

PATHWAYS		TECHNOLOGY		FACILITIES	
Goal #1 Inspire Learning	Goal #2 Inspire Learning	Goal #3 Unlock Potential	Goal #4 Unlock Potential	Goal #5 Empower Achievement	Goal #6 Empower Achievement
<i>Articulate</i>	<i>Support</i>	<i>Challenge</i>	<i>Success</i>	<i>Involve</i>	<i>Build</i>
<i>Implement pathway and framework for PK-14 programming to ensure all students graduate future-ready.</i>	<i>Create effective and agile organization that is individually responsible to the needs of the whole child.</i>	<i>Become an excellent learning organization through a culture of continuous improvement.</i>	<i>Maximize achievement by increasing digital literacy utilizing 21st century digital tools.</i>	<i>Enhance engagement opportunities through focused strategic partnerships.</i>	<i>Construct physical learning environments using fiscally responsible and sustainable practices.</i>

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Goal #1: Inspire Learning (Articulate)

Implement pathway and framework for PK-14 programming to ensure all students graduate future-ready.

Year 1:

Strategic Initiatives	Measures of Success
Develop a framework for students to experience and successfully pursue post-secondary career offerings.	Begin baseline tracking and reporting of % college acceptance rates (2017-18) and graduation rates (2011-2017) in order to establish reliable benchmark targets and enhance program offerings. {Improve college acceptance and college graduation rates (post-secondary student success metrics)}
Review policies to ensure the district’s theory of action for teaching and learning is articulated.	By summer 2017: Administration will work with Policy Committee to review, edit, and recommend policy changes, if necessary (Instructional Consistency).
Curricular alignment to essential knowledge and skills supported by a coherent and aligned assessment system.	K-4: In 2017-18, around literacy (reading, foundational, literature, and informational text and writing) we will document unwrapped standards, student "I can" statements, and identification of priority standards (on report card). Once priority standards are determined, we will be to work on developing assessments and rubrics that ensure priority standards are being learned by students.
	Grades 5-7: In 2017-18, common assessments will be created for each unit of study in all subject areas. The creation of a middle level report card based on standards will be developed. Common assessments and the middle level report card will be used for reporting purposes in the 2017-18 school year.
	Grades 10-12: By the fall of 2017, identification of priority standards will be documented (via PowerSchool) to ensure priority standards are being learned by students.
	High School: By 2017-18 the Linn-Mar High School Program of Studies will be updated to include Innovation Center/Iowa BIG. This allows for a more aligned curriculum for core courses, AP coursework and Kirkwood offerings.
	Special Education Programming: By the end of 2017-18, using Iowa's Specially Designed Instruction Framework, a core special education group will analyze the recommended key components and critical features to operationally define specially designed instruction in our district.

Refer to the [Strategic Plan](#) for Year 2 Strategic Initiatives and Measures of Success.

Updates on Goal #1: Inspire Learning (Articulate)

Implement pathway and framework for PK-14 programming to ensure all students graduate future-ready.

An Evening to Bring the Significance Back to the Trades: On Thursday, September 28th, 30 Linn-Mar students and staff will travel to Des Moines to participate in *An Evening to Bring the Significance Back to the Trades*. Keynote presenter for the event will be Mike Rowe, former star of the television show *Dirty Jobs*. Mr. Rowe will advocate for skilled trades education and highlight the growing demand for skilled workers in Iowa such as electricians, linemen and carpenters. In addition to the keynote address, Adam Carroll (a nationally recognized financial literacy expert) and Governor Kim Reynolds will speak. The evening will also include a dinner and networking for participants.

District attendees will include 20 high school students, five Career and Technical Education teachers, one Special Education teacher, two school counselors, two high school administrators, and one district administrator. Linn-Mar's participation in the event is being sponsored by the Cedar Rapids Housing and Building Association so there will be no cost to the district for the event (\$3600 for 30 seats), meals, or travel.

