

2017 IASB Legislative Resolutions

STUDENT ACHIEVEMENT AND ACCOUNTABILITY

1. RESEARCH-BASED INITIATIVES

Supports implementation of initiatives in Iowa's K-12 education system that:

- Are research-based;
- Are focused on student achievement, and;
- Do not "re-purpose" existing education funds.

2. STANDARDS AND ACCOUNTABILITY

Supports continued progress in the development of rigorous content standards and benchmarks that reflect the real-world knowledge and skills students need to graduate from high school prepared for college or to enter the workforce, including the following state actions:

- Provide and fund technical assistance to help school districts fully implement the Iowa Core Content Standards which define what students should know and be able to do in math, science, English language arts, social studies, and 21st Century skills in areas such as financial and technological literacy.
- Adopt high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally.
- Support research-based professional development that provides educators with training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Ensure that curriculum decisions about how to teach remain in the hands of local schools and teachers.
- Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.

IASB supports development of model content standards, recommended assessments and professional development supports in additional content areas but opposes expanding accountability, reporting and accreditation requirements in these areas.

3. PRESCHOOL

Supports an increase in funding from the current weighting of 0.5 to 1.0 full-time equivalent to ensure all 4-year-olds have access to a high quality public school preschool program. Districts should be given maximum flexibility to assign costs to the program.

4. EARLY LITERACY

Supports the continued development of and funding for research on best practices for improving proficiency in early literacy strategies.

Supports continued funding for professional development and classroom intervention strategies focused on implementing best practices for early literacy in grades PK-3.

Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.

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5. ENGLISH LEARNERS

Supports sufficient and on-time funding for English- learners (EL) until the students reach proficiency.

6. DROPOUT/AT RISK

Supports the inclusion of dropout prevention and funding for at-risk students in the foundation formula and the inclusion of socio-economic status as a factor in determining a student's at-risk status. Opposes changes to compulsory age of attendance requirements unless sufficient funds and research-based programs are provided.

7. MENTAL HEALTH

Supports increased statewide access to and funding for mental health services for children.

8. SPECIAL EDUCATION – STATE

Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost including educational programming and health care costs.

9. SPECIAL EDUCATION – FEDERAL

Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.

10. AREA EDUCATION AGENCIES

Supports sufficient financial support of the area education agencies to provide essential services in a cost-effective manner to school districts including:

- special education;
- technology;
- professional development;
- curriculum assessment; and
- student assessment data analysis.

11. SCHOOL CALENDARS

Supports the authority of locally elected school boards to determine the school calendar to best meet student needs, including start dates, year round schools, and other innovations.

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EDUCATOR QUALITY

12. TEACHER LEADERSHIP AND DEVELOPMENT

Supports research-based programs and funding to develop strong instructional leadership including:

- teacher leadership and development
- beginning teacher mentoring programs
- quality professional development programs.

13. MARKET-COMPETITIVE WAGES

Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa content standards.

14. BENEFITS

Supports allowing school districts to voluntarily enroll their employees in the state's health, dental and life/long-term disability insurance pools.

15. ALTERNATIVE LICENSURE

Supports the adoption of alternative teacher licensure upon completion of research-based teaching pedagogy training in addition to content knowledge in a curricular area.

16. STAFF REDUCTIONS

Supports giving school districts and AEAs the option to waive the termination requirements in Iowa Code Section 279.13 to reduce staff in response to reductions in funding or to comply with an arbitrator's award.

17. ARBITRATIONS

Supports a requirement that arbitrators, prior to the imposition of an award, must first consider local conditions, ability to pay, and local settlement history. After the arbitrator determines the school district, AEA or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.

18. LABOR/EMPLOYMENT LAWS

Supports labor and employment laws that balance the rights of the employees with the rights of management, with an emphasis on student achievement and student safety.

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FISCAL RESPONSIBILITY AND STEWARDSHIP

19. SCHOOL FUNDING POLICY

Supports a school foundation formula that:

- Provides sufficient and timely funding to meet education goals;
- Equalizes per pupil funding;
- Provides a funding mechanism for transportation costs that reduces the pressure on the general fund and addresses inequities between school districts;
- Includes factors based on changes in demographics including socio-economic status, remedial programming, and enrollment challenges;
- Incorporates categorical funding in the formula within three years; and
- Includes a mix of property taxes and state aid

20. SUPPLEMENTAL STATE AID

Supports setting supplemental state aid:

- For FY 2018, by January 31, 2017;
- For FY 2019 and future budget years, at least 14 months prior to the certification of the school's district budgets; and
- at a rate that sufficiently supports local districts' efforts to plan, create and sustain world-class schools

Supports a formula driven method for establishing the supplemental state aid growth rate if it is not set within the statutory requirements.

21. PROPERTY TAXES

Supports holding school districts harmless in property tax restructuring. Supports efforts to minimize property tax disparities created by the additional levy rate without compromising additional resources to school districts. Supports improved transparency and limits on the use of Tax Increment Financing (TIF) including requirements:

- To include all affected taxing bodies before creation of a TIF district;
- to limit the duration of all TIF districts

22. SPECIAL LEVY FUNDS

Supports flexibility in the use of special levy funds.

23. TAX BASE

Supports an independent, bi-annual cost-benefit analysis of all income, sales or property tax exemptions, credits or deductions. Creation of a new tax credit must undergo an independent cost benefit analysis. The legislature should have sole authority to make revisions to definitions that impact taxes, restrict future tax bases or provide additional tax breaks that decrease revenue to the state and either directly or indirectly impact tax revenue for schools.

24. FRANCHISE FEES

Opposes the imposition of franchise fees on school corporations unless the board of directors agrees to such a fee.

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25. CONSTITUTIONAL TAX LIMITATIONS

Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.

26. UNFUNDED MANDATES

Opposes any new mandate that does not provide sufficient and sustainable funding for successful implementation.

SCHOOL INFRASTRUCTURE

27. SAVE (SECURE AN ADVANCED VISION FOR EDUCATION)

Supports repeal of the December 31, 2029 sunset on the statewide penny sales tax for school infrastructure.

Supports preserving the integrity of the statewide penny sales tax for school infrastructure including the tax equity provisions in the following manner:

- No diversions or expansions of allowable uses prior to the current 2029 sunset date;
- Continued growth in the per pupil amount beyond the 2029 sunset date.

28. BOND ISSUES

Supports allowing school bond issues to be passed by a simple majority vote.

Supports the authority to levy a combination of property taxes and income surtaxes to pay the indebtedness.

Supports legislation to clarify that revenue bonds do not count toward a 5 percent statutory debt limit.

GOVERNANCE

29. CHARTER AND ONLINE SCHOOL AUTHORIZING AND ACCOUNTABILITY

Supports the existing Iowa law establishing local school boards as the sole authority to establish charter and on-line schools. All plans and waivers must be approved by the State Board of Education and subject to all state and federal accountability and reporting standards.

30. SHARING AND REORGANIZATION

Supports continuation of sufficient incentives and assistance to encourage sharing or reorganization between school districts including the establishment of regional schools.



What is Blended Learning?

Interaction with course content using a combination of the best face-to-face and digital instructional methods available.

Is Blended Learning effective?

The U.S. Department of Education examined the effect of online/blended learning in an exhaustive 2010 study. The study found Blended Learning to be significantly more effective than either purely face-to-face or purely online conditions.

<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

We need to do this!

What must we do to initiate and grow Blended Learning at Linn-Mar High School?

1. Select courses for which Blended Learning is appropriate
2. Ensure digital availability for all
3. Recruit enthusiastic, knowledgeable, and skilled teachers to teach the courses
4. Recruit motivated and committed students to take the courses
5. Focus on providing valuable, engaging, and enjoyable learning.

Characteristics of a Blended;

- Course
- Section
- Teacher
- Student

LM LINN-MAR High School

BLENDED LEARNING

- 1) Requirements of a Blended COURSE
 - a. Course priority standards are identified and supported by detailed proficiency scales written for each.
 - b. A common set of summative assessments will be used for all traditional and Blended sections of a course.
 - c. A common comprehensive semester exam will be used for all traditional and Blended sections of a course.
 - d. Courses may not be Blended without administrative approval.
- 2) Requirements of a Blended SECTION
 - a. Any day for which full section attendance is not required for a given Blended course section will be considered a Blended day. Class time will be available to students on Blended days for individualized learning.
 - b. Blended sections will meet daily for the first two weeks of a course, four days per week for the next two weeks of a course, and (at a minimum) three days per week for subsequent weeks.
 - c. There will be no fewer than two digital formative assessments (with a minimum target of fifteen minutes of student engagement each) given to students per week.
 - d. There will be no fewer than three in-class, proctored, summative assessments per quarter.
 - e. An in-class, proctored, comprehensive semester exam will be given.
- 3) Requirements of a Blended TEACHER
 - a. Teachers of Blended sections will be designated by administration.
 - b. Teachers (year 1) will submit lesson plans to administration weekly.
 - c. Teacher contract (and contact) hours remain the same as traditional teachers.
 - d. Teachers must be in the classroom and available to students every day of the week for which a Blended class is scheduled. This includes both direct instruction days and Blended days.
 - e. Teachers may not excuse students from Blended day attendance if the student has not met course grade requirements (C- or lower, a mark of INC, or a determination of non-proficiency on an addressed standard).
- 4) Requirements of a Blended STUDENT
 - a. Students must have outside school access to a computer or other interactive electronic device. Students without such access will be allowed to check out a school-owned device overnight.
 - b. Students are expected to attend all scheduled face-to-face meetings of the section and assigned Blended day meetings unless the student has met requirements for an excused absence as defined by the LMS Student Handbook.
 - c. Students with a C- (or lower), a mark of INC, or determined to be non-proficient on an addressed standard must attend class on Blended days. Students absent on a face-to-face meeting day will be required to attend class on the Blended day immediately following the absence.
 - d. Disciplinary consequences will be assigned to students who exceed an unexcused (including assigned Blended day) absence. Students will be dropped from a course on the 4th unexcused absence.
 - e. Freshmen and sophomore students participating in a Blended course may use the Pride Rock Commons, South Commons, West Commons, Library/Upper Commons, or Learning Center on Blended days when not required to be in class. Junior and senior students will have time release when not required to be in class. Any Blended student found outside of an approved area during class time will be permanently assigned to the classroom.

Revised 5/19/17

LMHS Master Schedule

Possibilities...

The image shows a detailed master schedule for Linn-Mar High School. It is a grid with columns representing days of the week (Monday through Friday) and rows representing different classes or activities. The cells in the grid are color-coded to represent different subjects or time slots. The schedule is dense and covers a significant portion of the school year.

Pilot Year – start small, do it right

4 courses selected to offer 2 sections of Blended each per term.

14 total sections of Blended will be provided in 2017-2018.

2017-2018 LMSD Blended Learning Sections

S1		Block 1		Block 2		Block 3		Block 4	
Section	Teacher	Section	Teacher	Section	Teacher	Section	Teacher	Section	Teacher
101	Steve Meeker	101	Steve Meeker	101	Steve Meeker	101	Steve Meeker	101	Steve Meeker
102	Lisa Skilang	102	Lisa Skilang	102	Lisa Skilang	102	Lisa Skilang	102	Lisa Skilang
103	Jo Middlekauf	103	Jo Middlekauf	103	Jo Middlekauf	103	Jo Middlekauf	103	Jo Middlekauf
104	John Wennkamp	104	John Wennkamp	104	John Wennkamp	104	John Wennkamp	104	John Wennkamp
105	Allison Borchers	105	Allison Borchers	105	Allison Borchers	105	Allison Borchers	105	Allison Borchers
106	Kathryn Woerner	106	Kathryn Woerner	106	Kathryn Woerner	106	Kathryn Woerner	106	Kathryn Woerner
107	Lisa Loftin	107	Lisa Loftin	107	Lisa Loftin	107	Lisa Loftin	107	Lisa Loftin
108	Lisa Chapa	108	Lisa Chapa	108	Lisa Chapa	108	Lisa Chapa	108	Lisa Chapa

S2		Block 1		Block 2		Block 3		Block 4	
Section	Teacher	Section	Teacher	Section	Teacher	Section	Teacher	Section	Teacher
201	Steve Meeker	201	Steve Meeker	201	Steve Meeker	201	Steve Meeker	201	Steve Meeker
202	Lisa Skilang	202	Lisa Skilang	202	Lisa Skilang	202	Lisa Skilang	202	Lisa Skilang
203	Jo Middlekauf	203	Jo Middlekauf	203	Jo Middlekauf	203	Jo Middlekauf	203	Jo Middlekauf
204	John Wennkamp	204	John Wennkamp	204	John Wennkamp	204	John Wennkamp	204	John Wennkamp
205	Allison Borchers	205	Allison Borchers	205	Allison Borchers	205	Allison Borchers	205	Allison Borchers
206	Kathryn Woerner	206	Kathryn Woerner	206	Kathryn Woerner	206	Kathryn Woerner	206	Kathryn Woerner
207	Lisa Loftin	207	Lisa Loftin	207	Lisa Loftin	207	Lisa Loftin	207	Lisa Loftin
208	Lisa Chapa	208	Lisa Chapa	208	Lisa Chapa	208	Lisa Chapa	208	Lisa Chapa

Pilot

8 Veteran teachers will collaborate to create and lead Blended sections in 4 core subject areas.

Steve Meeker – General Biology

Jo Middlekauf – English III

Lisa Skilang – General Biology

John Wennkamp – English III

Allison Borchers – World History

Lisa Loftin – Spanish IV

Kathryn Woerner – World History

Lisa Chapa – Spanish IV

Support

Leanne Rodriguez – Mathematics

Lisa McClure – Student Support Services

Kyle Hoffman – Science

Sheri Crandall – Instructional Strategist

Tina Oberbroeckling – Instructional Strategist

Dana Lampe – Technology Integration Specialist

Mark Hutcheson – LMHS Associate Principal

Jeff Frost – High School Director of Teaching and Learning

Bob Read – Director of Innovation

Shannon Bisgard – Associate Superintendent

Pilot

14 sections of Blended

734 total academic sections

1.9% of LMHS sections will be Blended

368 Blended students

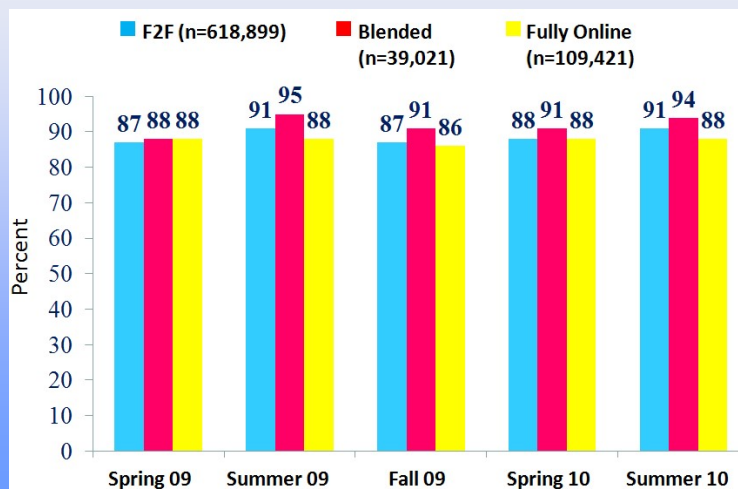
LMHS total student population of 2167

17.0% of LMHS population will participate in Blended coursework (calculated with full sections, no overlap).

