM	Executive Committee Meeting	LRC Main Office Conf Rm
November 5 th	4:00 PM	Equity Committee	LRC Board Room
November 6 th	5:30 PM	Marion City Council Meeting	Marion City Hall
November 7 th	7:30 AM	Board Visit: High School	Linn-Mar High School
November 10 th	5:00 PM	Special Board Meeting	LRC Board Room
November 12 th	4:00 PM	School Improvement Advisory Committee	LRC Board Room
November 12 th	4:30 PM	Special Education Advisory Council	LRC Room 304/305
November 13 th	9:00 AM	ERMA (Energy Efficiency) Committee	LRC
November 14-15	TBD	Superintendent Search Semi-Finalists Interviews	TBD
November 17 th	5:00 PM 7:00 PM	Board Work Session Regular Board Session	LRC Board Room
November 18 th	11:45 AM	Executive Committee Meeting	LRC Main Office Conf Rm
November 19-21	TBD	Superintendent Search Finalist Interviews	TBD
November 20 th	5:30 PM	Marion City Council Meeting	Marion City Hall
November 22 nd	TBD	Superintendent Search Final Selection	TBD

Committees

Committee	Participants
Executive Committee	Tim Isenberg, Barry Buchholz, Katie Mulholland
Finance/Audit Committee	Barry Buchholz, Todd Hutcheson, Elizabeth Wilson, Angie Morrison, JT Anderson, Katie Mulholland
Policy Committee	Rene Gadelha, Tina Patterson, Katie Mulholland
Career & Technical Education	Elizabeth Wilson, Dirk Halupnik
Construction Advisory Council	Barry Buchholz, Rick Ironside, Katie Mulholland
ERMA (Energy Efficiency)	Todd Hutcheson, Rick Ironside
Equity Advisory	Tina Patterson, Dirk Halupnik, Jeri Ramos
Health & Human Development	Ann Stark, Julie Jensen
Legislative	Tina Patterson, Ann Stark, Katie Mulholland
Linn-Mar Foundation	Katie Mulholland

Committee	Participants
School Improvement Advisory	Rene Gadelha, Dirk Halupnik
Special Education Advisory	Tina Patterson, Elizabeth Wilson, Julie Jensen
Technology Advisory	Tim Isenberg, Jeri Ramos

ADJOURNMENT Motion 094-10-20

Motion by Wilson to adjourn at 8:02 PM. Second by Patterson. Voice vote. Motion unanimously approved.

Board President

Board Secretary

*Minutes respectfully submitted by:
Gayla Burgess, Admin Asst to the Superintendent
10/21/2014*

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 10/17/2014 - 10/30/2014

Fiscal Year: 2014-2015

Vendor Name	Description	Check Total
Fund: Aquatic Center		
BMO MASTERCARD	GENERAL SUPPLIES	\$598.91
CITY TREASURER'S OFFICE	GENERAL SUPPLIES	\$1,638.00
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$1,945.38
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$34.85
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$149.05
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$34.85
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$149.05
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX	\$98.60
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$258.32
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$387.69
ISI SWIMMING INC	GENERAL SUPPLIES	\$100.00
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$5.00
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$7.17
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$393.00
METRO INTERAGENCY INS PROG.	ER LIAB-DENTAL INS	\$36.36
TREASURER ST OF IA	STATE INCOME TAX	\$28.93
Fund Total:		\$5,865.16
Fund: GENERAL		
ACADEMIC SUPERSTORE	INSTRUCTIONAL SUPPLIES	\$258.85
ALBURNETT COMMUNITY SCHOOLS	TUITION OPEN ENROLL	\$58,149.50
ALLIANT ENERGY	ELECTRICITY	\$65,556.51
AOSNC, LLC	EQUIPMENT >\$1999	\$2,500.00
AUTO-JET MUFFLER	TRANSP. PARTS	\$461.00
B & H PHOTO	COMP/TECH HARDWARE	\$212.65
BAKER & TAYLOR, INC	LIBRARY BOOKS	\$296.00
BALBOA CAPITAL CORPORATION	INSTRUCTIONAL SUPPLIES	\$218.70
BARNES & NOBLE	INSTRUCTIONAL SUPPLIES	\$18.73
BARNES & NOBLE	LIBRARY BOOKS	\$1,295.27
BMO MASTERCARD	AUDIO-VISUAL MEDIA	\$99.96
BMO MASTERCARD	COMP/TECH HARDWARE	\$455.59
BMO MASTERCARD	DUES AND FEES	\$1,634.00
BMO MASTERCARD	EQUIPMENT >\$1999	\$49.00
BMO MASTERCARD	GENERAL SUPPLIES	\$1,932.73
BMO MASTERCARD	INSTRUCTIONAL SUPPLIES	\$12,838.10
BMO MASTERCARD	LIBRARY BOOKS	\$30.53
BMO MASTERCARD	MAINTENANCE SUPPLIES	\$711.85
BMO MASTERCARD	OTHER PROFESSIONAL	\$709.00
BMO MASTERCARD	PROF SERV: EDUCATION	\$310.00
BMO MASTERCARD	REF & RSRCH MATERIAL	\$69.57
BMO MASTERCARD	REPAIR PARTS	\$606.67
BMO MASTERCARD	SMALL TOOLS	\$238.79
BMO MASTERCARD	STAFF WORKSH/CONF	\$4,108.14
BMO MASTERCARD	TECH REPAIRS	\$144.99
BMO MASTERCARD	TEXTBOOKS	\$133.52

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 10/17/2014 - 10/30/2014

Fiscal Year: 2014-2015

Vendor Name	Description	Check Total
BMO MASTERCARD	TRAVEL	\$2,834.99
BOOKHOUSE	LIBRARY BOOKS	\$1,019.61
BOSTIAN CAREY	OTHER PROFESSIONAL	\$525.00
BRADFIELD'S COMPUTER SUPPLY	INSTRUCTIONAL SUPPLIES	\$4,514.00
CAMPBELL SUPPLY	INSTRUCTIONAL SUPPLIES	\$43.45
CAROLINA BIOLOGICAL SUPPLY	INSTRUCTIONAL SUPPLIES	\$59.80
CDW - GOVERNMENT	COMP/TECH HARDWARE	\$348.24
CEDAR RAPIDS COMM SCH DIST	PROF SERV: EDUCATION	\$102.03
CEDAR RAPIDS COMM SCH DIST	TUITION IN STATE	\$526.05
CENTER POINT-URBANA HIGH SCHOOL	TUITION OPEN ENROLL	\$16,832.75
CENTURYLINK	TELEPHONE	\$1,219.78
CHICK-FIL-A @ LINDALE	INSTRUCTIONAL SUPPLIES	\$375.96
CITYWIDE CLEANERS	INSTRUCTIONAL SUPPLIES	\$1,124.04
CLARK, PAUL	OTHER PROFESSIONAL	\$200.00
COLLECTION	EE LIAB-GARNISHMENTS	\$1,400.89
COMMUNITY HEALTH CHARITIES	EE LIAB-CHARITY	\$25.00
COTTON GALLERY LTD.	INSTRUCTIONAL SUPPLIES	\$224.00
CUSTOM HOSE & SUPPLIES, INC.	TRANSP. PARTS	\$89.40
D & K PRODUCTS	GROUNDS UPKEEP	\$170.00
DEWITTE, AMANDA	TRAVEL	\$44.62
DISCOUNT MAGAZINE SUBSCRIPTION	PERIODICALS	\$313.18
DOCUMENT DESTRUCTION & RECYCLING	INSTRUCTIONAL SUPPLIES	\$37.25
ENABLING DEVICES	INSTRUCTIONAL SUPPLIES	\$586.85
ENTERPRISE	RENTALS EQUIPMENT	\$922.44
FAMILY VIDEO	FACILITY RENTAL	\$3,422.85
FAREWAY STORES	INSTRUCTIONAL SUPPLIES	\$35.40
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$2,413,454.90
FEDEX	GENERAL SUPPLIES	\$16.05
FEDEX	INSTRUCTIONAL SUPPLIES	\$23.47
FEINER SUPPLY	INSTRUCTIONAL SUPPLIES	\$108.90
FLINN SCIENTIFIC	INSTRUCTIONAL SUPPLIES	\$13.69
FOLLETT SCHOOL SOLUTIONS, INC	TEXTBOOKS	\$3,012.00
FONTENUT JOSEPH	OFFICIAL/JUDGE	\$60.00
FRIDAY MATT	OFFICIAL/JUDGE	\$60.00
GOODYEAR COMMERCIAL TIRE @ SERVICE CNT	GROUNDS UPKEEP	\$2,598.40
GORDAN FREEMAN	OFFICIAL/JUDGE	\$60.00
GOSNELL JIM	PROF SERV: EDUCATION	\$148.00
GOSNELL JOHN	PROF SERV: EDUCATION	\$192.00
GRANT WOOD AEA	INSTRUCTIONAL SUPPLIES	\$620.00
GRANT WOOD AEA	STAFF WORKSH/CONF	\$800.00
GRIGGS MUSIC INC	INSTRUCTIONAL SUPPLIES	\$124.97
HANCOCK FABRICS-8011	INSTRUCTIONAL SUPPLIES	\$139.95
HEARTLAND AEA 11	INSTRUCTIONAL SUPPLIES	\$1,150.00
HOUGHTON MIFFLIN HARCOURT	TEXTBOOKS	\$1,641.80
HUPP ELECTRIC MOTORS	MAINTENANCE SUPPLIES	\$353.44