The district would like to thank Dustin Kern of DK Land Services, Mike Farr of Cascade Manufacturing, and Rene Gadelha of the Linn-Mar Board of Education for facilitating the district's participation in this event. The district would also like to extend a special thank you to the Cedar Rapids Housing and Building Association for providing 100% of the financial support for our students and staff to attend.

Goal #2: Inspire Learning (Support)

Create effective and agile organization that is individually responsible to the needs of the whole child.

Year 1:

Strategic Initiatives	Measures of Success
Individualized and data-driven instruction.	During the 2017-18 school year, all schools will plan for individualized academic interventions (priority standards/content) for all students regardless of need based on an understanding of child development and learning theories within PLCs 100% of the time as measured by team notes. PLCs will develop and implement differentiated classroom instructional opportunities (in specified areas per grade level) for all students. Measure: The use of common formative assessments to differentiate instruction.
	Explore opportunities to better communicate pathway opportunities for students through better articulation during instruction.
Each student enters school healthy and learns about/practices healthy lifestyle.	Develop a Health Curriculum Committee to review health education guidelines and determine district needs. Final recommendations will be made by June of 2017.
	Work with Community Relations on a communications plan to engage parents prior to students entering school regarding wellness and well-being of children to be completed in spring 2017.
Each student learns in a physically and emotionally safe environment.	Staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.
	Schools teach, model, and provide opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.
	Mental Health Needs: In 2017-18, continue partnerships and continue to explore additional family/staff education opportunities as they arise.
	Throughout the 2017-18 school year, Board of Education members will serve as PBIS "School Champions" and report school successes as part of regular board meetings in order to facilitate district-wide communication and support of the program.
	In 2017-18, schools will report goals, benchmarks and outcome data regularly through the Board Book to the school board and community.
	As a district, focus on making connections with kids. Progress will be tracked via Gallup Poll and Olweus.
ALICE Trainings: begin classroom lessons, communication on training w/ staff, families, and community, active trainings to begin spring or early fall.	

Refer to the [Strategic Plan for Year 2 Strategic Initiatives and Measures of Success](#).

Updates on Goal #2: Inspire Learning (Support)

Create effective and agile organization that is individually responsible to the needs of the whole child.

Disproportionality Designation: Our district has been cited by the State of Iowa as being disproportionate in the number of Special Education students who have been suspended and who are of two or more races. The data that was examined from the State was from the 2015-16 school year. Through data analysis, 36 students in the district are of two or more races and are in Special Education. Digging further into the data, it was found that the suspensions were associated with seven students spanning elementary, middle school and high school. As a result, the district will need to set aside 15% of our Special Education funding to be allocated for prevention services. These services are only to be used for general education students with behavior concerns in order to prevent in-school and out-of-school suspensions.

Our administrative team has determined they will focus their prevention efforts at the elementary level. The targeted intervention groups will be general education students in K-5 who have two or more suspensions and/or five or more office referrals. In order to have the support to provide these services, the district will utilize the entire 15% allocation toward hiring a second Prevention Specialist at the elementary level. After this current school year, the district will be able to sustain this position through At-Risk funding.

Goal #3: Unlock Potential (Challenge)

Become an excellent learning organization through a culture of continuous improvement.

Year 1:

Strategic Initiatives	Measures of Success
Promote understanding of total compensation at Linn-Mar and recognize compensation as a competitive tool to drive organizational results.	Conduct a thorough job analysis for each certified and classified position over the 2017-18 school year.
Provide ongoing professional development for teaching staff that supports core instruction, interventions and curriculum implementation.	Create and implement a three-year flexible, professional development plan; thoughtfully allocating state categorical funding to support PD plan. This plan will be shared with the Board of Education in the winter of 2016-17.
	Throughout the 2016-17 school year, provide professional learning at each PDD on measuring the success of specific teaching strategies in an effort to identify and know how to utilize the most 'high impact' learning strategies. (Many resources can be used to do this including Hattie's Visible Learning and Marzano's Art and Science of Teaching).
Effective and efficient use of data.	By March 2017 we will develop a foundational understanding of Smarter Balanced Assessments with staff, students, and community and be prepared to implement Smarter Balanced for the 2017-18 school year.
	Explore dashboard (performance metrics) possibilities for % of students in AP/honors/IB; % of students who show academic growth on NWEA, FAST, Iowa Assessment; % of students who achieve IEP Goals; and other relevant "predictive gateways" for academic success.
Curriculum, instruction and assessment demonstrate high expectations for all students.	Using relevant achievement gap information, identify opportunities to increase the number of students performing at or above grade level in math and reading.
	Expand early literacy within the early childhood programs by using creative curriculum assessment information to drive instruction.
	Provide substantive support to enhance math and reading skills PreK-5.
	During the 2016-17 school year, identify all level 3 and level 4 questions used on all common formative or summative assessments within each course at the high school level.
	During the 2016-17 school year we will closely monitor and update our stakeholders as appropriate, federal and state initiatives including Smarter Balanced, ESSA, ELI and CASA.
By the end of 2016-17, develop a K-8 standards based report card.	

Goal #3: Unlock Potential (Challenge) *Continued*

Become an excellent learning organization through a culture of continuous improvement.

Year 1:

Strategic Initiatives	Measures of Success
<p>Becoming Deliberately Developmental about our staff as we shift from "Human Resources" to "Talent Management".</p>	<p>Research well-being and insurance models/best practices and explore community partnerships (Ex. Blue Zones) to improve Linn-Mar and community health and well-being, reduce health care claim costs from five-year historical averages, and enhance productivity.</p>
	<p>Reduce employee workers compensation claims from five-year average info.</p>
	<p>By spring 2017, develop integrated marketing and communications programs that position Linn-Mar as the district of choice for world class teaching, learning and student achievement. Develop and begin to execute and assess integrated strategic marketing and communications programs, both internal and external, to strengthen, promote and protect Linn-Mar’s brand identity, relevance, accomplishments and excellence.</p>
	<p>Explore opportunities to expand mentor programs for all employee groups and leverage their talent/knowledge to improve our overall performance.</p>
	<p>Work to create and maintain a predictable, respectful, compliant, labor relations environment, alignment and consistency with the overall employee relations strategy based on proactive and open communications.</p>
	<p>Research comprehensive and engaging performance management plans for classified and professional staff.</p>
	<p>Foster a positive, engaging, diverse and inclusive work environment while identifying and responding to the changing needs of the Linn-Mar community.</p>
<p>Cultivate a high achieving performance culture.</p>	<p>Revise recruitment strategy and branding program by late winter (2016-17).</p>
	<p>Always promote a school culture with the belief system of all students can learn.</p>

Goal #3: Unlock Potential (Challenge) *Continued*

Become an excellent learning organization through a culture of continuous improvement.

Year 1:

Strategic Initiatives	Measures of Success
<p>Strengthen leadership capability throughout Linn-Mar to promote high levels of performance and productivity and sustain excellence.</p>	<p>Make school building-level communication the major focus of the communication efforts.</p>
	<p>Provide training to district leaders to address all aspects of the employee life cycle.</p>
	<p>Begin to develop a leadership ladder (succession planning) throughout Linn-Mar in all employee groups with a focus on recruitment and retention.</p>
	<p>Identify employee skill gaps, provide opportunity for improvement/workout plan or coaching out (coach up or counsel out).</p>
	<p>School Board, district leaders, and building administrators continually seek to improve knowledge of upcoming trends in education and research on school improvement by having memberships to professional organizations, attending relevant conferences, and networking with other administrative professionals.</p>
	<p>Board Policy Committee to develop and deploy board learning plan and work to strategically align all board committee work under the Strategic Plan.</p>

Refer to the [Strategic Plan](#) for Year 2 Strategic Initiatives and Measures of Success.

Updates on Goal #3: Unlock Potential (Challenge)

Become an excellent learning organization through a culture of continuous improvement.