What is the vision? What will it look like?

- Students will be provided an enhanced and digitally enriched academic experience in Blended courses.
- Students will participate in coursework daily, either through face-to-face instruction or online activity.
- Students will meet face-to-face with instructors or other course participants on a schedule determined by the teacher. Students may be released from class up to two times per week to allow time for individual attention to electronic aspects of the course or other studies.
- Students will do more than digitally consume information via PowerSchool Learning in Blended courses. Students will digitally *interact* with course content, their instructor, and other course participants.

...and students will learn at levels meeting or exceeding achievement realized through traditional methods.



Five consecutive terms comparing Blended Learning success rates to purely Face-to-Face and purely Online Learning at the University of Central Florida.



<https://blended.online.ucf.edu/about/benefits-of-blended-learning/?vm=r>

Immediate Challenges

- Enhancing established courses to include significant (40%) student digital interaction with course content.
- Preparing an environment capable of supporting 24/7 electronic access for Blended students.
- Communicating Blended Learning expectations and processes clearly to students, parents, and staff.
- Acquiring exceptional immediate proficiency with PowerSchool Learning.

Where are we at right now.

- Blended Teachers have been provided initial training in PowerSchool Learning.
- Blended Teachers are building Blended sections (same standards, same academic expectations as traditional sections).
- Select students have been offered access to Blended sections and must declare desire to participate through submission of a signed Parent Agreement by July 15.
- Blended sections will be fully populated with students by the end of July.

A few additional questions answered...



It's an exciting time for the future of education.



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

May 19, 2017

Jeffrey M. Gustason, Ph.D.
Principal

Dear LMHS Parent/Guardian,

Kimberly Buelt
9/10 Associate Principal

You are receiving this letter because your son/daughter is being invited to explore a new type of learning experience available to LMHS students. This new type of experience is called Blended Learning and will be available to Linn-Mar students in select courses for the first time in 2017-2018.

Mark Hutcheson
11/12 Associate Principal

One or more of the courses in which your son/daughter has enrolled will be taught using a Blended format. Blended course offerings are courses created with a defined intent of utilizing the best face-to-face and digital instructional methods available to learning. LMHS will offer fourteen sections of Blended coursework in four departments next school year including English, Foreign Language, Science, and Social Studies.

David Brown
Athletic Director

Tonya Moe
Associate Athletic Director

Not all sections of a given course will be taught in a Blended fashion. There will be vastly more courses and sections of courses (well over 700 total) offered using the traditional format to which all are accustomed. Traditional courses are courses in which there are as many days of required face-to-face attendance as there are days available to the course. Traditional courses also characteristically use face-to-face delivery of new content, group discussions, in-class activities and group projects, and massed assessments.

Joe Nietert
9/10 Assistant Principal

Chris Robertson
11/12 Dean of Students

Blended courses will meet at the same time daily, but will have variable expectations (always teacher-determined) regarding days of face-to-face attendance per week. At no time will students meet with their instructor less than three days per week and at no time will the expectations and rigor of a Blended class be less than that of a traditional section counterpart. Students will be taught the same content, held to the same standards, and summatively assessed in the same manner as students taking a traditional version of a course. Blended course instructors will be available to students every day that school is in session. A primary difference students will experience with Blended coursework is that frequent digital (electronic) engagement with course content will be required. Students participating in a Blended course will need access to an interactive electronic device (laptop computer or similar) and outside-school online connectivity. School-owned laptop computers will be provided for Blended student use during the school day, with overnight and weekend checkout available on a limited basis.

Sheryl Cline
9/10 School Counselor

Greg Hall
9/10 School Counselor

Pete Martin
9/10 School Counselor

David Kennedy
11/12 School Counselor

Elizabeth Kreher
11/12 School Counselor

Jennifer Thurston
11/12 School Counselor

Students wishing to participate in a Blended section of a course will need to declare their desire to participate by May 31st. There is a reasonable chance that the school will not be able to accommodate all students wishing to participate, in which case students will be selected for inclusion by lottery from those who meet the declaration deadline. Students may declare their desire to participate through submission of the included form, signed and dated, to the 11-12 High School Office. Any student receiving this invitation who does not submit a Blended Learning Parent Agreement by May 31st will be scheduled into a traditionally-taught section of the course.

Todd Goodell
Academic Success
Counselor

Kevin McCauley
Student Assistance
Counselor

Lisa Mooney
Student Assistance
Counselor

Students and/or parents with questions regarding Blended Learning are invited to meet with school personnel in the High School Little Theater at 6:30 PM on Thursday, May 25. Questions prior to this time may be directed to Mark Hutcheson at 447-3042.

Janessa Walters
Student Assistance
Counselor

Thank you for your consideration of this exciting new opportunity available to students of Linn-Mar High School.

Sincerely,

Mark Hutcheson
Associate Principal, 11-12

Blended Learning Parent Agreement



Student Name: _____

Blended Learning course: _____

By signing and dating this agreement below, I acknowledge my student's participation in the course listed above and agree to the following conditions;

- 1) My student will have outside school access to a computer or other interactive electronic device (students without such access will be allowed to check out a school-owned device overnight). My student understands that significant electronic participation will be required in the course.
- 2) My student will attend all scheduled face-to-face meetings of the section and individually assigned Blended day meetings unless he or she has met requirements for an excused absence as defined by the LMHS Student Handbook. A Blended day is defined as a day on which whole class attendance is not required. A teacher may schedule 0, 1, or 2 Blended days per week on a schedule communicated to students in advance. This schedule may change week to week.
- 3) If my student has a C- (or lower), a mark of INC, or has been determined to be non-proficient on an addressed standard, he or she will attend class on Blended days until such time as he or she is in compliance with the aforementioned expectations.
- 4) If my student is absent on a scheduled face-to-face meeting day, he or she will attend class on the Blended day immediately following the absence.
- 5) If my student records an unexcused (including an assigned Blended day) absence, it is acknowledged that disciplinary consequences will be assigned by the school.
- 6) My student is aware that freshmen and sophomore students participating in a Blended course may use the Pride Rock Commons, South Commons, West Commons, Library/Upper Commons, or Learning Center on Blended days when not required to be in class and will wear the Blended student ID tag when accessing these areas. Junior and senior students will have time release when not required to be in class.
- 7) My student acknowledges and accepts that a Blended student found outside of an approved area or not meeting standards of conduct in an approved area during class time will be permanently assigned to the classroom.

Printed Name, Parent or Guardian

Signature, Parent or Guardian

Date

- 1) Requirements of a Blended COURSE
 - a. Course priority standards are identified and supported by detailed proficiency scales written for each.
 - b. A common set of summative assessments will be used for all traditional and Blended sections of a course.
 - c. A common comprehensive semester exam will be used for all traditional and Blended sections of a course.
 - d. Courses may not be Blended without administrative approval.

- 2) Requirements of a Blended SECTION
 - a. Any day for which full section attendance is not required for a given Blended course section will be considered a Blended day. Class time will be available to students on Blended days for individualized learning.
 - b. Blended sections will meet daily for the first two weeks of a course, four days per week for the next two weeks of a course, and (at a minimum) three days per week for subsequent weeks.
 - c. There will be no fewer than two digital formative assessments (with a minimum target of fifteen minutes of student engagement each) given to students per week.
 - d. There will be no fewer than three in-class, proctored, summative assessments per quarter.
 - e. An in-class, proctored, comprehensive semester exam will be given.

- 3) Requirements of a Blended TEACHER
 - a. Teachers of Blended sections will be designated by administration.
 - b. Teachers (year 1) will submit lesson plans to administration weekly.
 - c. Teacher contract (and contact) hours remain the same as traditional teachers.
 - d. Teachers must be in the classroom and available to students every day of the week for which a Blended class is scheduled. This includes both direct instruction days and Blended days.
 - e. Teachers may not excuse students from Blended day attendance if the student has not met course grade requirements (C- or lower, a mark of INC, or a determination of non-proficiency on an addressed standard).

- 4) Requirements of a Blended STUDENT
 - a. Students must have outside school access to a computer or other interactive electronic device. Students without such access will be allowed to check out a school-owned device overnight.
 - b. Students are expected to attend all scheduled face-to-face meetings of the section and assigned Blended day meetings unless the student has met requirements for an excused absence as defined by the LMHS Student Handbook.
 - c. Students with a C- (or lower), a mark of INC, or determined to be non-proficient on an addressed standard must attend class on Blended days. Students absent on a face-to-face meeting day will be required to attend class on the Blended day immediately following the absence.
 - d. Disciplinary consequences will be assigned to students who record an unexcused (including assigned Blended day) absence. Students will be dropped from a course on the 4th unexcused absence.
 - e. Freshmen and sophomore students participating in a Blended course may use the Pride Rock Commons, South Commons, West Commons, Library/Upper Commons, or Learning Center on Blended days when not required to be in class. Junior and senior students will have time release when not required to be in class. Any Blended student found outside of an approved area during class time will be permanently assigned to the classroom.

LMHS Blended Learning FAQ

What is Blended Learning?

Blended Learning is sometimes called hybrid learning, web-enhanced instruction, mixed-mode instruction, or technology-mediated instruction. Students involved in Blended Learning will interact with course content using a combination of the best face-to-face and digital instructional methods available to teaching and learning.

What is the primary difference between traditional instruction and Blended Learning?

A primary difference students will experience with Blended coursework is that frequent digital (electronic) engagement with course content will be required. A second notable difference is that Blended courses will meet at the same time daily, but will have variable expectations regarding days of face-to-face attendance per week. Students will be taught the same content, held to the same standards, and summatively assessed in the same manner as students taking a traditional version of a course.

Does Blended Learning work?

The short answer is yes, without a doubt. The U.S. Department of Education examined the effect of online/blended learning in an exhaustive 2010 study. An excerpt from this study appears below.

“A systematic search of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of online learning. Analysts screened these studies to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. As a result of this screening, 51 independent effects were identified that could be subjected to meta-analysis. Key findings include:

Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction. Learning outcomes for students who engaged in online learning exceeded those of students receiving face-to-face instruction, with an average effect size of +0.24 favoring online conditions. The mean difference between online and face-to-face conditions across the 51 contrasts is statistically significant at the $p < .01$ level.

Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction. The mean effect size in studies comparing blended with face-to-face instruction was +0.35, $p < .001$. This effect size is larger than that for studies comparing purely online and purely face-to-face conditions, which had an average effect size of +0.14, $p < .05$.”

<https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

Are there other advantages for students taking Blended coursework?

Students participating in Blended coursework must exercise time management and independent study skills valued in higher learning and work. Blended Learning also creates personalized learning opportunities less available to those receiving instruction through traditional methods.

LMHS Blended Learning FAQ

What courses will be offered in the Blended format?

English III, General Biology, Spanish IV, and World History will be offered in a Blended format for the 2017-2018 school year.

Why is my student being asked to participate in Blended Learning?

Due to the initial limited availability of Blended programming, students being offered the opportunity to participate were selected through random section assignment. Certain sections of courses were selected to be taught as Blended for reasons of master schedule placement and teacher training. Students in identified course sections have been contacted and must declare intent to participate by May 31, 2017. Students who do not wish to participate in Blended Learning will be assigned to a traditionally-taught section of the course meeting at the same time.

What will be expected of students in Blended courses?

Students in both Blended and traditional courses will be expected to achieve proficiency with the same set of defined course standards. Students in Blended courses will interact with course content in a different manner than students in traditional courses. The activities in which students engage to achieve standards proficiency will be related to the method(s) of delivery.

What curriculum will be used?

Blended sections of courses will use the same curriculum as traditional course sections. Students will be taught the same content, held to the same standards, and summatively assessed in the same manner as students taking a traditional version of a course.

When will students meet with the teacher?

The full section of students will meet with the teacher no less than three and up to five days per week on a schedule communicated in advance by the teacher. For days on which the whole class is not required to be in attendance, depending on individual and group needs a teacher may require attendance of select individuals.

What will students be doing when not meeting with the teacher?

Students may be interacting with course content electronically or in small group settings. Some students may choose to use specifically allocated time in other ways, returning to engage with Blended coursework at times thought to be more favorable to personal requirements.

Where will the students be when they are not with their teacher?