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 10/17/2014 - 10/30/2014

Fiscal Year: 2014-2015

Vendor Name	Description	Check Total
HY-VEE FOOD STORE-8555	INSTRUCTIONAL SUPPLIES	\$1,012.95
HY-VEE FOOD STORE-8556	GENERAL SUPPLIES	\$254.18
HY-VEE FOOD STORE-8556	INSTRUCTIONAL SUPPLIES	\$1,414.71
IMS BRANDED SOLUTIONS	INSTRUCTIONAL SUPPLIES	\$1,516.00
IN TOUCH RECEIPTING	INSTRUCTIONAL SUPPLIES	\$2,990.00
IN TOUCH RECEIPTING	OTHER PROFESSIONAL	\$2,470.55
IN TOUCH RECEIPTING	PROF SERV: EDUCATION	\$1,000.00
INDIAN CREEK NATURE CENTER	INSTRUCTIONAL SUPPLIES	\$261.00
ING	EE LIAB-403 (B)	\$51,595.03
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$50,822.01
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$216,207.21
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$50,822.01
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$216,207.21
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX	\$370,613.65
INTERSTATE ALL BATTERY CENTER	MAINTENANCE SUPPLIES	\$539.50
INVOLTA	OTHER TECH SER	\$350.00
IOWA HIGH SCHOOL MUSIC ASSOC	INSTRUCTIONAL SUPPLIES	\$15.00
IOWA MUSIC EDUCATORS ASSOCIATION	INSTRUCTIONAL SUPPLIES	\$135.00
IOWA MUSIC EDUCATORS ASSOCIATION	STAFF WORKSH/CONF	\$135.00
IOWA PRISON INDUSTRIES	MAINTENANCE SUPPLIES	\$5,560.56
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$255,376.32
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$383,278.68
IOWA SHARES	EE LIAB-CHARITY	\$28.00
ISPRA	DUES AND FEES	\$50.00
IT SAVVY LLC	COMP/TECH HARDWARE	\$7,556.70
IT SAVVY LLC	EQUIPMENT >\$1999	\$7,556.70
JOLLY LEARNING LTD	INSTRUCTIONAL SUPPLIES	\$317.38
KIRKWOOD COMM COLLEGE	TUITION-COMM COLLEGE	\$13,330.00
KNIGHTS OF COLUMBUS COUNCIL	INSTRUCTIONAL SUPPLIES	\$100.00
LAKESHORE	INSTRUCTIONAL SUPPLIES	\$395.59
LASER RESOURCES, LLC	GENERAL SUPPLIES	\$6,409.97
LASER RESOURCES, LLC	IN-DIRECT COSTS	\$1,399.08
LASER RESOURCES, LLC	INSTRUCTIONAL SUPPLIES	\$7,293.58
LASER RESOURCES, LLC	SERVICE AGREEMENTS	\$15.36
LETTER PERFECT	INSTRUCTIONAL SUPPLIES	\$96.15
LIFE TOUCH	INSTRUCTIONAL SUPPLIES	\$90.00
LINN CO-OP OIL	GASOLINE	\$24,571.47
LMEA	EE LIAB-UNION DUES	\$12,623.68
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$4,297.37
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$10,692.04
MAKE MUSIC INC	INSTRUCTIONAL SUPPLIES	\$1,515.95
MARION POLICE	SERVICE AGREEMENTS	\$3,655.00
MARION TIMES	ADVERTISING	\$1,160.01
MAYLAND AERIAL PHOTOGRAPHY	GENERAL SUPPLIES	\$400.00
MCGRAW-HILL SCHOOL EDUCATION	INSTRUCTIONAL SUPPLIES	\$3,200.79

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

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Vendor Name	Description	Check Total
MEDCO	DUES AND FEES	\$1,000.00
MENARDS -13127	GENERAL SUPPLIES	\$7.49
MENARDS -13127	REPAIR PARTS	\$197.59
MENKEN DEB	OFFICIAL/JUDGE	\$60.00
MERCY EAP SERVICES	OTHER PROFESSIONAL	\$136.00
MERCYCARE COMMUNITY PHYSICIANS	PHYSICALS	\$800.00
MESSERLI DAVID	OFFICIAL/JUDGE	\$60.00
METRO INTERAGENCY INS PROG.	EE LIAB-DENTAL INSURANCE	\$12,465.65
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$332,952.32
METRO INTERAGENCY INS PROG.	ER LIAB-DENTAL INS	\$18,089.10
METRO INTERAGENCY INS PROG.	ER LIAB-MEDICAL INSURANCE	\$19,608.00
METRO INTERAGENCY INS PROG.	RETIREE INSURANCE	\$18,077.56
MHSAP	STAFF WORKSHHP/CONF	\$50.00
MID AMERICAN ENERGY	NATURAL GAS	\$7,495.31
MIDWEST COMPUTER PRODUCTS	INSTRUCTIONAL SUPPLIES	\$16,100.00
MIDWEST WHEEL	TRANSP. PARTS	\$351.95
MITCHELL ROMAN	OFFICIAL/JUDGE	\$60.00
MORGAN JOHN	OFFICIAL/JUDGE	\$60.00
MUTUAL WHEEL CO	TRANSP. PARTS	\$2,871.26
NASCO	INSTRUCTIONAL SUPPLIES	\$3.12
NETWORK COMPUTER SOLUTIONS E.IA	SERVICE AGREEMENTS	\$2,821.25
NOETIC LEARNING	INSTRUCTIONAL SUPPLIES	\$102.00
NORTH-LINN CSD	TUITION OPEN ENROLL	\$4,590.75
NORTHTOWNE CYCLING & FITNESS	INSTRUCTIONAL SUPPLIES	\$90.00
OFFICE ELEMENTS	GENERAL SUPPLIES	\$40.29
ORIENTAL TRADING CO	GENERAL SUPPLIES	\$59.99
ORKIN PEST CONTROL	SERVICE AGREEMENTS	\$315.00
PAETEC	TELEPHONE	\$892.55
PAUL REVERE LIFE INS. CO.	DISTRICT LIFE INSURANCE	\$211.74
PENWORTHY/MEDIA SOURCE	LIBRARY BOOKS	\$740.55
PEPPER J.W. & SON, INC	INSTRUCTIONAL SUPPLIES	\$1,023.43
PIZZA RANCH	INSTRUCTIONAL SUPPLIES	\$48.00
PLATHE CHARLES	OFFICIAL/JUDGE	\$60.00
PLUMBERS SUPPLY COMPANY	MAINTENANCE SUPPLIES	\$946.92
PLUMBERS SUPPLY COMPANY	REPAIR PARTS	\$1,436.59
POSTMASTER	POSTAGE/UPS	\$220.00
PREMIER AGENDAS INC	INSTRUCTIONAL SUPPLIES	\$213.00
PROVIDENT LIFE/ACCIDENT INS. CO.	DISABILITY INSURANCE	\$215.11
PROVIDENT LIFE/ACCIDENT INS. CO.	DISTRICT LIFE INSURANCE	\$2,168.13
PSAT/NMSQT	INSTRUCTIONAL SUPPLIES	\$1,361.00
PUSH-PEDAL-PULL	INSTRUCTIONAL SUPPLIES	\$167.50
QUILL CORPORATION	GENERAL SUPPLIES	\$267.38
QUILL CORPORATION	INSTRUCTIONAL SUPPLIES	\$51.98
QUINN STORAGE	FACILITY RENTAL	\$75.00
REALLY GOOD STUFF INC	INSTRUCTIONAL SUPPLIES	\$94.71