PLC is coming to Linn-Mar: In late October the district will be hosting its own version of a Professional Learning Community (PLC) conference. We are very excited to host five of the top presenters in the PLC process to lead our professional development on these two days. The Linn-Mar teaching staff will have the opportunity to learn from the best while also working with their colleagues during the process. The event will be held at the High School from 8:00-3:45 on Thursday, October 26th and Friday, October 27th.

Middle School Standards Based Grading Update: Excelsior and Oak Ridge Middle Schools are in the process of transitioning to a Standards Based Grading (SBG) process from the traditional report card. To help communicate this change the following steps were taken to ensure that students, parents, and school staff are educated and informed about this change:

- MYFI 6th Grade Orientation:
 - 6th grade parents were given verbal information about SBG.
- Professional Development Day on August 18th:
 - Both middle schools reviewed the new SBG report card including a copy of the content standards and the SBG guiding principles.
 - Teachers were instructed about the three categories in which to enter scores in the gradebook: 1) Practice, 2) Formative Assessment, and 3) Summative Assessment.
 - Teachers were asked to have three points of data to support the final mark on a standard.
 - Teachers were informed the grade transferred to the report card should be the most recent.
 - Discussion occurred about timing the Summative Assessment within the recording period to be reflective of the most recent score on a standard.
 - Discussion occurred about year-long standards and that they are not final until the final mark in the fourth reporting term.
 - Discussion also occurred about the behavior rubrics used to assess behavior standards related to PBIS/Employability Skills.
- August Middle School Parent Nights:
 - Excelsior shared individual student report cards and the SBG guiding principles.
 - Oak Ridge requested presented to the parents by grade level on SBG wherein they were shown a copy of the new report card and the guiding principles were reviewed.
 - Both buildings had the teachers talk about the behavior expectations for their courses as well as the standards specific to their courses.
 - Teachers also presented information about the first unit of study and the current standards being evaluated.
- September Middle School Mailing to Include:
 - Conference letter with upcoming dates and how to sign up for conferences online.
 - Copy of the SBG guiding principles will be sent once again.
 - Directions on how to access the SBG report card from PowerSchool and notification that report cards will no longer be mailed home. *Anyone without access to PowerSchool is asked to notify the buildings to request a paper copy.*
 - Form letter that reminding parents/guardians about the purpose of SBG and the grading scale.

Updates on Goal #3: Unlock Potential (Challenge) - *continued*

Become an excellent learning organization through a culture of continuous improvement.

Special Education Advisory: On September 21st the Special Education Advisory panel met for the first time this year. Topics included: state updates, district updates, and Parent University topics.

The State of Iowa had a major update in post-secondary services for Special Education students; this is often referred to as 4+ services. Current state guidance is to ensure Individual Education Plan teams (IEP) are holding conversations to determine individual student needs for Special Education services beyond high school. What does this mean for our families? IEP teams will be moving away from discussions that include programs beyond high school (most typically VITAL) and move into discussions regarding what specially-designed instruction a student is still eligible to receive. If there is additional Special Education instruction needed beyond a student's senior year, the IEP team will determine what services are needed and the district will work to determine the best avenues/supports to provide the needed services. Secondary students with IEPs may participate in classes provided by post-secondary institutions (i.e. Kirkwood) under the same provisions in Iowa Code as secondary students without IEPs. The district is responsible for all costs directly associated with the provision of the individual's FAPE. Determining which costs are necessary for FAPE and which are not, however, requires a close examination of the individual student's needs and proposed services.

The Special Education Advisory panel was also presented information about the Disproportionality Designation (*refer to page 5*) from the Iowa Department of Education. This spring the Special Education Advisory will be able to review the work completed by district administrators to improve disciplinary procedures for PK-12.

Additional district updates included a review of the Parent Resources binder and the Special Education webpage with feedback given for improvements. The advisory also began reviewing the district-developed Service Delivery Plan starting with how the district provides services from least restrictive to most restrictive environments. The evening wrapped up with a discussion on possible Parent University topics for this school year.

Goal #4: Unlock Potential (Success)

Maximize achievement by increasing digital literacy utilizing 21st century digital tools.