Freshmen and sophomore students may remain in the classroom or engage in independent learning in one of Linn-Mar High School's designated learning commons at times they are not scheduled to be with their teacher. The Pride Rock Commons, South Commons, Library/Upper Commons, Learning Center, and West Commons are all designated as learning commons for Blended student use. Freshmen and sophomore students must remain in a designated learning space for the duration of each independent learning period and may not leave the building. Unrestricted junior and senior students will have time release when not scheduled to be with their teacher. Junior and senior students may also use one of

LMHS Blended Learning FAQ

the designated learning commons listed above or leave the building to learn at a time and place of their choosing.

How are Blended Learning courses graded?

Both traditional and Blended courses will be graded using the same summative assessments and category weightings. Blended course grades will be equivalent to traditional course grades for the same course.

What type of interactive electronic device will be required for participation?

Students in LMHS Blended coursework will always have access to a school-provided laptop computer during scheduled Blended class time. Students must also have outside-school access to an interactive electronic device. It is expected that each student manage their own needs in this area. Students are encouraged to procure and use a personal device, though it will be possible to check out a device overnight from the High School Library on a limited basis. Interactive electronic devices must allow students the ability to input text (at times, several paragraphs or a few pages), read text, view video clips, and access the internet. It is suggested that devices have, at a minimum, a keyboard for input and 4 GB of RAM (working memory).

What if students are found outside of approved areas on days and at times of Blended release?

Student who are not where they're supposed to be during unscheduled class time will be permanently assigned to the classroom. In most cases, this means that the student will be reassigned to a traditionally taught section of the course.

Are provisions in place for students who have limited outside access to internet connectivity?

Lack of outside internet connectivity will be a hurdle for some students, though not a barrier. Several public entities and businesses in our community provide free internet access to patrons. Linn-Mar is committed to providing a Blended Learning program open to all and will either provide for or assist students in finding connectivity on a case-by-case basis.

If a student starts in a Blended section, but wants to change to a traditional section at a later date, is this possible?

It is possible for students to transfer to a traditional section of a course after beginning in Blended, provided space is available. As with all courses at LMHS, the teacher will provide supplemental academic assistance as a first step to support unmet student needs. If a student is unable to make satisfactory progress with supplemental assistance, administration will approve transfer to another section.

2017-2018 LMHS Blended Learning Sections

S1			Block 1		Block 2		Block 3		Block 4	
			1	2	3	4	5	6	7	8
Department	Teacher	Room	8:30 - 9:15	9:20 - 10:05	10:10 - 10:55	11:00 - 11:45	11:50-12:35	1:05-1:50	1:55 - 2:40	2:45 - 3:30
English	Collison	LRC313	Prep	Prep	Intro to College Writing		English III		English III	
	Kibbie	I013	English III		Prep	Prep	English III		English II	
	Middlekauff	LRC312	English II		Prep	Prep	English III		English III	
	Tietjen	I212	English III		Prep	Prep	English 9		English 9	
	Wennekamp	LRC305	English III		English III		English II		Prep	Prep
Foreign Language	Chapa	LL118	Spanish IV	Prep	Spanish IV	Spanish IV	Spanish II	Prep	Spanish II	Spanish II
	Gaylord - Robertson	LL117	Spanish III	Spanish IV	Spanish III	Prep	Spanish IV	Spanish IV	Spanish IV	Prep
	Sieck	KL105	Spanish IV	Spanish IV	Spanish II	Spanish II	Prep	Spanish II	Prep	Spanish II
	Loftin-Bugenhagen	LL121	Spanish II	Spanish II	Prep	Spanish II	Spanish II	Spanish III	Spanish IV	Prep
Science	Losch	J204	Prep	Prep	Biology Fund I		General Biology		General Biology	
	McDermott	J207	General Biology		General Biology		General Biology		Prep	Prep
	Meeker	G141	General Biology		General Biology		AP Biology 1		Prep	Prep
	Skilang	I218	General Biology		General Biology		Prep	Prep	Bioethics	
	Pisarik	J203	Physical/Earth Science		Prep	Prep	General Biology		General Biology	
Social Studies	Borchers	E137A	World History		Prep	Prep	Intro to Psychology		Intro to Psychology	
	Printy	ML110	US History I		US History I		World History		Prep	Prep
	Van Hove	NL128	World History		World History		World History		Prep	Prep
	Woerner	E137B	US History 9		Prep	Prep	US History 9		World History	
	Dill	KL102					World History		World History	

S2			Block 1		Block 2		Block 3		Block 4	
			1	2	3	4	5	6	7	8
Department	Teacher	Room	8:30 - 9:15	9:20 - 10:05	10:10 - 10:55	11:00 - 11:45	11:50-12:35	1:05-1:50	1:55 - 2:40	2:45 - 3:30
English	Collison	LRC313	Intro to College Writing		Prep	Prep	English III		English III	
	Kibbie	I013	English III		Prep	Prep	English III		English II	
	Middlekauff	LRC312	English III		English III		English II		Prep	Prep
	Wennekamp	LRC305	English II		English III		Prep	Prep	English III	
Foreign Language	Chapa	LL118	Spanish IV	Prep	Spanish IV	Spanish IV	Spanish II	Prep	Spanish II	Spanish II
	Gaylord - Robertson	LL117	Spanish III	Spanish IV	Spanish III	Prep	Spanish IV	Spanish IV	Spanish IV	Prep
	Sieck	KL105	Spanish IV	Spanish IV	Spanish II	Spanish II	Prep	Spanish II	Prep	Spanish II
	Loftin-Bugenhagen	LL121	Spanish II	Spanish II	Prep	Spanish II	Spanish II	Spanish III	Spanish IV	Prep
Science	Losch	J204	Prep	Prep	Biology Fund II		General Biology		General Biology	
	McDermott	J207	General Biology		Prep	Prep	General Biology		General Biology	
	Meeker	G141	Prep	Prep	General Biology		AP Biology 2		AP Biology 2	
	Skilang	I218	General Biology		General Biology		General Biology		Prep	Prep
Social Studies	Borchers	E137A	World History		Prep	Prep	AP World History		AP World History	
	Printy	ML110	Prep	Prep	World History		US History I		US History I	
	Van Hove	NL128	World History		World History		World History		Prep	Prep
	Woerner	E137B	US History 9		Prep	Prep	World History		World History	

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, in the area of 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 begin 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)

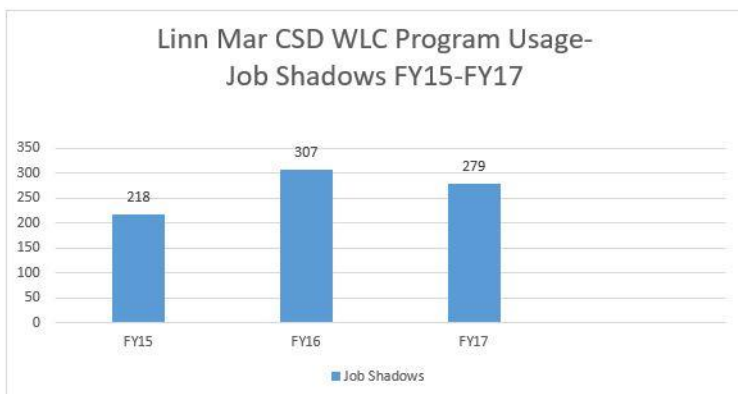
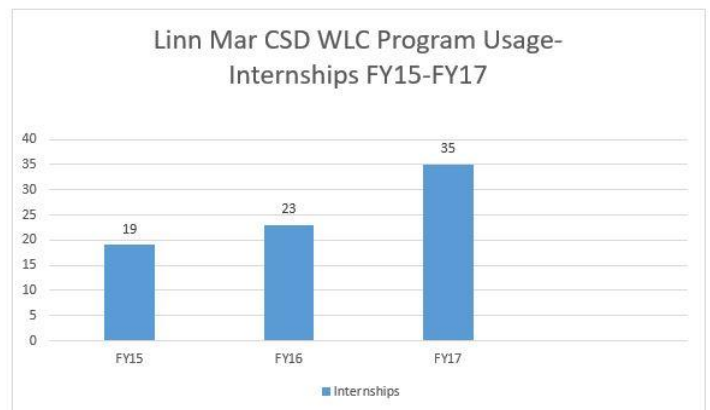
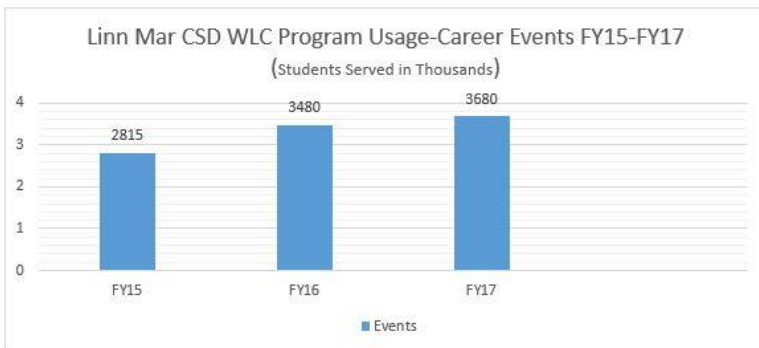
Implement pathway and framework for PK-14 programming to ensure all students graduate future-ready.

Policy Committee: During the June 13th meeting the committee reviewed several suggestions from the Iowa Association of School Boards (IASB) along with additional policy suggestions from Human Resources, Technology Services, and Student Services. [Refer to exhibit 801.1 for a full listing.](#)

Kirkwood Workplace Learning Connection: Kirkwood’s [Workplace Learning Connection](#) and the Linn-Mar District have been working together for several years to offer students opportunities for authentic, real life exposure and experiences in various career fields including job shadows, career events, career speakers, worksite tours, and internships.

One of the key pieces of this connection has been the practicum experience which allows high school students the opportunity to earn high school credit in a career area of interest. What started out offering a 90-hour practicum has expanded to include a 45-hour practicum, which allows students who previously did not have time in their busy schedules the opportunity to take advantage of this program.

As we move forward with the collaborative effort of the [Community Promise](#), the connection between MEDCO, the Workplace Learning Connection, and the district will continue to grow as more students explore career opportunities.



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.

ALICE Trainings (Alert-Lockdown-Inform-Counter-Evacuate): During the 16/17 school year the Linn-Mar District, in conjunction with Marion Police Department, moved beyond staff-only trainings for ALICE to student trainings as well. The student trainings included all PK-12th grade students. The trainings will continue during the 17/18 school year and will offer a live training for high school student volunteers. The live training recommendation came from administration, staff, and the High School Student Advisory Council. In order for the live training to be controlled, only 150 high school student volunteers will be able to sign up for the training. The live training will occur on a Saturday in the fall. If parents would like to attend, and the space allows, they will be able to watch the training but will not be able to participate. Additional live trainings may be offered during the school year contingent upon police availability and student interest.

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.

the Lion's Pride: More than 19,000 copies of *the Lion's Pride* newsletter were mailed to district patrons in Robins, Cedar Rapids, Marion, and rural routes in Linn County. The newsletter highlighted the grade restructuring plan and bond campaign in addition to various achievements during the 2016-17 school year. District achievements highlighted were Linn-Mar's partnership with Iowa BIG, the district's 10-year Strategic Plan, and the launch of the new district website.

School Board Election: The LMCSO School Board will have three positions up for election on September 12th. People interested in running for the board must obtain at least 50 signatures on the required petition form and file them with the board secretary between July 10th and August 3rd. Informational packets can be picked up from Board Secretary Angie Morrison at the LRC (2999 N 10th Street - 8:00 AM to 4:00 PM). For questions contact Angie Morrison directly at 319-730-3673 or [via email](#).

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.

Update on LRC Sprinkler System/HS Classrooms: The LRC sprinkler system project is planned to be rebid in early August with an adjusted work sequence as follows. The goal of this scope is to have the upper floor of the LRC available for student occupancy by the start of the 2017-18 second semester.

- Work on upper floor to begin in September and completed by mid-December
- Work on main floor to begin late December and completed in coordination with various departments/offices
- Work on lower floor to begin June 2018 at the conclusion of the school year and completed during the summer

Vote 2017 Update: OPN Architects shared marketing materials for the 2017 bond campaign and design concepts for the proposed 5th/6th grade intermediate buildings during the June 26th School Board special session. The materials have been posted on the [Vote 2017 webpage](#). Vote 2017 poster boards are currently on display at the LRC and at Novak Elementary (*summer programs are currently being held at Novak*). The poster boards will also be on display during various community meetings/road show and at each school in August. Handouts will also be made available at each school and during district events. The Communications Department is finalizing the road show/community meeting presentation and will be sending out invitations to district events. An [Estimated Tax Impact Summary video](#) has been posted on the district website and social media as well.

Finance/Audit Committee: During the July 6th meeting the committee discussed the following items:

- Auditors will be in district the week of July 10th for preliminary procedures and then returning to the week of October 2nd for final audit procedures. The auditors may be contacting board members requesting completion of a questionnaire as part of their audit.
- The ramp and steps are currently being installed at the Indian Creek modular classroom. Electricity should be completed the week of July 10th. Security cameras, concrete barriers, and furniture will be installed prior to the first day of school.
- An update was shared on the LRC sprinkler system. (*Refer to notes above*)
- Discussion about the possibility of allowing reduced facility rental rates for MVC Conference schools wanting to use the Aquatic Center to host conference meets. Rates charged would need to cover any and all costs for the district. A contract would be drafted with the applicable school and then be presented to the board for final approval.
- The district financial records must remain open for two months following June 30th to ensure revenues and expenditures are properly accounted for and culminates into the Certified Annual Report (CAR) which is due September 15th.
- Members noted that it is imperative that a clear, consistent dialogue with all stakeholders is necessary to ensure a positive result for the September 2017 bond vote.

Summertime Reminders

School Calendar: Visit the [district's calendar web page](#) to access the 2017-18 school calendar.

Student Fee Schedule: Visit the [Student Fee Schedule web page](#) for a summary of the 2017-18 fees.