Linn-Mar Community School District

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Vendor Name	Description	Check Total
REINHART INSTITUTIONAL FOODS INC	INSTRUCTIONAL SUPPLIES	\$414.37
ROTO-ROOTER	REPAIR/MAINT SERVICE	\$110.00
ROYAL IMAGING SUPPLIES	INSTRUCTIONAL SUPPLIES	\$299.00
SADLER POWER TRAIN	TRANSP. PARTS	\$777.85
SCHAUER FAMILY INNOVATIONS LLC	INSTRUCTIONAL SUPPLIES	\$512.72
SCHOLASTIC BOOK FAIR INC	MISC REVENUE	\$4,428.38
SCHOLASTIC MAGAZINE	INSTRUCTIONAL SUPPLIES	\$2,187.41
SCHOOL HEALTH CORP	GENERAL SUPPLIES	\$226.42
SCHOOL SPECIALTY INC	INSTRUCTIONAL SUPPLIES	\$1,300.05
SCHUMACHER CHAD	INSTRUCTIONAL SUPPLIES	\$12.00
SEIU LOCAL 199	EE LIAB-UNION DUES	\$625.23
SHERWIN-WILLIAMS	INSTRUCTIONAL SUPPLIES	\$116.35
SHRED-IT DES MOINES	GENERAL SUPPLIES	\$47.72
SOLBERG'S	INSTRUCTIONAL SUPPLIES	\$40.30
SOUND CONCEPTS INC	EQUIPMENT REPAIR	\$887.89
STATE HYGIENIC LABORATORY	CHEMICALS	\$12.50
SUN LIFE FINANCIAL EBG	EE LIAB-VOL/SUN LIFE INS	\$2,876.25
SUNBURST DIGITAL, INC	INSTRUCTIONAL SUPPLIES	\$1,999.90
TFH (USA) LTD.	INSTRUCTIONAL SUPPLIES	\$519.00
THERAPRO INC	INSTRUCTIONAL SUPPLIES	\$61.65
THOMAS BUS	TRANSP. PARTS	\$490.59
TOMLINSON CANNON	REPAIR/MAINT SERVICE	\$800.00
TREASURE BAY INC	INSTRUCTIONAL SUPPLIES	\$34.93
TREASURER ST OF IA	STATE INCOME TAX	\$159,424.34
UNITED WAY OF EAST CENTRAL IOWA	EE LIAB-CHARITY	\$1,646.59
UNUM LIFE INS. CO.	ER LIAB-DISTRICT DISABILITY	\$741.26
UTTERBACK BILL	OFFICIAL/JUDGE	\$60.00
VALUE INSPIRED PRODUCTS/SERVICES	INSTRUCTIONAL SUPPLIES	\$2,490.92
WAGE WORKS	EE LIAB-FLEX DEP CARE	\$9,217.57
WAGE WORKS	EE LIAB-FLEX HEALTH	\$5,563.46
WALMART	GENERAL SUPPLIES	\$26.24
WALMART	INSTRUCTIONAL SUPPLIES	\$523.21
WELTER STORAGE EQUIPMENT CO INC	INSTRUCTIONAL SUPPLIES	\$1,080.00
WENDLING QUARRIES	GROUPS UPKEEP	\$1,161.10
WIT'S END COFFEEHOUSE	INSTRUCTIONAL SUPPLIES	\$48.00
Fund Total:		\$4,983,367.61
Fund: LOCAL OPT SALES TAX		
KNUTSON CONSTRUCTION SERVICES	CONSTRUCTION SERV	\$186,647.01
Fund Total:		\$186,647.01
Fund: MANAGEMENT LEVY		
IOWA WORKFORCE DEVELOPMENT	UNEMPLOYMENT COMP	\$3,322.00
TRUENORTH COMPANIES, LC	BLDG/PROPERTY INS	\$1,054.00
Fund Total:		\$4,376.00

Linn-Mar Community School District

IA - Warrants Paid Listing

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Vendor Name	Description	Check Total
Fund: NUTRITION SERVICES		
A & P FOOD EQUIPMENT	EQUIPMENT REPAIR	\$134.00
ANDERSON ERICKSON DAIRY CO	PURCHASE FOOD	\$30,686.37
BMO MASTERCARD	GENERAL SUPPLIES	\$168.74
BMO MASTERCARD	TRAVEL	\$33.60
DAVIS, DAVID	DEFERRED REVENUE	\$82.50
EARTHGRAINS	PURCHASE FOOD	\$3,700.85
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$47,210.96
GOODWIN TUCKER GROUP	REPAIR/MAINT SERVICE	\$169.06
ING	EE LIAB-403 (B)	\$3,790.00
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$1,002.79
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$4,287.66
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$1,002.79
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$4,287.66
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX	\$5,731.23
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$9,681.80
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$14,530.85
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$140.13
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$186.63
METRO INTERAGENCY INS PROG.	EE LIAB-DENTAL INSURANCE	\$143.35
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$11,204.86
METRO INTERAGENCY INS PROG.	ER LIAB-DENTAL INS	\$666.60
OFFICE EXPRESS	GENERAL SUPPLIES	\$102.97
PIZZA HUT OF AMERICA, INC. & AFFIL	PURCHASE FOOD	\$3,659.49
RAPIDS WHOLESALE EQUIP CO	GENERAL SUPPLIES	\$570.05
SCHOOL NUTRITION ASSOCIATION	DUES AND FEES	\$163.00
SUN LIFE FINANCIAL EBG	EE LIAB-VOL/SUN LIFE INS	\$98.30
TREASURER ST OF IA	STATE INCOME TAX	\$2,218.73
U.S. DEPARTMENT OF TREASURY-FMS	EE LIAB-GARNISHMENTS	\$122.73
UNITED WAY OF EAST CENTRAL IOWA	EE LIAB-CHARITY	\$50.00
WALMART	GENERAL SUPPLIES	\$58.92
Fund Total:		\$145,886.62
Fund: PHY PLANT & EQ LEVY		
AUTOMATIC DOOR GROUP INC	CONSTRUCTION SERV	\$630.00
BRECKE	CONSTRUCTION SERV	\$3,150.00
DE LAGE LANDEN PUBLIC FINANCE	COMPUTER/COPIER RENT	\$4,525.00
INTEGRITY HARDWOOD FLOORS INC	CONSTRUCTION SERV	\$1,000.00
LYNCH FORD	VEHICLES	\$47,730.00
PATE ASPHALT SYSTEMS CO	CONSTRUCTION SERV	\$5,081.00
PMA FINANCIAL NETWORK, INC	COMPUTER SOFTWARE	\$3,000.00
TURFWERKS/DAVIS EQUIPMENT CORP	EQUIPMENT REPAIR	\$498.37
TURFWERKS/DAVIS EQUIPMENT CORP	OTHER PURCH PROP SER	(\$348.37)
Fund Total:		\$65,266.00
Fund: Pool 10 Million Issue and 2013 10M Issue		
COMMUNICATIONS ENGINEERING CO	CONSTRUCTION SERV	\$896.11

Linn-Mar Community School District

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Vendor Name	Description	Check Total
GARLING CONSTRUCTION	CONSTRUCTION SERV	\$113,550.25
SOIL-TEK	CONSTRUCTION SERV	\$275.00
Fund Total:		\$114,721.36
Fund: PUB ED & REC LEVY		
BOLAND RECREATION	GROUNDS UPKEEP	\$350.00
EVER-GREEN LANDSCAPE & SUPPLY	GROUNDS UPKEEP	\$675.00
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$1,442.79
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$28.90
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$123.58
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$28.90
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$123.58
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX	\$188.72
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$135.61
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$203.53
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$2.50
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$6.74
METRO INTERAGENCY INS PROG.	EE LIAB-DENTAL INSURANCE	\$22.44
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$401.50
METRO INTERAGENCY INS PROG.	ER LIAB-DENTAL INS	\$18.18
TREASURER ST OF IA	STATE INCOME TAX	\$78.12
UNITED WAY OF EAST CENTRAL IOWA	EE LIAB-CHARITY	\$22.50
Fund Total:		\$3,852.59
Fund: STUDENT ACTIVITY		
ALL SEASONS WEEDS FLORIST	INSTRUCTIONAL SUPPLIES	\$69.00
AMERICAN SPECIALTIES	INSTRUCTIONAL SUPPLIES	\$255.50
ARMSTRONG CHRIS	OFFICIAL/JUDGE	\$189.36
BLANK PARK ZOO	INSTRUCTIONAL SUPPLIES	\$100.00
BMO MASTERCARD	DUES AND FEES	\$1,188.00
BMO MASTERCARD	INSTRUCTIONAL SUPPLIES	\$6,461.77
BONTRAGER DAN	OFFICIAL/JUDGE	\$90.00
CAPITAL MICROSCOPE SERVICES INC	INSTRUCTIONAL SUPPLIES	\$12,515.50
CHASE KEVIN	INSTRUCTIONAL SUPPLIES	\$5,000.00
CLARK, PAUL	INSTRUCTIONAL SUPPLIES	\$200.00
COE COLLEGE	DUES AND FEES	\$600.00
COOPER JOHN	OFFICIAL/JUDGE	\$90.00
COPYWORKS	INSTRUCTIONAL SUPPLIES	\$50.00
COTTON GALLERY LTD.	INSTRUCTIONAL SUPPLIES	\$1,322.65
DAVENPORT COMMUNITY SCHOOL DIST	INSTRUCTIONAL SUPPLIES	\$200.00
DECKER SPORTING GOODS	INSTRUCTIONAL SUPPLIES	\$5,065.05
DEKE SONNY	OFFICIAL/JUDGE	\$120.00
DERLEIN SCALE INC	INSTRUCTIONAL SUPPLIES	\$140.00
DIGI-KEY CORPORATION	INSTRUCTIONAL SUPPLIES	\$103.61
DISTRIBUTED WEBSITE CORPORATION	INSTRUCTIONAL SUPPLIES	\$450.00
DOBEL CHRIS	OFFICIAL/JUDGE	\$104.20
DUBUQUE SENIOR HIGH SCHOOL	INSTRUCTIONAL SUPPLIES	\$180.00