Year 1:

Strategic Initiatives	Measures of Success
Digital Content	Explore and clarify LM working definitions related to digital learning (blended learning, digital content, etc.) to establish a shared vision.
	Identify specific areas to provide district, building, and instructional support for technology integration and implementation.
	Review, update and curate our PreK-12 digital curriculum to ensure it is rigorous and relevant.
	Identify and develop an online course option, aimed primarily at LMHS 11th and 12th grade students, in each department area that may or may not be a required course.
Digital Citizenship	During 2016-17 explore PreK-12 Digital Citizenship Curriculum (i.e. CommonSense Media).
	2016-17 TICs provide professional development on digital citizenship.
Digital Equity	Review technology equity procedures to inform future policy decisions.
	Establish a uniform, digital checkout process for students who do not have Wi-Fi or computer outside of school.
	Using assessment information, implement the appropriate assistive technology tool(s) for students with special needs in the general education classroom.
	By increasing understanding of assistive technology, promote a culture of individualizing learning needs.
Digital Pedagogy	Begin a process to ensure all faculty have the qualifications and training necessary to deliver courses in a variety of modes; specifically regarding online instruction.
	Create a faculty mentor program or peer review system as a way to improve online/hybrid courses.
	Explore potential resources and processes for future curriculum.
	Utilize Technology Instructional Coaches (TICs) to provide coaching support for teachers integrating technology into their instruction.
Digital Communication	Use annual staff/student/parent/community survey data to determine effective use of school website for consistent district and building level communication.
	Explore possibilities for better alignment and integration of systems used by parents (i.e. PowerSchool, TouchBase and Total Access).
	Promote current electronic communication services for staff to access relevant information regarding resources.

Refer to the [Strategic Plan](#) for Year 2 Strategic Initiatives and Measures of Success.

Updates on Goal #4: Unlock Potential (Success)

Maximize achievement by increasing digital literacy utilizing 21st century digital tools.

No updates at this time.

Goal #5: Empower Achievement (Involve)

Enhance engagement opportunities through focused strategic partnerships.

Year 1:

Strategic Initiatives	Measures of Success
Internal Partnerships	Investigate and research district administration practices and processes to enable principals to focus more on instructional leadership.
	Promote opportunities for district employees to volunteer in classrooms.
	Explore and clarify the purpose and structure of district leadership meetings to align with Strategic Plan.
External Partnerships	Create conditions to provide transparent, accurate and accessible information through dashboards.
	Broaden opportunities for local businesses and historically underutilized businesses to work with the district.
	Explore opportunities for the city and local districts to share costs for shared services.
	Develop/nurture relationships and work with community partners and media to define, promote, expand and market signature programs.
	Begin to establish a network of information ambassadors.
	Enhance established partnerships with the business community, as well as nationwide, to broaden recruitment, wellness, volunteer and diversity initiatives.
	Promote external partners to join district committees and district staff participate in outside committee groups.

Refer to the [Strategic Plan](#) for Year 2 Strategic Initiatives and Measures of Success.

Updates on Goal #5: Empower Achievement (Involve)

Enhance engagement opportunities through focused strategic partnerships.

No updates at this time.

Goal #6: Empower Achievement (Build)

Construct physical learning environments using fiscally responsible and sustainable practices.

Year 1:

Strategic Initiatives	Measures of Success
Facilities Restructure	During the 2016-17 school year the Board of Education, with feedback from community patrons, will approve a long-term facility structure plan that benefits all Linn-Mar students.
	Determine what the most appropriate and cutting edge learning environments look like at each of the grade level configurations and prioritize goals for the physical components for each of the environments.
	Establish a communication campaign to foster support and approval of district restructure needs.
	Develop a funding plan to support 10-year restructure plan, including the outline of a possible bond campaign strategy.
	Engage architects, engineers, demographers and other applicable services to assist in the planning and implementation of the facility restructure plan.
	Identify an off-site facility for Linn-Mar extension of Iowa BIG.
	Occupy Westfield Elementary addition.
Facilities Preservation	Address priority needs to improve district facilities by actively maintaining 10-year facilities and preventative maintenance plan, including identifying energy-saving opportunities.
	Develop a funding plan to support 10-year preventative maintenance schedule.
	Complete walkthroughs with principals, Crisis Committee members, and Operations & Maintenance to determine building needs in reference to safety and security.
Operational Resource Allocation	Work to optimize resources (buildings, personnel, programs, etc.) to ensure they are utilized efficiently and effectively.
	Explore procedures to effectively evaluate programs from a financial aspect to ensure resources are being utilized to full potential.
	Continually review categorical funding streams to ensure resources are being properly spent and that all expenditures are properly allocated.