School Supply Lists: Visit the [district website - Parents tab](#) - to download school supply lists for 2017-18.

eRegistration via PowerSchool:

- [eRegistration](#) Opens on August 3rd for the 2017-18 school year. Families with *returning* students from Pre-K thru 12th grades should sign on and complete the eRegistration process so buildings will have your current contact information, emergency contact information, medical information, parental permissions, etc. *If you do not have access to a computer/smart phone/Internet, buildings will have computers available during August. [Click here to access a list of walk-in registration opportunities, parent nights, and orientations.](#)*
- **Special Note to New Families:** Families that are new to the district will need to complete registration paperwork before they can complete the eRegistration process via PowerSchool. Please contact your residing building for a registration packet. *If you do not know your residing building, please visit the [District Boundaries web page](#) and use the Linn County Public School Attendance Area website link to determine which building your student will attend.*

Open Enrollment/Attendance Exception Request:

- [Open enrollment](#): This is the process to be completed if you reside *outside* the Linn-Mar District and would like your student to attend a Linn-Mar school.
- [Attendance Exception Request](#) (AER): This is the process to be completed if you reside *within* the Linn-Mar District and would like your student to attend a Linn-Mar school other than the school assigned to your residing address.
- Contact Louanne Lawson at the LRC for information: 319-447-3014 or [via email](#)

Transportation Information: If you have questions as to whether your student will qualify for district busing, please contact the Transportation Department directly at 319-447-3030 or [email Deb Steward](#).

Nutrition Services: If you have questions about the district's Nutrition Services program or free/reduced priced meals, visit the [Nutrition Services webpage](#).



LRC Sprinkler System Installation

Project Description: The project will consist of a new fire sprinkler system installed throughout the Learning Resource Center (LRC) and related fire alarm work.

Design/Bid Phase Schedule:

- July 10, 2017 Board approves documents for bid
- July 11, 2017 Bid set issued to contractors
- August 3, 2017 Bid Opening
- August 14, 2017 Board approves award to contractor

Construction Phase Schedule:

- September 2017: Begin work on upper floor upon receipt of approved drawings
- Mid-December 2017: Complete work on upper floor and make operational
- Late-December 2017: Begin work on main floor with following restrictions:
 - Work in each private office shall not exceed one-day duration.
 - Work in group office areas shall not exceed two-day duration.
 - Coordinate work schedule with owner at least 10 working days in advance.
 - Coordinate with owner to schedule work within conference rooms.
- Early June 2018: Begin work on lower floor
- Early August 2018: Complete work on main and lower floors and make operational

Questions:

JT Anderson, Chief Financial Officer/Chief Operating Officer

- 319-447-3008
- jtanderson@linnmar.k12.ia.us
- 2999 N 10th Street, Marion, IA 52302

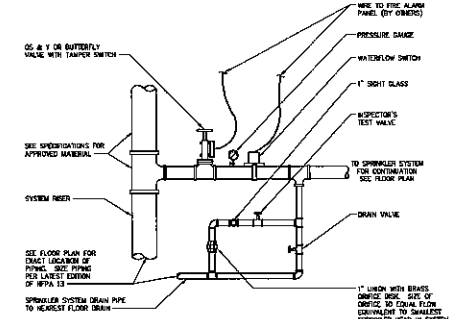
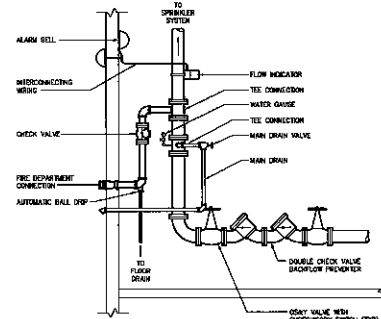
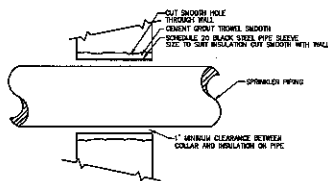
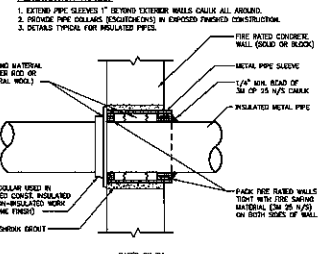
FIRE PROTECTION NOTES:

- SPRINKLER HEAD LAYOUT AS SHOWN FOR BRIDING PURPOSES ONLY. THE FIRE SPRINKLER CONTRACTOR IS RESPONSIBLE FOR OBTAINING DESIGN DRAWINGS AND PERFORMING HYDRAULIC CALCULATIONS, STAMPED BY A REGISTERED FIRE PROTECTION ENGINEER OR BY A TECHNICIAN WITH ADEQUATE A CERTIFICATION AND APPROVED BY THE AGENCIES HAVING JURISDICTION. THE SYSTEM SHALL MEET ALL REQUIREMENTS OF NFPA-13.
- SPRINKLER HEADS IN CORRIDORS SHALL BE SPACED SUCH THAT MEDIANL SPRINKLING OF CLASSROOM DOOR ALCOVES WILL NOT BE REQUIRED TO MEET NFPA-13.
- FIRE RATE ALL PIPE PENETRATIONS PER UL AT RATED WALLS/FLOORS.
- FLOOR/WALL/CILING PENETRATIONS REQUIRED FOR PIPING INSTALLATION SHALL BE CLEANLY BORED AT RIGHT ANGLES. AS NEW PIPING IS INSTALLED, NEW PENETRATIONS SHALL BE NEATLY FINISHED TO MATCH EXISTING WALL PENETRATIONS SHALL BE FINISHED WITH EQUALIZERONE.
- COORDINATE LOCATION OF ALL PIPING REWORK/REPAIRS WITH OTHER TRADES.
- SPRINKLER SYSTEMS SHALL BE BASED ON THE FOLLOWING DESIGN CRITERIA.
 - CONVENTS, OFFICES, CLASSROOMS AND SIMILIT LOWER HIGH-STORAGE AREAS: 0.15 GPM/SQ FT OVER 1500 SQ FT, MINIMUM 250 GPM WIDE ALTERNATE.
 - MEDIANL, ELECTRICAL AND STORAGE AREAS WITH ORDINARY COMBUSTIBLES (LESS THAN 10 FT HIGH): 0.30 GPM/SQ FT OVER 5000 SQ FT, MINIMUM 300 GPM WIDE ALLOWANCE.
 - AREAS WITH DROP CEILING SHALL USE CONCEALED PENDANT HEADS. AREAS EXPOSED TO STRUCTURE SHALL USE STANDARD PENDANT HEADS. SPRINKLER HEADS LOCATED NEAR MEDIANL ROADS, ELECTRICAL ROOMS OR STORAGE ROOMS SHALL BE PROVIDED WITH A GUARD.
 - EXPOSED PIPING SHALL BE PAINTED ACCORDING TO ARCHITECTURAL REQUIREMENTS.

FLOW TEST DATA	
STATIC PRESSURE = 43 PSIG	
RESIDUAL PRESSURE = 42 PSIG AT FLOW RATE = 2,572 GPM	
DATE TESTED = 04/20/2017	
JURISDICTION OR PARTIES OF GOVERNMENT - CITY OF WASHON, WASH (WASHON WATER DEPARTMENT'S PH# (206) 743-3311)	
LIGHT HAZARD BUILDING K = 0.10 GPM/FT	
SOURCE OF WATER SUPPLY - FIREWATER # LOCATED @ 2999 TO 10 IN SL LRC BUILDING	
WET FIRE PROTECTION SYSTEM	

LEGEND	
FIRE PROTECTION	
—○—	PENDANT SPRINKLER HEAD
—(P)—	RECESS PENDANT HEAD
—(U)—	UPRIGHT SPRINKLER HEAD
—(D)—	DRY SPRINKLER HEAD
—△—	DRY SIDEWALL HEAD
—▲—	WET SIDEWALL HEAD
—Y—	BUILDING SHIMMED CONNECTION
—◇—	ROOMMATE SHIMMED CONNECTION
—X—	BACKFLOW PREVENTER
—Z—	BACKFLOW PREVENTER

PENETRATION NOTES:

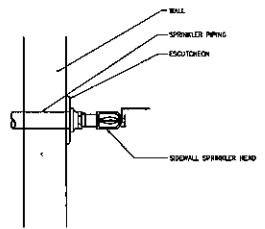


1 INTERIOR WALL PIPE PENETRATION DETAIL
NOT TO SCALE

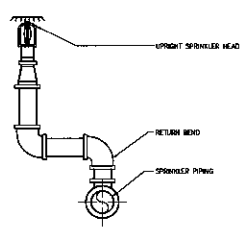
2 RATED WALL PENETRATION
NOT TO SCALE

3 SPRINKLER RISER DIAGRAM
NOT TO SCALE

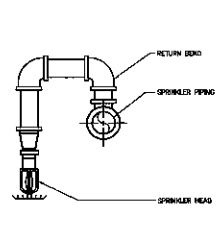
4 ZONE CONTROL VALVE DETAIL
NOT TO SCALE



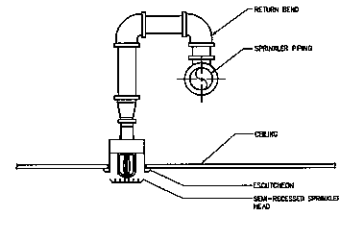
5 SIDEWALL SPRINKLER HEAD
NOT TO SCALE



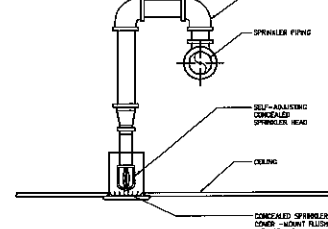
6 UPRIGHT SPRINKLER HEAD
NOT TO SCALE



7 EXPOSED SPRINKLER HEAD
NOT TO SCALE



8 SEMI-RECESSED SPRINKLER HEAD
NOT TO SCALE



9 CONCEALED SPRINKLER HEAD
NOT TO SCALE

SHIVE-HATTERY
ARCHITECTS ENGINEERS PLANNERS
2000 1st Avenue
Seattle, WA 98101
Phone: (206) 461-1100
www.shive-hattery.com

SEAL

LEARNING RESOURCE CENTER
FIRE SPRINKLER SYSTEM
LUNARAR COMMUNITY SCHOOL DISTRICT

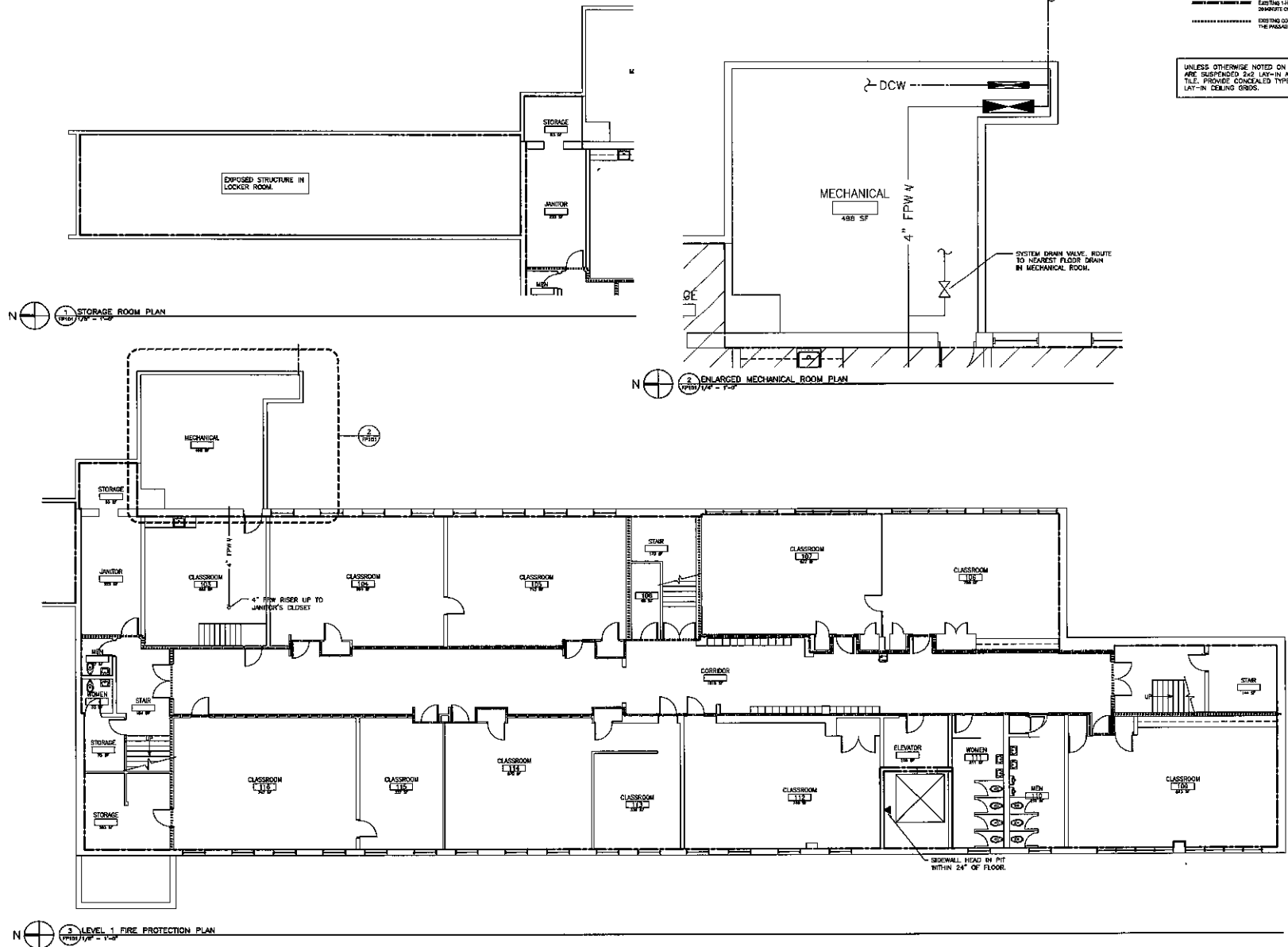
**PRELIMINARY
- NOT FOR
CONSTRUCTION**

DESIGN: ONE
APPROVED: N/A
SCALE: NONE
DATE: 4/20/17
ENGINEERING/LETTING:
FIELD ROOM: _____
CLIENT NO.: 168

MECHANICAL
NOTES & DETAILS

FP000

Project: 2018010101 - Learning Resource Center
 Date: 01/11/2018
 Author: SHIVEHATTERY ARCHITECTURE INC.