Linn-Mar Community School District

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Vendor Name	Description	Check Total
DUNCAN JEFF	OFFICIAL/JUDGE	\$90.00
DYRLAND JONATHAN	PROF SERV: EDUCATION	\$2,330.00
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$1,474.54
FLIEDER, AL	STUDENT FEES	\$500.00
FRIDAY MATT	OFFICIAL/JUDGE	\$55.00
GARDNER DOUG	OFFICIAL/JUDGE	\$125.00
GARMENT DESIGN	INSTRUCTIONAL SUPPLIES	\$2,368.60
GREAT AMERICAN OPPORTUNITIES, INC	INSTRUCTIONAL SUPPLIES	\$48,568.70
GUTKNECHT MARK	OFFICIAL/JUDGE	\$170.00
HANCOCK FABRICS-8011	INSTRUCTIONAL SUPPLIES	\$99.28
HOT HARRY'S	INSTRUCTIONAL SUPPLIES	\$260.00
HY-VEE DRUGSTORE-4430	INSTRUCTIONAL SUPPLIES	\$72.45
HY-VEE FOOD STORE-8556	INSTRUCTIONAL SUPPLIES	\$841.20
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$31.28
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$133.78
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$31.28
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$133.78
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX	\$131.09
IOWA ENVIROTHON	INSTRUCTIONAL SUPPLIES	\$80.00
IOWA HIGH SCHOOL ATHLETIC ASSOC	INSTRUCTIONAL SUPPLIES	\$20.15
IOWA HIGH SCHOOL GOLF COACHES ASSOC.	DUES AND FEES	\$45.00
IOWA HIGH SCHOOL MUSIC ASSOC	DUES AND FEES	\$560.00
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$68.86
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$103.32
IOWA WRESTLING COACHES & ASSOCIATION	INSTRUCTIONAL SUPPLIES	\$40.00
IRONSIDE CARLA	STUDENT FEES	\$2,000.00
JEFF SCHNEIDERMAN	OFFICIAL/JUDGE	\$50.00
JORDAN MAKINSTER	INSTRUCTIONAL SUPPLIES	\$150.00
KAIN KEY	OFFICIAL/JUDGE	\$90.00
KELLEY, DOUG	OFFICIAL/JUDGE	\$55.00
KESLING JARED	OFFICIAL/JUDGE	\$50.00
KNOBBE PAT	OFFICIAL/JUDGE	\$90.00
KREMER SCOTT	OFFICIAL/JUDGE	\$174.40
LEGO EDUCATION	INSTRUCTIONAL SUPPLIES	\$200.50
LETTER PERFECT	INSTRUCTIONAL SUPPLIES	\$260.04
LOESCH STEVE	OFFICIAL/JUDGE	\$60.00
LONG, KAREN	STUDENT FEES	\$500.00
MARSH, BRUCE	STUDENT FEES	\$500.00
MARSHALLTOWN HIGH SCHOOL	DUES AND FEES	\$70.00
MCMASTER-CARR	INSTRUCTIONAL SUPPLIES	\$154.80
MENARDS -13127	INSTRUCTIONAL SUPPLIES	\$6.57
MERCY WOMEN'S CENTER	INSTRUCTIONAL SUPPLIES	\$2,116.00
MH ADVERTISING SPECIALTIES	INSTRUCTIONAL SUPPLIES	\$2,232.86
MID-WEST 3D SOLUTIONS, LLC	INSTRUCTIONAL SUPPLIES	\$310.00
MORRIS MIRANDA	PROF SERV: EDUCATION	\$100.00

Linn-Mar Community School District

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Vendor Name	Description	Check Total
NICHOLSON DAVID	INSTRUCTIONAL SUPPLIES	\$55.00
NOBLE ROBERT	OFFICIAL/JUDGE	\$55.00
OAKES CODY	OFFICIAL/JUDGE	\$73.40
OAR NORTHWEST	TRAVEL	\$67.82
OWINGS, ED	STUDENT FEES	\$500.00
PANTINI ANDY	OFFICIAL/JUDGE	\$100.00
PATIK KIM	OFFICIAL/JUDGE	\$178.80
PEPPER J.W. & SON, INC	INSTRUCTIONAL SUPPLIES	\$601.97
PRAIRIE HIGH SCHOOL	DUES AND FEES	\$70.00
RAMMELSBURG LYNNE	OFFICIAL/JUDGE	\$125.00
RHINE DANIEL	OFFICIAL/JUDGE	\$170.00
ROBINSON MARK	OFFICIAL/JUDGE	\$70.00
ROBSON ALEXIS	PROF SERV: EDUCATION	\$150.00
ROHACH STEVEN	OFFICIAL/JUDGE	\$225.88
ROSS WILLIAM	OFFICIAL/JUDGE	\$59.20
SCHINDLER KURT	OFFICIAL/JUDGE	\$55.00
SCHOLASTIC MAGAZINE	INSTRUCTIONAL SUPPLIES	\$386.00
SCHOLL AARON	OFFICIAL/JUDGE	\$108.40
SMITH GREGORY	STUDENT FEES	\$2,000.00
SMITH MARTY	OFFICIAL/JUDGE	\$176.60
STENSLAND RYAN	OFFICIAL/JUDGE	\$104.20
SUBWAY	INSTRUCTIONAL SUPPLIES	\$475.20
SWAN RICK	OFFICIAL/JUDGE	\$59.20
THE ROBOT SPACE	INSTRUCTIONAL SUPPLIES	\$62.20
TREASURER ST OF IA	STATE INCOME TAX	\$51.60
TROTT TROPHIES	INSTRUCTIONAL SUPPLIES	\$300.10
URBAN DALE HIGH SCHOOL	INSTRUCTIONAL SUPPLIES	\$275.00
VEX ROBOTICS, INC	INSTRUCTIONAL SUPPLIES	\$205.52
WAHLERT CATHOLIC HIGH SCHOOL	DUES AND FEES	\$240.00
WALMART	INSTRUCTIONAL SUPPLIES	\$332.30
WERKMAN VINCE	OFFICIAL/JUDGE	\$200.80
ZIO JOHN'S	INSTRUCTIONAL SUPPLIES	\$302.50

Fund Total: \$109,834.81

Grand Total: \$5,619,817.16

End of Report

Dedicated to People Flow™



Purchaser ("Purchaser"):
 Linn-Mar Community School District
 2999 North 10th Street
 Marion, Iowa 52302-5478

Service Location ("Premises"):
 Linn-Mar Community Schools
 High School, Excelsior/Oak Ridge
 Middle Schools, Learning Resource
 Center, Stadium, Aquatic Center
 Marion, Iowa

KONE Inc. ("KONE")
 Quad Cities
 1801 River Drive
 Moline, IL 61265

KONE Care™ Plus Agreement for Vertical Transportation ("Agreement")

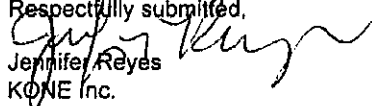
Linn-Mar Community School District:

.....
 (Signature of Authorized Representative)

.....
 (Print Name)

.....
 Title

.....
 Date

Respectfully submitted,

 Jennifer Reyes
 KONE Inc.