Refer to the [Strategic Plan](#) for Year 2 Strategic Initiatives and Measures of Success.

Updates on Goal #6: Empower Achievement (Build)

Construct physical learning environments using fiscally responsible and sustainable practices.

2016-17 Certified Annual Report Financial Summary:

- **General Fund:** General fund revenues increased 4.5% from the previous year and totaled \$79,943,505, while expenditures increased 3.7% to \$79,674,924. This is the first time in five years where revenues have exceeded expenditures. The ending general fund balance is \$10,394,824, of which approximately \$1.5 million is restricted, categorical carryover funds. The district's solvency ratio is 11.56% as of June 30, 2017, which is above the minimum 7% set forth in Board Policy 801.4.
- **Activity Fund:** Activity fund revenues decreased 17.3% from the previous year and totaled \$1,264,012, while expenditures decreased 34.6% to \$1,059,388. The activity fund is comprised of various athletic, club, coach/sponsor, and other activities accounts. Each of these individual accounts is required to maintain a positive balance, which they do as of June 30, 2017.
- **Management Fund:** Management fund revenues increased 7.4% from the previous year and totaled \$1,148,361, while expenditures decreased 7.8% to \$1,140,389. As of June 30, 2017, the ending management fund balance is \$2,021,542.
- **PPEL Fund:** PPEL fund revenues decreased 73.4% from the previous year and totaled \$3,543,459, while expenditures decreased 54.7% to \$6,151,110. The previous year had \$10 million of PPEL notes issued and transferred, which caused a large spike of revenues and expenditures in FY2016. Large capital projects such as the High School renovation and Westfield classroom addition also impacted the PPEL fund balance, as it decreased from almost \$3.5 million to \$875K in FY2017.
- **SAVE Fund:** SAVE fund revenues totaled \$6,942,486, while expenditures totaled \$7,350,531. Expenditures included \$5.5 million of principal and interest payments, \$500K to buy down the debt levy, and \$1.1 million toward technology. The SAVE fund balance as of June 30, 2017, is \$6.6 million, of which \$4.8 million is required reserves for prior bond issuances.
- **Other Capital Projects Fund:** Other capital projects fund was used for the High School renovation project, whereby SAVE bond and PPEL note proceeds were transferred here to pay for construction related costs. As of June 30, 2017, this fund is zero as all of the proceeds have been spent. The remaining work on the High School renovation project is being paid from PPEL.
- **PERL Fund:** PERL fund revenues increased 2.0% from the previous year and totaled \$261,391, while expenditures decreased 70.8% to \$131,829. The decrease in expenditures is due to the Excelsior track resurfacing project that was paid for in the previous year and no significant projects occurred in this fund during 2017.
- **Debt Service Fund:** Debt service fund revenues and expenditures increased significantly from the previous year due to \$16 million General Obligation refinancing that took place during FY2017, which saved the district approximately \$1.3 million. Debt service revenues are a combination of property taxes (to pay for general obligation bonds) and transfers from other funds where debt was issued (e.g. PPEL and SAVE). Expenditures from this fund correspond to the timing of principal and interest payments the district has outstanding.
- **Nutrition Fund:** Nutrition fund revenues increased 3.6% from the previous year and totaled \$3,535,866, while expenditures increased 9.2% to \$3,659,638. Fund balance as of June 30, 2017, is \$1,052, 889.