FIRE CODE PLAN LEGEND

- EXISTING 1-HOUR FIRE PROTECTION WITH DISCRETE OPENINGS
- EXISTING CONSTRUCTION RETAINING THE PACKAGE OF SERVICE

UNLESS OTHERWISE NOTED ON PLANS, ALL CEILING ARE SUSPENDED 2-1/2" LAY-IN ACOUSTICAL CEILING TILE. PROVIDE CONCEALED TYPE SPRINKLER HEADS IN LAY-IN CEILING GRID.

SHIVEHATTERY
 ARCHITECTURE INC.
 2018 Woodland Avenue, 11 West Oakley, Suite 1020E
 Denver, Colorado 80202
 Tel: 303.733.8111 | Fax: 303.733.8111
 www.shivehattery.com

SEAL

LEARNING RESOURCE CENTER
 FIRE SPRINKLER SYSTEM
 LINCOLN COUNTY COMMUNITY SCHOOL DISTRICT

PRELIMINARY
 - NOT FOR
 CONSTRUCTION

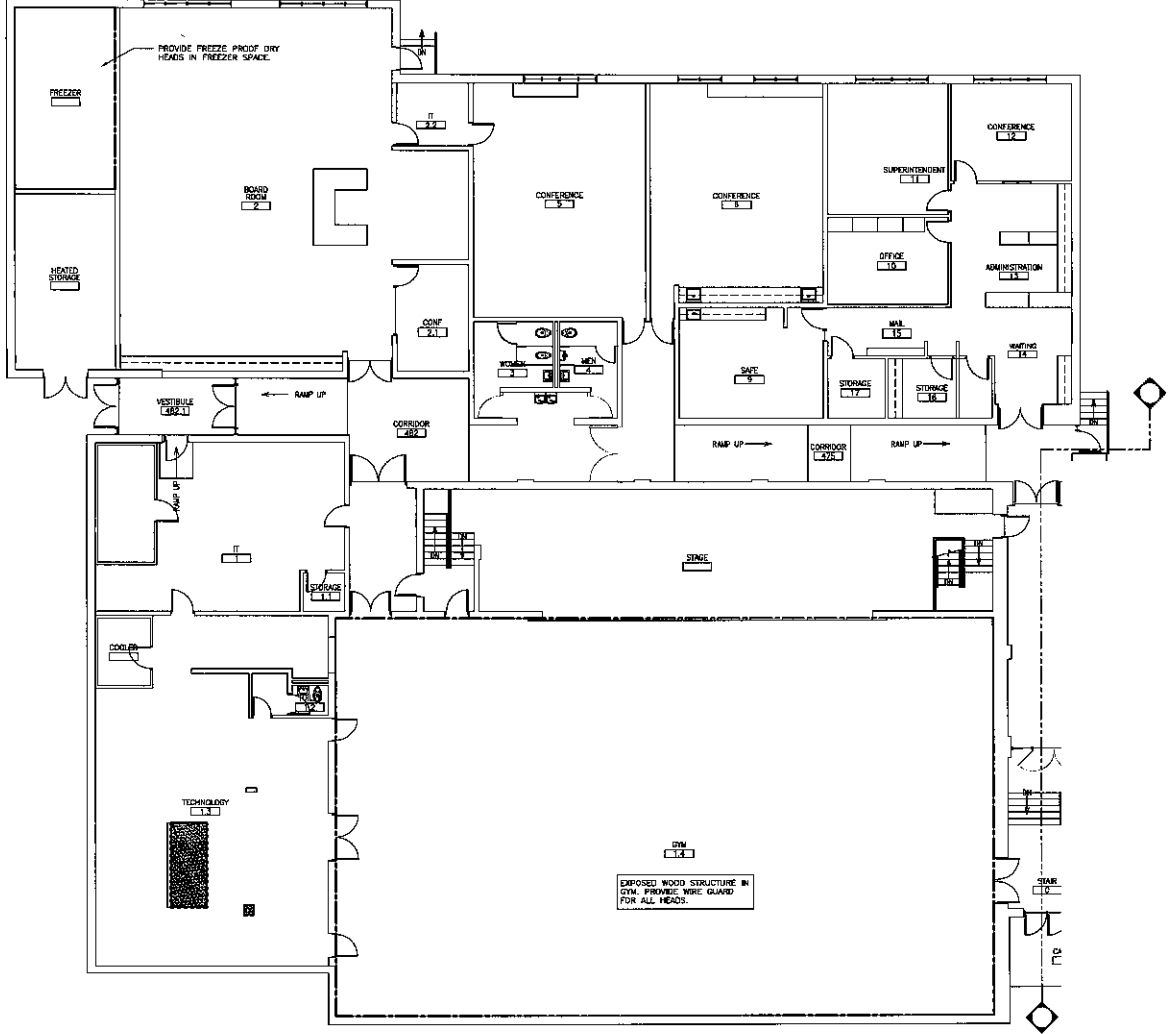
DESIGNER	CHZ
APPROVED	MLJ
DATE	01/11/2018
PROJECT NO.	2018010101
FIELD BOOK NO.	442

LEVEL 1 FIRE PROTECTION PLAN
 (PRINT) 1/2" = 1'-0"

FP101

Sheet 10/11/2016 10:58 AM 10/11/2016 10:58 AM

N
LEVEL 2 FIRE PROTECTION PLAN - AREA A
RAMP UP - 1/2"



FIRE CODE PLAN LEGEND

UNLESS OTHERWISE NOTED ON PLANS, ALL CEILINGS ARE SUSPENDED 2x2 LAT-IN ACOUSTICAL CEILING TILES. PROVIDE CONCEALED TYPE SPRINKLER HEADS IN LAT-IN CEILING GRIDS.

SHIVE-HATTERY
ARCHITECTS & ENGINEERS
2825 Northwest Drive | Suite 200 | New Seattle
Washington, WA 98107 | Phone: 206.461.1111 | www.shive-hattery.com
Lisa J. Shive, P.E.

SKAL
LEARNING RESOURCE CENTER
FIRE SPRINKLER SYSTEM
LINK-WA14 COMMUNITY SCHOOL DISTRICT

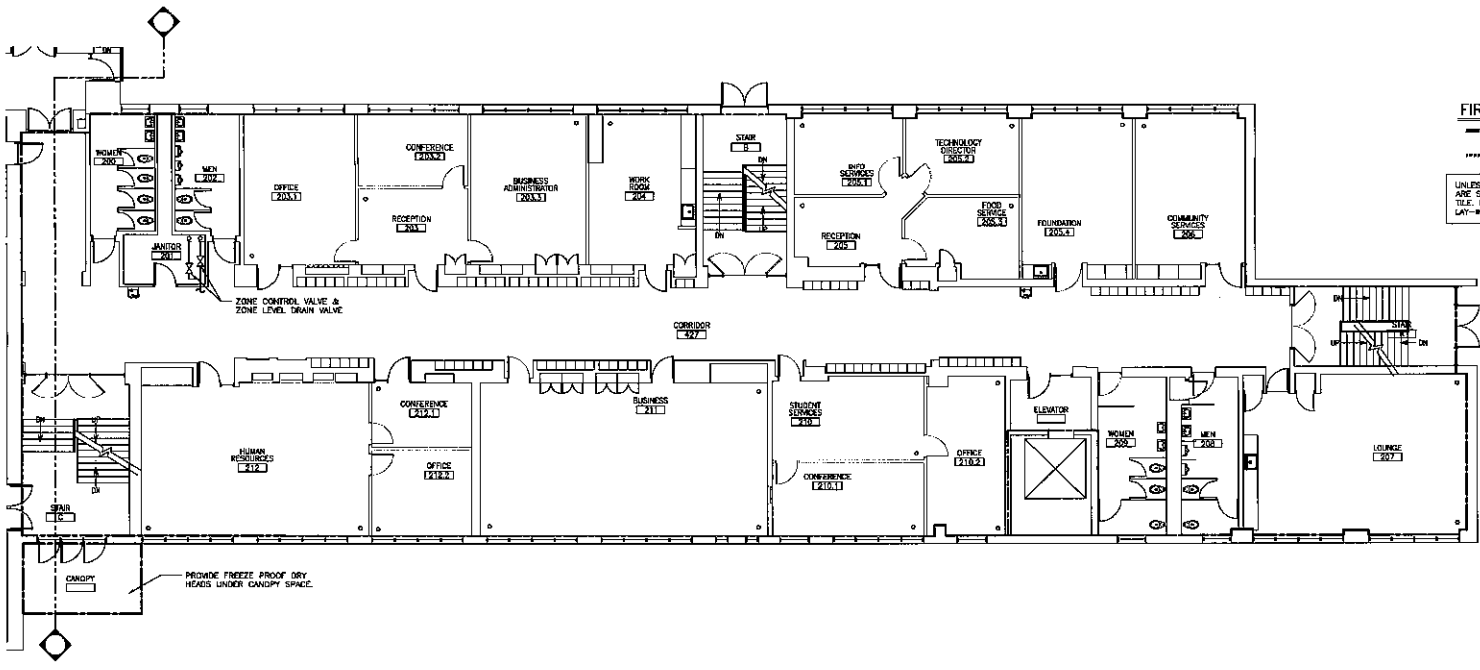
PRELIMINARY
- NOT FOR
CONSTRUCTION

DRAWN: ONE
APPROVED: LJM
REVISIONS:
DATE: 10/11/16
PROJECT: LEARNING RESOURCE CENTER
SHEET NO.: 10/11/16
CLIENT NO.: 10/11/16

LEVEL 2 FIRE PROTECTION PLAN - AREA A

FP102

11/15/2011 10:00 AM



FIRE CODE PLAN LEGEND

----- EXISTING 1-HOUR FIRE PARTITION WITH 20 MINUTE OPENING

..... EXISTING CONSTRUCTION NOTING THE PASSAGE OF SMOKE

UNLESS OTHERWISE NOTED ON PLANS, ALL CEILINGS ARE SUSPENDED 2x2 LAY-IN ACOUSTICAL CEILING T.I.F. PROVIDE CONCEALED TYPICAL SPRINKLER HEADS IN LAY-IN CEILING GRID.

N
 1
 11/15/2011 10:00 AM
LEVEL 2 AREA B FIRE PROTECTION PLAN

SHIVEHATTERY
 ARCHITECTS
 1100 W. 11TH ST. SUITE 200
 DENVER, CO 80202
 TEL: 303.733.1100
 FAX: 303.733.1101
 WWW.SHIVEHATTERY.COM

**LEARNING RESOURCE CENTER
 FIRE SPRINKLER SYSTEM**
 LYN-AMAR COMMUNITY SCHOOL DISTRICT

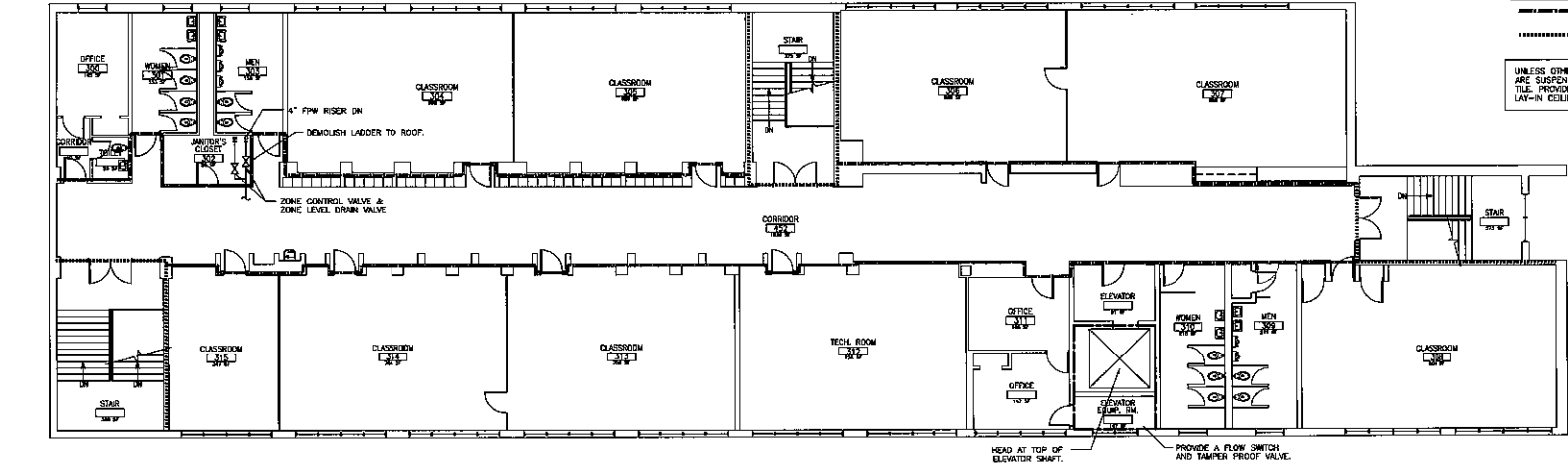
**PRELIMINARY
 - NOT FOR
 CONSTRUCTION**

DRAWN: JWF
 APPROVED: NJW
 REVIEWED: JDF, JWB, JWB
 DATE: 11/15/2011
 PROJECT: LRS
 DRAWING NO.: 11/15/2011-001
 SHEET NO.: 101

**LEVEL 2 FIRE
 PROTECTION PLAN
 - AREA B**

FP103

2023/08/28 10:00 AM



FIRE CODE PLAN LEGEND

- CEILING 1-HOUR FIRE PARTITION WITH DRINKING COURSE
- CEILING CONSTRUCTION INTEGRATING THE PASSAGE OF SMOKE

UNLESS OTHERWISE NOTED ON PLANS, ALL CEILING ARE SUSPENDED 200 LAY-IN ACoustICAL CEILING TILE. PROVIDE CONCEALED TYPE SPRINKLER HEADS IN LAY-IN CEILING GRIDS.