.....
 (Approved by) Authorized Representative

.....
 Title

.....
 Date

EQUIPMENT DESCRIPTION ("Equipment")

Manufacturer	Hydraulic		MRL		Geared Traction		Gearless Traction		Escalator	Powerwalk	Other
	Passenger	Freight	Passenger	Freight	Passenger	Freight	Passenger	Freight			
KONE	6		2								

TENDER DATE: 10/27/2014

EFFECTIVE DATE: 01/01/2015

PRICE

\$580.00 per month payable by Purchaser annually in advance (\$6,960.00 per annual installment). If Purchaser does not sign this Agreement within 90 days after the tender date stated above, KONE reserves the right to submit a revised price.

The price is based upon annual in advance payment. In the event Purchaser chooses one of the following payment options by initialing the selection below, a surcharge will apply as

outlined:

Payment Option	Surcharge	Revised Monthly Price	Acceptance
Semi-Annual in advance payment	2% Increase	\$ 591.60 per month	
Quarterly in advance payment	3% Increase	\$ 597.40 per month	
Monthly in advance payment	4% increase	\$ 603.20 per month	



SCOPE OF SERVICES

KONE will perform maintenance visits to examine, maintain, adjust, and lubricate the components listed below. In addition, unless specifically excluded below, KONE will repair or replace the components listed below if the repair or replacement is, in KONE's sole judgment, necessitated by normal wear and tear. Unless specifically included elsewhere in this Agreement or unless Purchaser has separately contracted with KONE for the work, all other work related to the equipment is Purchaser's responsibility.

HYDRAULIC ELEVATORS

RELAY LOGIC CONTROL SYSTEM

All control system components.

MICROPROCESSOR CONTROL SYSTEM

All control system components. System performance examinations will be conducted to ensure that dispatching and motion control systems are operating properly.

POWER UNIT

Pump, motor, valves, and all related parts and accessories.

HYDRAULIC SYSTEM ACCESSORIES

Exposed piping, fittings accessories between the pumping unit and the jack, jack packing, hydraulic fluid, and any heating or cooling elements installed by the original equipment manufacturer ("OEM") for controlling fluid temperature.

CAR EQUIPMENT

All elevator control system components on the car.

WIRING

All elevator control wiring and all power wiring from the elevator equipment input terminals to the motor.

HOISTWAY AND PIT EQUIPMENT

All elevator control equipment and buffers.

RAILS AND GUIDES

Guide rails, guide shoe gibs, and rollers.

DOOR EQUIPMENT

Automatic door operators, hoistway and car door hangers, hoistway and car door contacts, door protective devices, hoistway door interlocks, door gibs, and auxiliary door closing devices.

MANUAL FREIGHT DOOR EQUIPMENT

Switches, retiring cams, interlocks, guide shoes, sheaves, rollers, chains, sprockets, tensioning devices, and counter-balancing equipment.

POWER FREIGHT DOOR EQUIPMENT

Controller, relays, contactors, rectifiers, timers, resistors, solid state components, door motors, retiring cams, interlocks, switches, guide shoes, sheaves, rollers, chains, sprockets, and tensioning devices.

SIGNALS AND ACCESSORIES

Car operating panels, hall push button stations, hall lanterns, emergency lighting, car and hall position indicators, car operating panels, fireman's service equipment and all other signals, and accessory facilities furnished and installed as an integral part of the elevator equipment. Re-lamping of signal fixtures is included only during KONE's maintenance visits. Service requests for re-lamping of signal fixtures will be billed separately at KONE's then current labor rates.

TRACTION ELEVATORS

RELAY LOGIC CONTROL SYSTEM

All control system components.

MICROPROCESSOR CONTROL SYSTEM

All control system components. System performance examinations will be conducted to ensure that dispatching and motion control systems are operating properly.

GEARED/GEARLESS MACHINES

All geared and gearless machine components.

WIRING

All elevator control wiring and all power wiring from the elevator equipment input terminals to the motor.

CAR EQUIPMENT

All elevator control system components on the car.

HOISTWAY AND PIT EQUIPMENT

All elevator control equipment, car and counterweight buffers, overspeed governors, governor tension sheave assemblies, and car and counterweight safeties.

RAILS AND GUIDES

Guide rails, guide shoe gibs, and rollers.

ROPES

Hoist ropes, governor ropes, and compensation ropes.

DOOR EQUIPMENT

Automatic door operators, hoistway and car door hangers, hoistway and car door contacts, door protective devices, hoistway door interlocks, door gibs, and auxiliary door closing devices.

MANUAL FREIGHT DOOR EQUIPMENT

Switches, retiring cams, interlocks, guide shoes, sheaves, rollers, chains, sprockets, tensioning devices, and counter-balancing equipment.



POWER FREIGHT DOOR EQUIPMENT

Controller, relays, contactors, rectifiers, timers, resistors, solid state components, door motors, retiring cams, interlocks, switches, guide shoes, sheaves, rollers, chains, sprockets, and tensioning devices.

SIGNALS AND ACCESSORIES

Car operating panels, hall push button stations, hall lanterns, emergency lighting, car and hall position indicators, car operating panels, fireman's service equipment and all other signals, and accessory facilities furnished and installed as an integral part of the elevator equipment. Re-lamping of signal fixtures is included only during KONE's maintenance visits. Service requests for re-lamping of signal fixtures will be billed separately at KONE's then current labor rates.

HOURS OF SERVICE

All services described above will be performed during the regular working hours of the regular working days of the elevator or escalator trade in the location where the services are performed, unless otherwise specified in the Agreement.

SERVICE REQUESTS (CALLBACKS)

In addition to the work described in the Scope of Services section, this Agreement covers requests for service during the regular working hours of the regular working days of the elevator trade. Service requests are defined as services that require immediate attention and that are within the scope of services and not excluded from the scope of services as provided below. Service requests outside the scope of services will be billed separately at KONE's then current labor rates and material prices plus mileage and incidentals. Any rates and lump sum amounts are not subject to audit. Service requests that require more than one technician or more than two hours to complete will be treated as a repair and scheduled in accordance with the Hours of Service section above. Purchaser agrees that KONE may perform service requests made by any person that KONE believes is authorized by Purchaser to make such requests.

If Purchaser requests service on overtime, Purchaser will be charged only for the difference between KONE's hourly billing rate and KONE's hourly overtime billing rate for each overtime hour.

TESTS

KONE will perform the following tests on the Equipment. KONE is not liable for any property damage or personal injury, including death, resulting from any test.

HYDRAULIC ELEVATOR

A pressure relief test and a yearly leakage test as required by applicable code.

TRACTION ELEVATOR

An annual no load test as required by applicable code.

A five (5) year full load test as required by applicable code.

REPORTING SERVICES

KONE may provide Purchaser with access to KONE's online reporting tool. Based on the Purchaser's user access, Purchaser can view information about the performance and service of the Equipment. KONE may provide Purchaser with automatic email notifications that provide information on work performed.

EXCLUSIONS

The following are excluded from the scope of services.

GENERAL

KONE is not obligated to: perform safety tests other than those specified herein; perform any work required by new or retroactive code changes; perform tests required or correct outstanding violations or deficiencies identified prior to the effective date; removal of water or excessive debris from the pit; make replacements or repairs necessitated by fluctuations in the building power systems, adverse machine room or environmental conditions (including without limitation temperature variations below 50 degrees or above 90 degrees Fahrenheit) or humidity greater than 95% relative humidity, prior water exposure, rust, fire, explosion, acts of God, misuse, vandalism, theft, acts or mandates of government, labor disputes, strikes, lockouts, or tampering with the equipment by any person other than a KONE representative, negligence or acts or omissions of the Purchaser or any third party, or any other cause beyond KONE's direct control.

KONE agrees to maintain the existing performance as designed and installed. KONE is not required under this Agreement to make changes in operation and/or control, subsequent to the date of this Agreement.

OBSOLESCENCE

A component may become obsolete during the term of this Agreement. Obsolete components are not covered under this Agreement. KONE will provide Purchaser with a separate quotation for the price to replace obsolete components. Equipment modifications necessary to accommodate replacement of obsolete components will also be at the Purchaser's expense.

Components include without limitation any part, component, assembly, product, or firmware or software module. A component is obsolete when it can no longer be economically produced due to the cessation of consistent sources for materials, a loss or termination of a manufacturing process occurs, product reliability analysis shows that it is not



economically feasible to continue to produce the component, escalation of component costs beyond acceptable industry expectations drive alternative equipment upgrades, the support of product safety programs or conformance to codes or standards mandates that use of a component be discontinued in its entirety, or the OEM designates the component as obsolete. No exception to the above will be made for a component designated as obsolete because it can be custom made or acquired at any price. KONE will not be required to furnish reconditioned or used components. The component that replaces the obsolete components is covered under this Agreement.