Updates on Goal #6: Empower Achievement (Build) - continued

Construct physical learning environments using fiscally responsible and sustainable practices.

- **Aquatics Fund:** Aquatics fund revenues increased 7.2% from the previous year and totaled \$293,628, while expenditures increased 7.9% to \$258,173. The Aquatic Center programs continue to see growth resulting in additional staffing costs. This is an enterprise fund, which means the programming fees/charges collected must cover the associated costs of the programs.
- **Student Store Fund:** Student store fund revenues increased 155.3% from the previous year and totaled \$31,494, while expenditures increased 156.4% to \$31,857. The ROAR Store grew substantially in FY2017, because it was the first year the store operated in a permanent location within the High School. This is also an enterprise fund.

2016-17 Special Education Supplement and Request for Allowable Growth: The Special Education Supplement Report is an annual report whereby district Special Education expenditures are reconciled against Special Education revenues. With the growing number of Special Education students and associated needs, coupled with little or no new revenues, Special Education has become the largest, underfunded mandate within most school districts across the State. In 2016-17, Linn-Mar realized a Special Education deficit of \$2,322,814, compared to \$2,628,137, from a year ago. The decrease is primarily related to significant increase in Medicaid reimbursements and tuition receipts.

As a result of this deficit, the board can authorize a request to the SBRC for allowable growth in order to include the deficit amount as part of the district's spending authority. Then, during the certified budget process, the board can decide whether or not to levy property taxes to recoup the actual dollars that were underfunded. Therefore, administration is recommending the board approve the SBRC application requesting allowable growth in the amount of \$2,322,814.37, for the negative Special Education balance in 2016-17.

2016-17 LEP Allowable Cost Report and Request for Allowable Growth: The Limited English Proficiency (LEP) Cost Report is an annual report whereby district LEP expenditures are reconciled against LEP revenues. With the growing number of LEP students, coupled with little or no new revenues, LEP is another underfunded mandate the district has each year. In 2016-17, Linn-Mar realized a LEP deficit of \$181,654, compared to \$122,865 from a year ago.

As a result of this deficit, the board can authorize a request to the SBRC for allowable growth in order to include the deficit amount as part of the district's spending authority. Then, during the certified budget process, the board can decide whether or not to levy property taxes to recoup the actual dollars that were underfunded. Therefore, administration is recommending the board approve the SBRC application requesting allowable growth in the amount of \$181,653.97, for the negative LEP balance in 2016-17.

Credit from ImOn Communications: We are pleased to announce the district will be receiving a credit of \$14,654.50 from ImOn Communications. This credit is for the repurchase of 4,187 lineal feet of space in a fiber conduit owned by the district by ImOn Communications. The conduit was originally purchased by the district to run fiber services to Westfield Elementary. ImOn will use the conduit to extend their public fiber services past the Westfield area.

Bond Campaign Update: The Communications/Media department is collecting and reviewing feedback provided by email and social media from the community. The goal is to aggregate this information and reference it as the district moves forward.

Achievements and Honors:

2017 National Merit Scholarship Semifinalists: The Linn-Mar Community School District is very proud to recognize and congratulate six high school seniors for being named semifinalists in the 2017 National Merit Scholarship Program. The semifinalists are: Abbey Fitzsimmons, Tyler Hungate, Daniel Low, Morgan Lu, Matt Peng, and Seth White. "We are very happy for Abbey, Tyler, Daniel, Morgan, Matt, and Seth on being named National Merit Semifinalists," said Principal Jeff Gustason. "We are also pleased for their families, who play a major role in the achievement of these National Merit Competition honorees."

Four LMHS Students Earn Letter of Commendation: Linn-Mar High School Principal Jeff Gustason announced today that Josh King, Daniel O'Hara, Kanishk Puranik and Abby Van Rheenen have been named Commended Students in the 2018 National Merit Scholarship Program. A Letter of Commendation from the school and National Merit Scholarship Corporation, which conducts the program, will be presented by the principal to these scholastically talented seniors.