N **LEVEL 3 FIRE PROTECTION PLAN**

SHIVEHATTERY
ARCHITECTS ENGINEERS
2023 Morgan Drive | Suite 200 | New York, NY 10014
Tel: 212.691.1100 | Fax: 212.691.1101 | shivehattery.com

**LEARNING RESOURCE CENTER
FIRE SPRINKLER SYSTEM**
LINSHAR COMMUNITY SCHOOL DISTRICT

**PRELIMINARY
- NOT FOR
CONSTRUCTION**

DESIGNED BY	DATE
APPROVED BY	DATE
PROJECT NO.	CLIENT NO.

LEVEL 3 FIRE PROTECTION PLAN

FP104



Staff Personnel

Policy Title: Licensed Employee Continuing Contracts Code: 401.3

~~Contracts entered into with licensed employees, other than an administrator, will continue from year to year unless the contract states otherwise, is modified by mutual agreement between the Board and the employee, or the contract is terminated by the Board.~~

~~The first three years of a continuing contract issued to a newly employed licensed employee shall be considered as serving a probationary period. The Board may waive this period or extend it for an additional year upon the recommendation of the licensed employee's supervisor. In the event of termination during this period, the Board shall afford the licensed employee appropriate due process. The action of the Board will be final.~~

~~New employees to the district who have successfully completed a probationary period in a previous school district will serve a one-year probationary period. For purposes of this policy, an employee will have met the requirements for successfully completing a probationary period in another Iowa school district if, at the teacher's most recent performance evaluation, the teacher received at least a satisfactory or better evaluation and the individual has not engaged in conduct which would disqualify the teacher for a continuing contract.~~

~~Licensed employees whose contracts will be recommended for termination by the Board will receive notice prior to April 30th. The superintendent shall make a recommendation to the Board for the termination of the licensed employee contract.~~

~~Licensed employees who wish to resign, to be released from a contract, or to retire must comply with board *Policy 401.7, Resignation*.~~

Contracts entered into with licensed employees, other than administrators, will be subject to the provisions of Iowa Code Chapter 279. Any modification or termination of said contracts will be in accordance with law.

Licensed employees may be subject to a probationary period as provided by law.

Licensed employees who wish to be released from their employment contracts or who intend to resign or retire from employment must comply with the appropriate board policy regarding such areas.

Adopted: 6/70

Reviewed: 1/11; 12/11; 4/13; 9/14; 12/16

Revised: 2/09; 8/17

Related Policy (Code #): 401.8

Legal Reference (Code of Iowa): §§ 20; 27.12; 260; 279.12-.19B, .27; 294.1; 279.15



**Policy Title: Employee Conflict of Interest
Code: 403.17**

Employees are expected to use good judgment, adhere to high ethical standards, and avoid situations that create an actual or perceived conflict between their personal interests and those of the district. Employee's use of their position with the Linn-Mar Community School District for financial gain shall be considered a conflict of interest with their position as employees and may be subject to disciplinary action.

Employees have access to information and a captive audience that could award that employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct solicitations within the conditions set by the superintendent. The superintendent may, upon five days notice, require the employee to cease such solicitations as a condition of continued employment.

Employees shall not act as an agent or dealer for the sale of textbooks or other school supplies. Employees shall not participate for personal financial remuneration in outside activities wherein will not engage in outside work or activities where the source of information concerning the customer, client, or employer originates from information obtained because of the employee's position in the school district.

It will also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest shall be deemed to exist shall include but not be limited to any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment, and supplies or the use of the school district's badge, uniform, business card, or other evidences of office to give the employee, or the employee's immediate family, an advantage or pecuniary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not similarly situated merely by being related to an employee who is employed by the school district.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee, or a member of the employee's immediate family, from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the employee's regular duties or during the hours which the employee performs service or work for the school district.
3. The outside employment or activity is subject to the official control, inspection, review, audit, or enforcement authority of the employee during the performance of the employee's duties.

If the outside employment or activity is employment or activity in 1 or 2 listed above, the employee must cease the employment or activity. If the activity or employment falls under 3 listed above, then the employee must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes but is not limited to participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It shall be the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

Employees are encouraged to seek assistance from their administrator or supervisor with any ethical concerns, however, the district recognizes this may not always be possible. Therefore, employees may contact Human Resources or the superintendent to report anything they cannot discuss with their administrator or supervisor.

Complaint Procedures: Employees or third parties who believe they have knowledge of any violation of this policy shall immediately file a complaint with their immediate supervisor or the Chief Officer of Human Resources who will determine if an investigation is warranted. The investigator may request that the individual complete a signed, written complaint form and submit other evidence of the unethical act including but not limited to letters, electronic documents, or pictures. If substantiated, the district will conduct a timely investigation in as confidential a manner as possible. Interviews, allegations, statements, and identities will be kept confidential to the extent possible and allowed by law. However, the district will not allow the goal of confidentiality to be a deterrent to an effective investigation and all employees who are involved in an investigation are expected to provide honest and complete cooperation. Appropriate disciplinary action up to and including termination will be taken promptly against any employee engaging in unethical acts and/or employees who are found to be dishonest or uncooperative during an investigation. The corrective action issued will be proportional to the severity of the conduct.

Adopted: 5/97

Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17

Revised: 2/09

Legal Reference (Code of Iowa): §§ 20.7; 68B; 279.8; 301.28 (1995)



**Policy Title: Public Complaints about Employees
Code 403.18**

From time to time the public may have complaints regarding the behavior of employees. The board recognizes that situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board it will be referred to the administration to be resolved. Prior to board action, however, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.
2. Unsettled matters from #1 listed above, or problems and questions about individual attendance centers, should be addressed to the employee's building principal or classified director.
3. Unsettled matters regarding licensed employees from #2 listed above, or problems and questions concerning the school district, should be directed to the superintendent.
4. If a matter cannot be settled satisfactorily by the superintendent it may then be brought to the board. To bring a concern regarding an employee the individual may notify the board president in writing who may bring it to the attention of the entire board, or the item may be placed on the board agenda of a regularly scheduled board meeting in accordance with board policy.

It is within the discretion of the board to address complaints from the members of the school district community and the board will only do so if they are in writing, signed, and the complainant has complied with this policy.

Adopted 5/97

Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17

Revised: 1/06

Legal Reference (Code of Iowa): § 279.8 (1995)



Staff Personnel

Policy Title: Drug and Alcohol Testing Program Code: 403.19

Employees who operate school vehicles classified as commercial motor vehicles by the US Department of Transportation and are required to possess a commercial driver's license (CDL) to operate those vehicles are subject to drug and alcohol testing. A commercial motor vehicle is a vehicle that transports 16 or more people including the driver or has a gross vehicle weight rating (GVWR) of 26,001 pounds or more. For purposes of the drug and alcohol testing program, the term "employees" includes applicants who have been offered a position to operate a commercial motor vehicle owned by the school district.

Employees, or employee applicants, that will operate a school vehicle as described above are subject to pre-employment drug testing prior to being allowed to perform a safety-sensitive function using a school vehicle. In addition, employees will be subject to random, reasonable suspicion and post-accident drug and alcohol testing. Employees operating school vehicles will not perform a safety-sensitive function within four hours of using alcohol. Employees governed by this policy are subject to the drug and alcohol testing program beginning the first day they operate, or are offered a position to operate, school vehicles and continue to be subject to the drug and alcohol testing program as long as they may be required to perform a safety-sensitive function as it is defined in the administrative regulations.

Employees with questions about the drug and alcohol testing program may contact the Chief Officer of Human Resources, at ~~3333~~ 2999 N 10th Street, Marion, IA 52302.

Employees who violate the terms of this policy may be subject to discipline up to and including termination. Employees who violate this policy bear the personal and financial responsibility, as a condition of continued employment, to successfully participate in a substance abuse evaluation and a substance abuse treatment program recommended by a substance abuse professional. Employees who fail to, or refuse to, successfully participate in a substance abuse evaluation or recommended substance abuse treatment program will no longer be allowed to operate a commercial motor vehicle owned by the school district and, in addition, may be subject to discipline up to and including termination.

It is the responsibility of the superintendent, or designee, to develop administrative regulations to implement this policy in compliance with the law. The superintendent, or designee, will inform applicants of the requirement for drug and alcohol testing in notices or advertisements for employment.

The superintendent, or designee, will also be responsible for publication and dissemination of this policy and supporting administrative regulations and forms to

employees operating school vehicles. The superintendent, or designee, will also oversee a substance-free awareness program to educate employees about the dangers of substance abuse and notify them of available substance abuse treatment resources and programs.

Adopted: 12/95

Reviewed: 3/11; 12/11; 4/13; 9/14

Revised: 1/07; 8/17

Related Policy (Code #): 403.19-E1; 403.19-E2

Legal Reference (Code of Iowa): American Trucking Assoc vs. Federal Hwy Admin, 51 Fed 3rd 405 (4th Cir 1995); 49 USC §§ 5331 et seq (1994); 42 USC §§ 12101 et seq (1994); 41 USC §§ 701-707 (1996); 49 CFR Pt 40; 382; 391.81-123 (2002); 34 CFR Pt 85 (2002); Local Int'l Assoc of Fire Fighters, AFL-CIO, and City of Burlington, PERB No 3876 (3-26-91); §§ 124; 279.8; 321.375(2); 730.5 (2005)



Drug and Alcohol Testing Program Notice to Employees

Code: 403.19-E1

Employees governed by the Drug and Alcohol Testing Program policy are hereby notified they are subject to the school district's drug and alcohol testing program for pre-employment drug testing and in addition are subject to random, reasonable suspicion and post-accident drug and alcohol testing as outlined in the Drug and Alcohol Testing Program policy, the supporting documents, and the law.

Employees who operate school vehicles classified as commercial motor vehicles by the US Department of Transportation are subject to drug and alcohol testing. A commercial motor vehicle is a vehicle that transports 16 or more persons, including the driver, or has a gross vehicle weight rating (GVWR) of 26,001 pounds or more. For purposes of the Drug and Alcohol Testing Program, employees also includes applicants who have been offered a position to operate a commercial motor vehicle owned by the school. Employees that will operate a school-owned commercial motor vehicle are subject to the Drug and Alcohol Testing Program regulations beginning the first day they are offered a position to operate a school vehicle, and continue to be subject to the Drug and Alcohol Testing Program until such time employment is terminated or the employee will no longer operate, at any time, a commercial motor vehicle for the district.

It is the responsibility of the superintendent, or designee, to inform employees of the Drug and Alcohol Testing Program requirements. Employees with questions regarding the Drug and Alcohol Testing Program requirements will contact the district's contact person (Chief Officer of Human Resources).

Employees governed by the Drug and Alcohol Testing Program policy are further notified that employees violating this policy, the supporting documents, regulations, or the law will be subject to discipline up to and including termination.

Employees governed by the Drug and Alcohol Testing Program policy are further notified it is a condition of their continued employment to comply with the Drug and Alcohol Testing Program policy, the supporting documents, regulations, and the law. It is a condition of continued employment for employees operating a school vehicle to notify their supervisor of any prescription medication they are using. Drug and alcohol testing records about a driver are confidential and are released in accordance with this policy, the supporting documents, regulations, or the law.

Employees governed by the Drug and Alcohol Testing Program policy are hereby notified they are subject to the school district's Drug and Alcohol Testing Program for pre-employment drug testing and, in addition, are subject to random, reasonable suspicion, post-accident, return-to-duty, and follow-up drug and alcohol testing as outlined in the Drug and Alcohol Testing Program policy, the supporting documents, regulations, and the law.

Employees are required to participate in, and who fail to or refuse to successfully participate in, a substance abuse evaluation or recommended substance abuse treatment program will be subject to discipline up to and including termination.

Employees governed by the Drug and Alcohol Testing Program policy are further notified that employees violating this policy, the supporting documents, regulations, or the law will be subject to discipline up to and including termination. As a condition of continued employment, employees violating this policy, the supporting documents, regulations, or the law bear the personal and financial responsibility, as a condition of continued employment, to successfully participate in a substance abuse evaluation and a substance abuse treatment program recommended by the substance abuse professional. Employees are required to participate in, and who fail to or refuse to successfully participate in, a substance abuse evaluation or recommended substance abuse treatment program will be subject to discipline up to and including termination.

Adopted: 2/07

Reviewed: 3/11; 12/11; 4/13; 9/14; 8/17



Drug and Alcohol Testing Program Acknowledgement Form

Code 403.19-E2

I, _____, have received a copy, read, and understand the
(Name of employee)
Drug and Alcohol Testing Program policy and its supporting administrative regulations. I consent to submit to the drug and alcohol testing as required by the Drug and Alcohol Testing Program policy, the supporting documents, regulations, and the law.

I understand if I violate the Drug and Alcohol Testing Program policy, the supporting documents, regulations, or the law that I may be subject to discipline up to and including termination, or I may be required to successfully participate in a substance abuse evaluation and, if recommended, a substance abuse treatment program. If I am required to, and fail to or refuse to, successfully participate in a substance abuse evaluation or recommended substance abuse treatment program I understand I may be subject to discipline up to and including termination.

I also understand that I must inform my supervisor of any prescription medication I use. I further understand that drug and alcohol testing records are confidential and may be released in accordance with this policy, the supporting documents, regulations, or the law.