ELEVATOR

Refinishing, repairing, replacing, or cleaning of the: car enclosure; gates or door panels; door pull straps; hoistway enclosure; rail alignment; hoistway doors; door frames; sills; hoistway gates; flooring; power feeders, switches, and their wiring and fusing; car light diffusers; ceiling assemblies and attachments; smoke or heat sensors; fans; fireman's phone devices; intercoms; telephones or communication devices; phone lines; music systems; media displays; card-readers or other security systems; computer monitoring systems; light tubes and bulbs; pit pumps; emergency power generators; hydraulic cylinder; unexposed piping; or disposal or clean-up of waste oil or contamination caused by leaks in the hydraulic cylinder or unexposed piping. KONE is not be obligated to perform or keep records of firefighter's service testing, unless specifically included in this Agreement.

REMOTE MONITORING

If the Equipment is equipped with remote monitoring capabilities, Purchaser gives KONE the right to utilize this functionality and the phone line to the Equipment to collect data related to the use and operation of the Equipment.

SAFETY

Purchaser will provide a safe workplace for KONE personnel and safe access to the equipment, property and machine room areas and keep all machine rooms and pit areas free from water, stored materials and debris; remove and dispose of any hazardous materials, water or waste according to applicable laws and regulations; post any and all instructions and warnings related to the use of the equipment. Purchaser will be solely responsible for proper use, for supervising the use of the equipment, and for taking such steps including but not limited to providing attendant personnel, warning signs and other controls necessary to ensure the safety of the user or safe operation of the equipment.

Notwithstanding anything to the contrary contained in this Agreement, if in KONE's sole judgment the equipment presents a safety hazard to the riding public or KONE's technicians

(including but not limited to Purchaser's act of creating or allowing unsafe practices or conditions or Purchaser's failure to authorize necessary repairs or upgrades), KONE may immediately terminate this Agreement in its entirety upon written notice. To the extent that KONE provides Purchaser with any oral or written account, report, information, or other statement identifying a safety issue with the equipment that is the subject of the Agreement or otherwise makes any recommendation or proposal to make a safety improvement or to address a safety issue related to such equipment, and Purchaser does not immediately approve KONE's proposal or recommendation, Purchaser agrees to indemnify, defend, and hold KONE harmless for any claims arising out of Purchaser's failure to comply with KONE's recommendations and proposals, and any obligation on the part of KONE to indemnify or defend Purchaser with regard to such claim shall be null and void.

NOTICE OF MALFUNCTION OR INJURY

As to any elevator or escalator equipment that is the subject of the Agreement, Purchaser will: (i) immediately shut down any such equipment that presents a potential safety hazard; and (ii) provide prompt verbal notice to KONE's Service Center of such hazard. Purchaser will immediately notify KONE's Service Center of any injury or accident in or about such equipment, followed by prompt written notice of such injury or accident. Any indemnity of Purchaser provided by KONE under the Agreement becomes null and void and will not be considered in interpreting the Agreement if Purchaser does not take the action or provide the notice required by this provision.

THIRD PARTY SERVICES

All services within the scope of this Agreement must be performed by KONE or its subcontractors, if any. If Purchaser causes or permits a third party to perform the same or substantially the same services required by this Agreement, Purchaser waives all claims against KONE arising from or related to a third party's performance of such services.

If Purchaser determines that it requires any services outside the scope of this Agreement, Purchaser will provide KONE with an opportunity to provide a quotation for such services or to meet any offer from a third party. If KONE agrees to meet a third party offer, Purchaser will enter into a separate contract with KONE for such services. If Purchaser elects to have a third party perform the services, KONE reserves the right to adjust the price of this Agreement.

If a third party works on the equipment during the term of this Agreement, KONE reserves the right to inspect the equipment and may determine that re-work, different or additional work is required. Purchaser will re-imburse KONE for the cost the inspection and any additional work required. If Purchaser declines to have KONE perform the additional work, KONE reserves the right to cancel the Agreement upon written notice to Purchaser.



NON-KONE EQUIPMENT

If the equipment covered under this Agreement was not manufactured by KONE (or a company acquired by KONE), Purchaser will: (i) provide KONE with a complete set of as-built wiring diagrams and (ii) Purchaser will procure and pay for replacement parts or proprietary diagnostic devices from the OEM, if requested by KONE. KONE will reimburse Purchaser for the actual cost paid by Purchaser for OEM parts acquired at KONE's request. KONE is not responsible for any delays, damages, cost, or claims arising from or in connection with Purchaser's failure to provide OEM parts or proprietary diagnostic devices in a timely manner. Purchaser authorizes KONE to produce single copies of the EPROM and/or ROM chips for each unit for the sole purpose of an archive backup of the embedded software to allow for replacement of a defective or damaged chip. These will be stored on the building premises and the Purchaser retains possession.

TERM AND TERMINATION

This Agreement will commence on the effective date and continue for an initial period of THREE (3) years. This Agreement will thereafter automatically renew for successive terms of ONE (1) year. Either party may terminate this Agreement at the end of the initial THREE (3) year term or at the end of any subsequent ONE (1) year term by giving the other party no less than ninety (90) days nor more than one hundred twenty (120) days written notice, via certified mail, prior to the expiration date of the then current term of the Agreement.

If a party materially breaches the Agreement, the other party may provide written notice of the breach and a reasonable time under the circumstances to cure the breach, but in no event less than a thirty (30) days cure period. If the breaching party fails to cure the breach within the specified time period, the non-breaching party may terminate the Agreement upon fifteen (15) days written notice to the other party. If KONE notifies Purchaser of a material breach pursuant to this paragraph, KONE may temporarily suspend services under this Agreement during the specified cure period.

CANCELLATION

If Purchaser cancels or otherwise terminates the Agreement in any way inconsistent with the termination provisions of the Agreement, such cancellation will constitute a material breach of the Agreement. In such case, Purchaser will pay as a cancellation fee an amount equal to fifty percent (50%) of the balance of the total price owed for the remaining term of the Agreement. Notwithstanding anything to the contrary in the Agreement, the cancellation fee will be paid by Purchaser immediately upon receipt of KONE's invoice. Purchaser will reimburse KONE for all costs of collection, including without limitation court costs and reasonable attorneys' fees.

ASSIGNMENT

Either party may assign the Agreement to a third party upon thirty (30) days prior written notice to the other party subject to the terms of this provision. If Purchaser transfers ownership of the premises on which such equipment is located to a third party, Purchaser will promptly provide KONE with new owner's contact information and take all such actions as are necessary to assign the Agreement to the third party. Purchaser will promptly provide KONE with a copy of such assignment.

PRICE ADJUSTMENTS

If the term of the Agreement exceeds one (1) year, KONE may automatically adjust the price annually effective on the first maintenance invoice in each new calendar year. This adjustment will be equal to the percentage increase or decrease in KONE's straight time hourly labor cost. KONE's straight time hourly labor cost equals the sum of the straight time hourly rate plus the cost of fringe benefits and applicable taxes, including without limitation welfare, pension, vacation, paid holidays, insurance and other union contributions, paid to personnel where the Equipment is located. KONE reserves the right to add annual surcharges to the price of the Agreement, including without limitation, adjustments for the then current price of fuel and charges for disposal or other environmental requirements, such surcharges to be specified by KONE in its sole discretion and invoiced by KONE and paid annually by Purchaser.

PAYMENT TERMS

Payment is due net thirty (30) days from the date of the invoice. A charge of the greater of: (i) one and one half percent (1½%); or (ii) the maximum rate permitted by applicable law, will be applied to the unpaid balance. Purchaser will reimburse KONE for all costs of collection, including without limitation court costs and reasonable attorneys' fees.

SUSPENSION OF SERVICE

If Purchaser fails to pay any invoice within the specified payment terms or if Purchaser breaches any material provision of the Agreement, KONE may stop work or suspend its services under any and all contracts with the Purchaser until all invoices are current or Purchaser cures the breach.

Any requests for service during the period of suspension of service or repairs necessitated by the lack of maintenance service will be invoiced by KONE and paid separately by Purchaser.

If Purchaser fails to make timely payment, any indemnity provided by KONE under the Agreement is null and void as to any damages that arise during the period of non-payment.

Purchaser waives all claims against KONE arising from or related to suspension of service pursuant to this provision.