Congratulations to Josh, Daniel, Kanishk and Abby on their achievement!



Iowa BIG Students Featured on National TV: Linn-Mar students involved in the Iowa BIG program were among those featured in a nationwide, hour-long broadcast. The program aired Friday, September 8th on all four major networks (ABC, CBS, NBC and FOX.) The TV special was designed to challenge America to "rethink high school" across the country. The program showcased successful, innovative programs that prepare students for careers of the future. XQ Super Schools produced the program and spent a week in Cedar Rapids filming Iowa BIG for the segment. Along with the Linn-Mar students, the report also featured Iowa BIG students from the Cedar Rapids and College Community School Districts.

Top Schools in Academics, Fine Arts, and Sports: Linn-Mar High School is among the top three Class 4A schools in Iowa, as calculated in a statewide competition. The Bank Iowa Traveling Challenge Cup recognizes Iowa high school students for academic excellence and outstanding achievement during state competitions. Points are assigned for every activity in which: 1) The school reaches a state competition, 2) The school advances in a state competition, and 3) The school receives Division I ratings and earns academic recognition from the Iowa athletic unions (IHSAA and IGHSAU), the Iowa High School Speech Association (IHSSA), or the Iowa High School Music Association (IHSMA). Winning schools in each of the state's four classifications (1A, 2A, 3A and 4A) are determined based on the best combined score. Congrats to the Linn-Mar student participants and their coaches for their outstanding efforts over the past year!



Oak Ridge Raises \$\$ for Hurricane Relief: Oak Ridge Middle School students and staff teamed up to raise \$3,654 for the Red Cross Hurricane Relief Fund. One of the ways they raised the money was with a hat day. Students and staff who donated to the cause were allowed to wear a hat to school for the day.



LMHS Academic Awards: Linn-Mar High School proudly recognized 777 students during the annual Academic Awards assemblies. Each year, the school awards an Academic Letter to students who achieve a 3.33 or higher grade point average during the past academic year. This year 286 sophomores, 240 juniors, and 251 seniors were recognized. Students who achieved 3.75 to 3.99 were recognized with Honors. Students who achieved 4.00 or higher were honored with Distinction. Congratulations to these outstanding Linn-Mar Scholars!





NATA Safe Sports School Award: Linn-Mar High School was honored with the National Athletic Trainers’ Association Safe Sports School Award. Linn-Mar is the only 4/5A school in Iowa. The award champions safety and recognizes secondary schools that provide safe environments for student athletes. The award also reinforces the importance of providing the best level of care, injury prevention, and treatment. School officials worked with certified athletic trainers from UnityPoint Health® (St. Luke’s Hospital) to receive this designation.

Travelling Challenge Cup: Congratulations to Linn-Mar High School for their third place finish in the Bank Iowa Travelling Challenge Cup. According to Athletic Director Dave Brown, “The Challenge Cup represents all student fine arts and athletics, so it’s a real gauge of how well our programs perform.” High school members of the Iowa High School Athletic Association, Iowa High School Music Association, Iowa Girls’ High School Athletic Union, and the Iowa High School Speech Association compete in this combined, statewide, year-long competition. Each year’s winner receives a Crystal Challenge Cup from Bank Iowa and \$2,000 to be used towards enhancing the academic learning components available in their schools.



Homecoming Concert: We are pleased to announce that the district will be hosting our first Homecoming Showcase Concert featuring Linn-Mar’s performing orchestras on Tuesday, October 3rd at 8:40-9:10 AM and 10:20-10:50 AM in the High School auditorium. Invitations have gone out to the community and there will be a reception for visitors in the High School lobby. Thank you to Karla Terry and Josh Reznicow for their joint efforts in making this a reality. [Please see the invitation here.](#)

Forty Under 40 Distinction: Superintendent Quintin Shepherd has been named one of the *Corridor Business Journal’s* 2017 Forty Under 40. This distinction is given to those who have made a significant impact on their business, community, or both early on in their careers. Learn more by visiting the [CBJ’s website.](#)