Signature of Employee

Date



Staff Personnel

Policy Title: All Personnel Jury Duty/Witness Service Code 403.20

All employees called to serve on a jury or to testify as a voluntary witness at the request of the district (by subpoena or otherwise) will be paid for the days or hours which the court requires attendance. If employees are subpoenaed to appear in court as witnesses but not at the request of the district they will be excused from work in order to comply with the subpoena, but will not be paid for time off unless the employee requests to use their available, paid personal or vacation leave.

Employees must present any summons to their supervisor on the first working day after receiving the notice. If an employee is not required to serve on a day they are normally scheduled to work or if the employee is excused before serving three hours of jury duty, they are expected to report to work.

~~Compensation for jury duty or witness service on behalf of the district will be the difference between their normal salary and the compensation for jury duty.~~ **Employees will receive their regular salary as compensation for jury duty. Any payment for jury duty from the court will be paid to the district.** Compensation for witness service will be paid only if the employee is summoned for witness service by the district.

Copies of vouchers received from the court showing compensation (excluding mileage) and dates served should be submitted to the Business Office (2999 N 10th St, Marion, IA 52302).

Adopted: 6/70
Reviewed: 3/11; 12/11; 4/13; 9/14
Revised: 11/16; 8/17
Legal Reference (Code of Iowa): 607.2-3



**Policy Title: Employee Relations, Appearance, and Conduct
Code: 403.21**

Rules and standards are necessary to protect the health and safety of students, staff, and the community. Through rules, standards, and expectations the district provides students, staff, and the community an awareness of the dignity and worth of the individual, civic responsibility and respect for authority, as well as a safe and secure environment for optimal working and learning.

Employees are role models for the students who come in contact with them before, during, and after school hours. If an employee's conduct could reasonably be expected to have an adverse effect on the employee's continuing ability to perform any of their professional functions in an effective manner, discipline up to and including termination may be exercised even if the conduct occurred outside school hours.

Employee Relations

It is the district's expectation that employees maintain a professional working environment that encourages mutual respect and promotes civil and congenial professional relationships among staff, students, and the public.

The district prohibits employees from intentionally harming or threatening to harm other employees, students, the public, or property belonging to any of these parties. This prohibition includes but is not limited to intentional acts such as verbally abusing others; using intimidation tactics and making threats; sabotaging another's work; making malicious, false, and harmful statements about others; publicly disclosing another's private information; or using electronic devices for harassment, bullying, or any other behavior that is discourteous, disrespectful or demeaning.

District employees are expected to exercise good judgment and discretion when using social networking and blogging venues such as MySpace, Facebook, Twitter, etc. Content that is published on such blogs is public (for students, parents, community, and administration to view) and the employee is ultimately responsible for their posts.

Appearance

The board expects employees to conduct themselves in a professional manner appropriate to the educational environment and, as such, employees will be well groomed and dress in attire appropriate for their position. Clothing should be neat, clean, and free from inappropriate graphics. Discretion and common sense call for an avoidance of extremes which would interfere with or have a detrimental effect on the educational process. In addition, employees are expected to follow appropriate cleanliness practices as needed for the specific job assignment.

Employee Expectations/Conduct

It shall be the general procedure of the Linn-Mar Community School District to administer progressive discipline to employees who violate Federal or State laws and/or regulations, board policy, administrative regulations and/or rules, or exhibit unsatisfactory behavior or misconduct.

Employees should refer to specific job descriptions for a full list of required standards, knowledge, skills, abilities, and expectations.

Discipline Process

Violations of this policy are subject to progressive disciplinary action up to and including termination. The following list includes but is not limited to the items which are deemed as infractions which, given sufficient reason and evidence, may result in discipline ranging from minor to major actions.

- Endangerment of children, staff, or community members
- Consistent poor judgment
- Harassment or bullying of students, employees, or community members
- Treating co-workers, supervisors, students, public, or volunteers in a discourteous, inattentive, or unprofessional manner
- Creating conflict with students, staff, or community members
- Engaging in any unethical or lascivious conduct
- Being dishonest including but not limited to deception, fraud, lying, cheating, or theft
- Spreading malicious rumors
- Demonstrating insubordination
- Engaging in vulgar, offensive, or abusive language or conduct toward others
- Fighting
- Smoking or using nicotine or tobacco products on district property or at district events
- Demonstrating gross misconduct or other serious violations of district policies/procedures
- Refusing to work with, communicate, or speak to students or staff
- Failing to report injuries, damage to, or an accident involving district equipment
- Working under the influence of a controlled substance; including possession of or use of imitation or counterfeit controlled substances or improper use of legally prescribed medications
- Possessing, being under the influence of, or drinking intoxicants on the job
- Possessing and/or carrying a weapon on district property, including the parking lot
- Willful and/or consistent violation of safety rules/regulations
- Contributing to unsanitary or unsafe conditions
- Horseplay which shows disregard for safety, comfort, or work performance of co-workers, district, students, and community members
- Disclosing confidential records/information (district, personnel, or student information)

- Using the district/facility computer systems, including accessing confidential computer files and data, without authorization
- Sabotaging, damaging, abusing, or destruction of district-owned and/or district or co-worker owned equipment or property and/or unauthorized use of such equipment
- Willful violation of Federal or State laws/regulations, board policy, administrative regulations and/or rules
- Failing to comply with licensure and certification requirements
- Falsifying district records such as employment applications and time cards in any way
- Using district computers, telephones, or equipment for unauthorized purposes (district issued technology is subject to inspection at any time)
- Initiating, developing, and/or maintaining inappropriate relationships with either adults or students
- Removing, posting, or altering required notices on any bulletin board on district property without permission of an immediate supervisor or the Human Resources department
- Copying district documents, software, etc., for personal use without authorization
- Using district communication systems inappropriately
- Presenting false claims for benefits
- Timecard violations (including falsification and/or clocking in while not working)
- Working unauthorized time, abusing or violation of working hours, break periods, or lunch periods
- Leaving the workplace during the scheduled workday without notification and permission
- Leaving the assigned work area or facility without notification and permission
- Loitering, excessive non-work related visiting, or deliberate inattention to duties during work hours including but not limited to utilizing social media, Pinterest, etc.
- Failure to perform required/assigned work duties and/or incompetence
- Working on personal jobs during the scheduled work day
- Being absent for three or more days without notification or permission (also referred to as voluntary quitting or job abandonment)
- Being absent for less than three days without notification or permission
- Sleeping while on duty
- Negligence
- Not following district attendance procedures
- Violation of other rules or policies not specifically listed

While the following progressive discipline process is used as a general guideline when administering discipline for minor infractions, the seriousness of each individual infraction will determine which level of discipline is administered up to and including termination. The district reserves the right to skip any level as deemed appropriate.

- First Offense: Verbal counseling; documented
- Second Offence: Written warning

- Third Offense: Final written warning; may be accompanied by unpaid suspension up to five days and/or termination
- Fourth Offense: Termination
- Performance Improvement Plan (Optional)

Whenever an employee has been involved in a disciplinary situation that has not been readily resolved, or when the employee has demonstrated an inability to perform assigned work responsibilities efficiently, the direct supervisor in consultation with the Human Resources department may place the employee on a performance improvement plan. This status will last for a pre-determined amount of time not to exceed 90 calendar days. Within this time period the employee must demonstrate a willingness and ability to meet and maintain the conduct and/or work requirements as specified by the supervisor and the district. At the end of the performance improvement period the employee will either be returned to regular employee status or, if established goals are not met, termination may occur.

Because of FLSA requirements, exempt employees will not be suspended without pay for less than a week.

Absenteeism and Tardiness

Unscheduled, unexcused absences due to injury or illness, even when following appropriate guidelines, may still be deemed excessive. Discipline for otherwise unexcused tardiness and absenteeism is generally applied per district procedures.

Certified Staff

Licensed employees of the school district, including administrators, will follow the code of ethics for their profession as established by the Iowa Board of Educational Examiners.

Adopted: 6/70

Reviewed: 12/11; 9/14; 8/17

Revised: 3/11; 4/13

Legal Reference (Code of Iowa): §§ 279.8 (2005); 282 IAC 13



**Policy Title: Staff Development
Code: 403.22**

The Linn-Mar Board of Directors recognizes that well-trained personnel are essential to effective performance, use of knowledge, and a productive learning environment. To meet the ever-changing student needs, staff development is viewed as necessary, systemic, and continuous to improving district programs and employee performance.

The board, superintendent, and all administrators and managers expect all employees to participate in a staff development program that is aligned with the district's strategic plan and improvement plan that is designed to develop and enhance staff performance.

Critical to this process is participant collaboration in the program. Therefore, the following elements will be part of the collaborative process for staff development:

- Assessment of the learning needs of employees
- Prioritization of these needs so that individual and organizational needs are met simultaneously
- Allocation of budget funds based upon these priorities
- Provision of an appropriate variety of training opportunities
- Assess the effectiveness of each development program
- Evaluation of the results to the Board of Directors

The board is committed to the development of a comprehensive staff development program that ultimately improves employee performance and student achievement levels.

Adopted: 7/99

Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17

Revised: 3/06

Related Policy (Code #): 401.7; 401.14; 403.8



Policy Title: Extended Leave for Employees Who have Serious Health Conditions Due to Illness or Injury

Code: 403.23

I. Extended Leave for Employees Who Have Exhausted FMLA Leave

If an employee who is eligible for leave under the Family and Medical Leave Act (FMLA) has an illness or injury, including Workers' Compensation illness or injuries, requiring a leave of absence for more than the time the employee has available through FMLA, the district will, with satisfactory written medical evidence, grant extended leave for up to an additional 13 weeks beyond the leave available under FMLA for a total of 12 weeks of FMLA leave plus 13 additional weeks in a 12 month rolling period. The employee's job will not be held open during an extended leave. At the end of the extended leave the district will grant the employee reinstatement to an available open position for which the employee is qualified, if the employee is able to perform the essential functions of the available open position with or without reasonable accommodation.

The employee will be responsible for paying the total cost of the health insurance premiums on any health insurance coverage, including supplemental life and dental insurance, the employee or the employee's family is receiving through the district during the extended leave period. The district will not provide insurance opt-out contributions while an employee is on extended leave. Employees must use any paid time off (or unpaid personal time off provided specifically by their negotiated agreement) during the extended leave and will not accrue additional leave time during the 13 weeks of the extended leave.

II. Extended Leave for Employees Who are Not Eligible for FMLA Leave

If an employee who is not eligible for leave under FMLA has an illness or injury, including Worker's Compensation illness or injuries, requiring a leave of absence the district will, with satisfactory written medical evidence, provide an extended leave for a total of 8 weeks in a 12 month rolling period. The employee's job will not be held open during an extended leave. At the end of the eight week period, the district will grant the employee reinstatement to an available open position for which the employee is qualified, if the employee is able to perform the essential functions of the available open position with or without reasonable accommodation. The employee will be responsible for their share of the total cost of the health insurance premiums on any health insurance coverage the employee or the employee's family is receiving through the district during the extended leave. Employees must use any paid time off (or unpaid personal time off provided specifically by their negotiated agreement) during the extended leave and will not accrue additional leave time during the eight weeks of extended leave.

III. General Provisions

While on any leave, employees are required to report periodically to their supervisor and/or Human Resources in writing at least every 30 days regarding the status of their medical condition and their intent to return to work. Employees may be required to provide medical evidence substantiating their need for continued leave.

If at the end of the extended leave (under either Section I or II above) there are no available open positions which the employee is qualified to perform or if because of illness or injury an employee is still not able to return to employment because they are unable to perform the essential functions of any available open positions, either with or without reasonable accommodation, the employee shall be separated from employment unless the employee still has paid time off available (or unpaid personal time off provided specifically by their negotiated agreement). Once any remaining paid time off (or unpaid personal time off provided specifically by their negotiated agreement) is exhausted, if there are no available open positions which the employee is qualified to perform or if because of illness or injury an employee is still not able to return to employment because they are unable to perform the essential functions of any available open positions, either with or without reasonable accommodation, the employee shall be separated from employment.

If there is any law or provision that requires the district to grant leave beyond that provided in this policy based on the facts in a particular case the district will follow the requirements of that law.

Adopted: 1/07

Reviewed: 3/11; 9/14; 8/17

Revised: 12/11; 1/12; 4/13



**Policy Title: Americans with Disabilities Act
Code: 403.24**

The Americans with Disabilities Act (ADA) requires employers to reasonably accommodate qualified individuals with disabilities. It is the policy of the Linn-Mar Community School District to comply with all Federal and State laws concerning the employment of persons with disabilities.

It is the Linn-Mar Community School District's policy not to discriminate against qualified individuals with disabilities in regard to application procedures, hiring, advancement, discharge, compensation, and training or other terms, conditions, and privileges of employment.

The Linn-Mar Community School District will reasonably accommodate qualified individuals with a temporary or long-term disability so that they can perform the essential functions of a job.

An individual who can be reasonably accommodated for a job, without undue hardship, will be given the same consideration for the position as any other applicant.

All employees are required to comply with safety standards. Applicants who pose a direct threat to the health or safety of other individuals in the workplace, which threat cannot be eliminated by reasonable accommodation, will not be hired. Current employees who pose a direct threat to the health or safety of the other individuals in the workplace will be placed on appropriate leave until an organizational decision has been made by the superintendent, or designee, in regard to the employee's immediate employment situation.

Definitions

As used in this policy, the following terms have the indicated meaning and will be adhered to in relation to the ADA policy.

- Disability refers to a physical or mental impairment that substantially limits one or more of the major life activities of an individual. An individual who has such an impairment, has a record of such an impairment, or is regarded as having such an impairment is a disabled individual.
- Direct threat to safety means a significant risk to the health or safety of others that cannot be eliminated by reasonable accommodation.
- Qualified individual with a disability means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that the individual holds or has applied for.