TAXES

Purchaser is responsible for the payment of all federal, state, or local taxes applicable to the services or materials provided under the Agreement.

INDEMNIFICATION

To the extent permitted by law, Purchaser will indemnify, defend, and hold KONE harmless from and against any and all claims, demands, actions, suits, proceedings, judgments, damages, loss, liabilities, costs, or expenses, including without limitation court costs and reasonable attorney's fees, whether arising from or related to Purchaser's, KONE's, or any third party's negligence, willful misconduct, or acts or omissions in performance of the Agreement.

LIMITATION OF LIABILITY

Notwithstanding anything to the contrary in this Agreement, KONE's total liability to Purchaser under the Agreement is limited to the total amount paid by Purchaser to KONE during the calendar year in which the liability occurred.

In no event will either party be liable to the other party for indirect, incidental, consequential, special, exemplary, or punitive damages of any kind or nature arising from or related to performance of the Agreement, including without limitation loss of profits, loss or inaccuracy of data, or loss of use damages, even if the party has been advised of the possibility of such damages and even if under applicable law such damages would not be considered for indirect, incidental, punitive, special, or consequential damages. Each party hereby waives its rights to such damages to the fullest extent permitted by applicable law. If there is any litigation between the parties with respect to this Agreement or the subject matter hereof, the prevailing party in such litigation shall be entitled to collect all of its costs and expenses in such litigation, including reasonable attorney's fees and court costs, from the other party.

Purchaser will name KONE as an additional insured on its insurance policy.

Any waiver of claims, damages, or other rights, whether such rights arise under the Agreement or by law or in equity, purported to be made by KONE in the Agreement is null and void and will not be considered in interpreting the Agreement.

U.S. GOVERNMENT SALES

If the product(s) or service(s) provided under this Agreement are for end use by a federal, state or local government customer, KONE makes no representations, certifications or warranties whatsoever with respect to the ability of its product(s), service(s) or price(s) to satisfy any applicable federal, state or local statutes

or regulations, including without limitation the Federal Acquisition Regulation ("FAR").

FORCE MAJEURE

A party is not liable for failure to perform its obligations under the Agreement if such failure is beyond its control and without its fault and results from Acts of God (including without limitation fire, flood, earthquake, storm, hurricane, or other natural disaster), war, invasion, act of foreign enemies, hostilities (regardless of whether or not war is declared), civil war, civil strife, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, nationalization, government sanction, blockage, embargo, labor dispute, strike, or lockout, epidemic or pandemic, or interruption or failure of electricity or telephone service. The non-performing party must promptly notify the other party in writing of the force majeure event and resume performance immediately upon cessation of the event.

VENUE

The exclusive venue for any dispute between the parties shall be in the County of Rock Island, State of Illinois.

PROPERTY RIGHTS

KONE will provide Purchaser with any of its information or materials that it provides generally to all its customers in the ordinary course of its business. Any tools, devices, or other equipment that KONE uses to perform its services or monitor the Equipment remains its sole property. If KONE's contract terminates or expires for any reason, Purchaser will give KONE access to the premises to remove such equipment at KONE's expense.

KONE retains all rights, title, and interest, including all intellectual property rights, in and to the written materials it provides to Purchaser or uses to perform its services, including without limitation shop drawings, technical documentation, and user manuals, and to any software provided with the equipment. Purchaser will not use such software except in connection with the use and operation of the equipment. Purchaser will not reverse engineer or otherwise attempt to obtain the source code of any software in object code form.

MISCELLANEOUS

The Agreement, including any attachments, supersedes all prior written or oral negotiations, commitments, agreements, and understandings between the parties relating to the subject thereof, and constitutes the entire agreement between the parties with respect to the subject matter hereof. The Agreement is not effective until signed by KONE's authorized representative or until KONE commences work under the Agreement. Notwithstanding anything to the contrary in this Agreement, if Purchaser causes or permits KONE to commence performance



of services, Purchaser accepts the terms and conditions of this Agreement. The Agreement may not be modified, amended, canceled, or altered by custom and usage of trade or course of dealing. Any section headings are for convenience only and will not in any way limit the scope or affect the interpretation of any provision of the Agreement. In the event any part of the Agreement is determined to be invalid or non-enforceable, the remaining part or provisions will continue in full force and effect. Failure or delay by a party to exercise any right, remedy, power, or privilege accorded by the Agreement does not constitute a waiver of such right, remedy, power, or privilege. A waiver is effective only if in writing and signed by the waiving party. A written waiver of default will not operate as a waiver of any other default or of the same default in the future. The terms and conditions of the Agreement that by their sense and context are intended to survive expiration or termination of the Agreement will so survive, including without limitation the making of all payments hereunder.

TERM DISCOUNT

If Purchaser selects one of the terms below, KONE will apply the corresponding discount:

Term	Discount	Accepted
Fifteen (15) years	5%	_____
Twenty (20) years	7%	_____

In the event the contract is terminated for any reason prior to the expiration date of any Extended Term, Purchaser agrees to pay KONE the full amount of all Extended Term Discounts received. This is in addition to and not in lieu of any other rights or remedies KONE may have.



KRMS Voice Monitoring Service Option

KONE will provide its KRMS voice monitoring service. Purchaser will provide an analog phone line to the elevator machine room to be terminated on the appropriate phone jacks. If the phone line is an extension off an existing phone system, Purchaser will provide a backup power source. If applicable, the extension must be direct inward dial (DID). All phones and associated equipment must comply with ASME A17.1, local codes, and applicable law. Purchaser will provide KONE with the elevator phone number(s) or extension(s) so that these may be programmed to call the KONE Service Center. Purchaser will complete the below information and update KONE with the information immediately in writing if the information changes. Purchaser's named representatives must be available 24/7 for contact by KONE. If the KONE Service Center receives a call from an elevator, KONE will contact Purchaser's representatives in the order listed below. KONE will contact the local emergency authorities only if there is an emergency or when KONE cannot reach Purchaser's representatives. Upon termination of the Agreement, Purchaser must immediately reprogrammed all elevator phones to dial a number other than a KONE phone number, and KONE will block the elevator phone numbers from contracting the KONE Service Center.

KRMS Activation Fee: No Charge

KRMS Service Fee: Purchaser will also pay a service fee of \$0.00 per annual installment.

The Service Fee is based upon annual in advance payment. In the event Purchaser chooses an alternate payment option on page 1, additional surcharge will apply.

Elevator Description	Equipment #	Elevator Phone # and Extension for Caller ID
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		



First Point of Contact (Required)	
Name:	Title:
Phone #:	Cell Phone #:
Second Point of Contact (Required)	
Name:	Title:
Phone #:	Cell Phone #:
Third Point of Contact (Optional)	
Name:	Title:
Phone #:	Cell Phone #:
Local Emergency Authorities (Required)	
Fire Department Phone #:	Police Department Phone #:

If Purchaser wishes to include KRMS voice monitoring services in the Agreement, Purchaser will accept by initialing below.

Accepted



Attachment A Additional Terms and Conditions

The parties hereby agree to be bound to the terms contained in the Agreement, together with those terms contained in this Attachment A. In the event of conflict between terms contained in the Agreement and terms contained in this Attachment A, the terms in this Attachment A shall supersede and prevail.

Regarding Service Schedule, exams shall be made quarterly following KONE's Maintenance Method.

Regarding Price Adjustment, price shall be firm for the first 3 years of this Agreement. Any annual price adjustment increase following will not exceed three percent (3%) annually.

Regarding Term and Termination as described on Page 5, replace "no less than 90 days and no more than 120" with "no less than 30 days and no more than 120".



CUSTOMER INFORMATION

Who is the Agreement with?		
Legal Name of the Company: <u>Linn-Mar Community School District</u>		
Address: <u>2999 North 10th street</u>		
City: <u>Marion</u>	State: <u>IA</u>	Zip: <u>52302</u>
Contact Name: <u>Steve Nelson</u>	Title: <u>Operations Maintenance Manager</u>	
Phone: <u>(319) 533-5557</u>	Fax: <u>(319) 373-8818</u>	
Is the Owner tax exempt? <input checked="" type="checkbox"/> Yes (If Yes, provide the Tax Exemption Certificate.) <input type="checkbox"/> No		
Federal Tax ID #: <u>42-0872010</u>		

Where should the invoices be sent?		
Legal Name of the Company: <u>Linn-Mar Community School District</u>		
Attention: <u>Accounts Payable</u>		
Address: <u>2999 North 10th st.</u>		
City: <u>Marion</u>	State: <u>IA</u>	Zip: <u>52302</u>
Contact Name: <u>Sandy Clabough</u>	Title: <u>Accounts Payable Clerk</u>	
Phone: <u>(319) 447-3010</u>	Fax: <u>(319) 377-9252</u>	
Federal Tax ID #: <u>42-0872010</u>	Email: <u>sclabough@linnmar.k12.in.us</u>	

Who will be responsible for paying the invoices? <u>See Above</u>		
Legal Name of the Company:		
Attention:		
Address:		
City:	State:	Zip:
Contact Name:	Title:	
Phone:	Fax:	
Federal Tax ID #:	Email:	



Linn-Mar Community Schools

 10/17/14
 Date Received

Overnight Field Trip Request Form

Field trip requests must be submitted 3 weeks prior to the departure date. Send your completed form, with all required items included, to the **Learning Resource Center, Office of Support Services** for approval. The sponsor will be notified when the approval process is complete.

Sponsor: BRENT HENRY Date of Request: 10.14.14
KATIM LARSON

Purpose of the Trip: FBIA NATIONAL FALL LEADERSHIP CONFERENCE

Departure Date: FRI 11.14.14 Return Date: SUN 11.16.14

Destination: MINNEAPOLIS, MN

Chaperones: BRENT HENRY
KATIM LARSON

Please attach these required items:

- ☒ Itinerary
- ☒ Overnight Accommodations
- ☒ List of Participants
- ☒ Mode of Transportation
- ☒ Criteria Checklist—pg 2 of this form

For Office Use Only	
Building Approval: <u>M. J. Lutz</u> Principal or Assoc. Principal	Date: <u>10/17/14</u>
District Approval: _____ Executive Director-Support Services	Date: _____



ADMINISTRATIVE REGULATIONS REGARDING FIELD TRIPS AND EXCURSIONS

A written request for overnight trips must be submitted to the building principal not less than three (3) weeks prior to the proposed trip and prior to any travel arrangements being finalized. The request will include: objectives and purposes of the trip; the need, rationale, and justification for an overnight trip; detailed plans for student supervision on the trip; and a complete itinerary and budget of the trip. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher shall submit a written summary of the event.

Overnight trips involving high school students will require the prior approval of a high school administrator and the superintendent or designee.

Overnight trips for the middle and elementary school students will require the prior approval of the Board of Directors.

In authorizing field trips, the principal shall consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity and other factors deemed relevant by the superintendent, including the participation of the membership of the regular activity group. Students who have graduated may not participate in school sponsored field trips unless the event is sanctioned by the state athletic associations.

Field Trips Criteria:

The following checklist and application must be submitted for overnight trips along with the required documentation

Criteria		Description	Yes	No
Purpose	Required	The purpose of the field trip/work site visit is clearly defined and "... is a vital part of the curriculum or current activity." Reference: Board Policy 603.3	✓	
Pre-Planning	Required	There is evidence of pre-planning that will maximize the learning experiences of students on this field trip/work site visit. This should include a prior visit by the teachers in charge. This could include evidence that a conscious decision has been made as to whether this field trip/work site visit or excursion is an initial common experience or a culminating experience.	✓	
Follow-up	Required	There is evidence of planning for follow-up in order to maximize the learning experiences of students on this field trip/work site visit or excursion.	✓	
Assessment	Required	There is evidence that students will be required to demonstrate their understanding of the learning/s expected from this experience.	✓	
Funding	Required	A source of funding has been determined that meets Department of Education and District guidelines Reference: Board Policy 603.3	✓	
Common Experience	Recommended	This field trip/work site visit is a common experience that all students at this grade level or activity group should have.	✓	
Multi-disciplinary	Recommended	This field trip/work site visit, excursion addresses more than one curricular area and offers the opportunity for curriculum integration.	✓	
School Administrator Approval		<i>M. F. Fitch</i>	Date	10/17/14
District Administrator Approval		<i>Rick A. Gosselo</i>	Date	10/20/14
Board Approval			Date	

- Students who are eligible for a fee waiver will be covered through the use of contingency or discretionary funds as appropriate.

Adopted 2/1/99 Reviewed 9/08; 7/11; 9/12; 9/13 Revised 10/08; 1/11/10

Overnight Field Trip Request Form Criteria Checklist

Purpose *What is the purpose of this field trip/work site visit?*

The purpose is for the Linn-Mar chapter of Future Business Leaders of America (FBLA) to travel to Minneapolis, MN, to attend the FBLA National Fall Leadership Conference, a two-day conference. The conference offers the opportunity for students interested in business to become exposed to "real world" business practices, refine their employability skills, increase awareness of business-related career fields, and network with other students with an interest in business and with business professionals.

Pre-Planning *How are you planning to maximize the learning experiences of students on this field trip/work site visit?*

The conference is host to numerous business, economic, and leadership workshops that will enhance student learning. Students are given a choice as to which workshops they would like to attend based on their interests. By allowing students to select the workshop sessions that wish to attend, we have found that students come away from the conference more satisfied and excited about their learning.

Workshops touch on wide-ranging topics, including employability, trends in business, advice for success in business/school/career/etc, tips on selecting the right college, networking, business attire, to name a select few.

Follow-Up *Explain a follow-up plan that will maximize the learning experiences of students on this field trip/work site visit*

Students will share their experiences with other members of LM FBLA that were unable to attend the conference. Students will have the opportunity to apply their learning in future LM coursework and competitive FBLA events in the spring.

Members of LM FBLA are involved with subcommittees within the organization (fundraising, community service, conference planning, and event preparation). Upon returning from the conference, attendees will share their learning and apply their new knowledge with their committee members to help direct and improve the Linn-Mar FBLA chapter and dispense the new knowledge to the rest of the organization. This will occur, initially, over the course of our November and December chapter meetings and the individual committee meetings. Of course, the knowledge will continue to be applicable beyond these initial gatherings.

Assessment *How will students be required to demonstrate their understanding of the learning expected from this experience?*

Students are required to attend workshop sessions and summarize and reflect upon what they learned while at the conference. Summary forms will be distributed to the students prior to their first session and will be collected by LM FBLA chapter advisers upon the conclusion of the conference.

Funding *Describe your source(s) of funding that meets both Department of Education and District guidelines.*

Students have paid for their own registration and hotel expenses to attend the conference. No student wishing to attend expressed a concern regarding an inability to pay the expense. Students are expected to bring additional money for expenditures on their own.

Student Fees Collected

Registration	\$60.00
Transportation	120.00
Lodging	100.00
TOTAL	\$280.00

Total collected	\$6400.00	(\$280 x 23)
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Actual LM FBLA Expenses

Conference	\$1380.00
Transportation	2820.00
Lodging	2056.50
TOTAL COSTS	\$6256.50

* the difference between the total collected (\$6400) and total costs (6256.50), \$183.50, will be used to cover adviser fees

Common Experience *Address how this field trip/work site visit will address more than one curricular area and how it offers the opportunity for curriculum integration.*

Students should find that by attending this year's conference, they will be a more productive member of any group of which they are a part. Many sessions are designed to enhance student learning regarding professionalism, leadership, taking initiative, and work ethic, among other topics, that benefit all students and are applicable in all course work and life situations.

Multi-Disciplinary *What are the benefits of this field trip/work site visit that ensure all students at this grade level/activity will have the experience they should?*

Attending students will be exposed to a wealth of information that is applicable to their coursework at Linn-Mar and beyond the school halls throughout their life. Leadership skills, career advice, lessons on professionalism, and specific skills will be emphasized at the conference.

Overnight Field Trip Request Form Itinerary

Friday, November 14

545am Depart Linn-Mar
645 Breakfast stop at Elk Run Heights, McDonald's
730 Leave Elk Run Heights
900 Stop at Dows Welcome Center Rest Area, I35 exit 159
1100am-6 Conference Registration
1200pm Arrive in Minneapolis
100-145 Workshops
200-245 Workshops
300-345 Workshops
500-830 State meetings and free time
900-1015 Opening General Session
12am Curfew

Saturday, November 15

900-945am Workshops
1000-1045 Workshops
1100-1145 Workshops
1145 Depart hotel for Mall of America (optional)
1145-115pm Lunch on own
130-215 Workshops
230-315 Workshops
330 Leave Mall of America and return to hotel
330-415 Workshops
500-615 Closing General Session
615-830 Dinner on own and free time
900-1100 Dance
12am Curfew

Sunday, November 16

645am Report for boarding the charter bus
700 Depart Minneapolis
830 Morning breakfast stop at Trail's Travel Center, Albert Lea, MN, I35 exit 11
915 Leave Albert Lea
1030 Stop at Dows Welcome Center
100pm Arrive at Linn-Mar