- Reasonable accommodation means making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, adjustment or modification of examinations, adjustment or modification of training materials, and similar activities.
- Undue hardship means an action requiring significant difficulty or expense by the employer. The factors to be considered in determining an undue hardship include: 1) the nature and cost of the accommodation; 2) the overall financial resources of the district; 3) the number of persons employed; 4) the effect on expenses and resources or other impact on the district; 5) the overall number of employees; and 6) the operations of the entire district. These are not all of the factors but merely examples.
- Essential job functions refers to those activities of a job that are the core to performing said job for which the job exists that cannot be modified.

Adopted: 3/06

Reviewed: 3/11; 12/11; 4/13; 9/14; 8/17

Legal Reference (Code of Iowa): § 281-95.3 (256); 29 CFR Part 1630; 161-8.26 (216);

ADA Amendments Act of 2008



**LINN-MAR COMMUNITY SCHOOL DISTRICT
EMPLOYEE REQUEST FOR ACCOMMODATION**

Employee Name: _____

Current Position: _____

Supervisor Name: _____

Employee: Upon completion please submit this document to your direct supervisor or the Human Resources department.

Identify your condition(s) and indicate how you believe each condition affects your ability to perform the essential functions of your job:

State the accommodations you are requesting and any alternate suggestions:

Employee Signature

Date

Human Resources

Date Received



**Policy Title: Employee Outside Employment
Code: 403.25**

The board believes the primary responsibility of employees is to the duties of their position within the school district as outlined in their job description. The board considers an employee's duties as part of a regular full-time position as full-time employment. The board expects such employees to give the responsibilities of their positions in the school district precedence over any other employment.

It is the responsibility of the superintendent, or designee, to counsel employees (whether full-time or part-time) if in the judgment of the superintendent, or designee, and the employee's immediate supervisor the employee's outside employment interferes with the performance of their duties required in their position within the school district.

The board may request the employee to cease the outside employment as a condition of continued employment with the school district.

Adopted: 3/06

Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17

Legal Reference (Code of Iowa): §§ 20.7, 279.8 (2005)



**Policy Title: Employee Political Activity
Code: 403.26**

Employees will not engage in political activity upon property under the jurisdiction of the Linn-Mar Community School District Board of Education. Activities included, but not limited to, are the posting of political circulars or petitions, the distribution of political circulars or petitions, the collection of or solicitation for campaign funds, solicitation for campaign workers, the use of students for writing or addressing political materials or the distribution of such materials to or by students are specifically prohibited.

Violation of this policy may be grounds for disciplinary action.

Adopted: 3/06

Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17

Legal Reference (Code of Iowa): §§ 55; 279.8 (2005)



Exempt Employees

The district provides unpaid leaves of absences to allow employees to be absent from work. As public employers, school districts are expected to record and monitor the work that employees perform and to conform to principles of public accountability in their compensation practices.

Consistent with principles of public accountability, it is the policy of the district that full day deductions from pay are permissible in the following situations:

- When an exempt employee is absent from work for one or more full days, if the deduction is made in accordance with a bona fide plan, policy, or practice of providing compensation for salary lost due to sickness or disability.
- When an exempt employee is absent from work for one or more full days for personal reasons other than sickness or disability.
- To offset compensation received when missing work for jury duty, attendance as a witness, or temporary military leave.
- For disciplinary suspensions of one or more full days imposed in good faith for infractions of safety rules of major significance.
- For disciplinary suspensions of one or more full days imposed in good faith for workplace conduct rule infractions.

The district is not required to pay the full salary in the initial or terminal weeks of employment for penalties imposed in good faith for infractions of safety rules of major significance or for weeks in which an exempt employee takes unpaid leave under the Family and Medical Leave Act. In these circumstances either partial-day or full-day deductions may be made.

In addition, the district provides a variety of leaves of absence to allow employees to be absent from work. As a public employer the district is expected to record and monitor the work that employees perform and to conform to principles of public accountability in its compensation practices. Therefore, it is the policy of the district that when an employee is absent from work for less than one work day the employee's pay will be reduced or the employee will be placed on leave without pay in the following circumstances:

- The employee has not sought permission to use paid leave for the partial-day absence.
- The employee has sought permission to use paid leave for the partial-day absence and permission has been denied.

- The employee's accrued paid leave has been exhausted.
- The employee chooses to use leave without pay.

In each case in which an employee is absent from work for part of a work day, a deduction from compensation will be made or the employee will be placed on leave without pay for a period of time which is equal to the employee's absence from their regularly scheduled hours of work on that day.

All Employees

As a public entity all overpayments of wages and under deducted benefits must be collected from an employee. Payroll deductions for employees are allowable when the district has determined:

- Regular wages (including overtime) have been overpaid
- Supplemental wages have been overpaid
- Benefit deductions have not occurred or need to be corrected

If a payroll deduction is deemed necessary a district representative will contact the affected employee to discuss repayment options.

Adopted: 4/06

Reviewed: 3/11; 12/11; 9/14; 8/17

Revised: 4/13



Administrative Regulations Regarding Pay Deduction

Code: 403.27-R

The district complies with all applicable laws with respect to payment of wages and benefits to employees including laws such as the Federal Fair Labor Standards Act and the Iowa Wage Payment Collection Act. The district will not make pay deductions that violate either Federal or State laws.

Any employee who believes that the district has made an inappropriate deduction or has failed to make proper payment regarding wages or benefits is encouraged to immediately consult with their appropriate supervisor. Alternatively, any employee may file a formal written complaint explaining the nature of the improper deduction and the payroll date(s) in question with the Chief Officer of Human Resources.

Within 15 business days of receiving the complaint, the Chief Officer of Human Resources will make a determination as to whether the pay deductions were appropriate and provide the employee with a written response that may include reimbursement for any pay deductions that were not made appropriately. In the event of an error, adjustments shall be made in compensation the following pay period.

This complaint procedure is available in addition to any other complaint process that also may be available to employees.

Adopted: 4/06

Reviewed: 3/11; 12/11; 4/13; 9/14; 8/17



LINN-MAR COMMUNITY SCHOOLS PAY DEDUCTION COMPLAINT FORM

This form is to be used for all pay deduction complaints. Any employee who believes the district has made an inappropriate deduction is encouraged to immediately consult with their direct supervisor. The employee may also file this complaint form with the Chief Officer of Human Resources explaining the nature of the improper deduction.

Name of employee: _____

Department/Building: _____

Payroll date(s): _____

Amount of improper pay deduction: _____

Explanation of improper pay deduction:

Supervisor Signature: _____

Date: _____

Employee Signature: _____

Date: _____



**Policy Title: Use of Computers and Internet
Code 403.28**

All employees are responsible for maintaining systems security. Employees with access to a computer are responsible for safeguarding their passwords to ensure that no transaction takes place under that password for which they are not responsible. Under no circumstances should employees reveal their password to another individual. Passwords and encryption keys must be made available to the district's IT department upon request. If a district need should arise in which it is necessary to obtain access to a specific computer in the absence of the assigned user, appropriate management authorization must be obtained. Passwords should be changed and reset when the employee returns to work.

Although employees may have their own passwords for accessing email the Internet and computers issued to them, district computers, and the information that is received or transmitted through them is the property of the Linn-Mar Community School District. In the case of a paid coach or paid activity sponsor who is not a regular employee who has the need to communicate with students as a representative of the district, they should use a district email account created by the Linn-Mar Technology Services staff. The individual utilizing a Linn-Mar email address for the purpose of support activities must be approved by the superintendent, or designee, and will be subject to policies 403.28 and 603.12-R1 regarding the conduct and expectations for employees.

The district reserves the right to monitor the use of district equipment by employees and others and as the Linn-Mar Community School District is a public employer, employees should have no expectation of privacy with regard to any information contained on computers to which they have access.

Employees with access to a computer will not:

- Download software without approval from Technology Services. *Software that is approved for downloading must be registered to the Linn-Mar Community School District.*
- Copy software unless authorized by Technology Services.
- Knowingly introduce a computer virus, worm, Trojan horse, or any other contaminating or destructive features into the district's computers.
- Transmit copyrighted materials without permission.
- Download files from the Internet except for an express business purpose.
- Transmit, forward, or download material that is offensive, abusive, pornographic, obscene, profane, discriminatory, harassing, insulting, derogatory, inflammatory, fraudulent, or otherwise unlawful.
- Transmit/use email or the Internet for any purpose that is illegal, against district policy, or contrary to the Linn-Mar Community School District's best interest.

- Disseminate the district's confidential information (such as student information, etc.) to any outside source without an express business purpose or authorization.
- Gamble and/or participate in fantasy sport leagues.
- Participate in instant messaging that is not related to the employee's work.
- Solicit non-district business or use district email or Internet for personal gain including outside employment, self-employment, and family-owned businesses.
- Write or participate in blogs that injure, disparage, and/or defame the district, its students, staff, community, and/or its employees' reputations by name of implication.
- Receive or forward unsolicited emails that violate district policy.
- Attempt to defeat any security mechanisms to gain unauthorized access to computer files or other information on the Linn-Mar Community School District's telephone systems, electronic communication systems, or information systems.
- Attempt to read, intercept, copy or delete emails between other users.
- Post or transmit any message anonymously, under a false name, or permit any other individual to do so.
- Impersonate another person.
- Collect information about others without their consent.
- Establish or foster relationships that are inappropriate.

Employees may encounter information on the Internet that relates to the Linn-Mar Community School District or its services. Should such information be encountered employees should not respond but instead should bring the information to the attention of their immediate supervisor. The district will determine if a response is appropriate to the information.

Brief and occasional personal use of the Internet is acceptable as long as it is not excessive or inappropriate, does not occur during work time, does not violate any of the prohibitions listed above, and does not result in expenses to the Linn-Mar Community School District. The superintendent, and/or designee, reserves the exclusive right to determine whether any use is inappropriate, excessive and/or violates this policy.

Adopted: 2/09

Reviewed: 12/11; 4/13; 8/17

Revised: 1/11; 3/13; 9/14

Legal Reference (Code of Iowa): 279.8; 282 IAC 25-26



**Policy Title: Use of Personal Electronic Devices,
District Telephones, and District Cell Phones**

Code 403.29

District Cell Phones/Telephones

District telephones are a vital part of our day-to-day operations. Because of the large volume of business transacted by telephone, personal use of the telephone should be limited and personal calls should be brief.

District cell phones are furnished to certain employees in connection with their duties. Employees who are issued cell phones by the Linn-Mar Community School District should limit personal use of cell phones in the same way they need to limit personal use of their office telephone. *Employees that have excessive cell phone usage as determined by administration for personal calls will be subject to corrective action up to and including termination.*

The Linn-Mar Community School District requires the safe use of its cell phones by employees while conducting business. Employees should not use cell phones while driving because of safety concerns, but should instead pull to the side of the road to make or receive telephone calls and/or read/send text messages. If unable to pull over or stop prior to receiving a cell phone call, employees should utilize a hands-free device for increased safety, keep the business conversation brief, and immediately locate a safe area to park. The Linn-Mar Community School District does not permit employees to drive while using a hand-held cell phone.

Personal Cell Phones and Electronic Devices

During work time employees should limit the use of their personal cell phones or electronic devices including but not limited to social media, Pinterest, etc. Employees should set personal cell phones on the silent ring mode during work hours to avoid disturbing those working around them.

Photographic Use of Cell Phones or Electronic Devices

Regardless of whether a cell phone is district-issued or personal in nature, employees should never use any type of photographic feature on their cell phones to take pictures on school premises, while conducting school business, or at school sponsored functions without receiving written permission from administration; unless the photographs are to be used to document: conduct that is in violation of board policy, damage to district property, an accident on district property or involving district vehicles, **for the use of identifying equipment for work documentation or repair information**, or to document public activities or events honoring employees, students, or the district.



**Policy Title: Arrest and Criminal Charge Notification
Code 403.30**

Employees of the district must notify the Human Resources office of any arrests, filing of any criminal charges, and the disposition of any criminal charges pending against them. Notification to the Human Resources office should occur within three business days of notification to the employee except for employees whose duties require possession of a commercial driver's license. Simple misdemeanors do not need to be reported by employees.

Employees must notify the Human Resources office of any child abuse complaints filed against them. Employees must also notify Human Resources regarding the findings in any complaint against them alleging child abuse. Notification of Human Resources of any complaints and findings should occur within three business days of notification to the employee. Current employees shall report any felony convictions or founded complaints of child abuse that occurred within five years of the date this policy was adopted.

Information relating to arrests, criminal charges, and child abuse complaints shall be treated and maintained as part of the employee's confidential file.

The Chief Officer of Human Resources shall report all notifications to the superintendent who shall review the relationship of the criminal charge, child abuse complaint, or felony conviction to the performance requirements of the employee's job.

Employees who do not notify the district as required under this policy may be subject to disciplinary action up to and including termination.

Adopted: 2/2/09

Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17

Legal Reference (Code of Iowa): §§ 232.68-69; 235A; 279.8; 280.17 (1999); 441 IAC § 152, 155, 175



**Policy Title: Workers' Compensation Injury/Illness on the Job
Code: 403.31**

Any employee reporting a work-related injury or illness will receive immediate and appropriate medical treatment. All applicable Federal, State, and local laws or regulations pertaining to occupational injuries or illnesses will be followed and complied with at all times.

Reporting

It is the responsibility of all employees to immediately report in writing to their supervisor all work-related injuries or illnesses regardless of how insignificant or minor the injury or illness may appear at the time. Employee work injury report forms are provided for this purpose and may be obtained from building supervisors or the Human Resources office. The supervisor will then complete a supervisor's investigation report within 48 hours of the injury. Failure to report an injury or illness as required by state law and district policy could result in loss or delay of compensation benefits and possibly lead to corrective action up to and including termination.

An approved physician **from a designated treatment center** must treat the injured employee. Specialists will be assigned by the district in certain cases. Any treatment other than that approved by the district may not be compensable.

Injuries occurring in the course of employment are paid for by Workers' compensation insurance. Workers' compensation insurance pays all medical costs without a deductible provision and is paid for exclusively by the district. There are well-defined provisions that must be met to ensure that employees qualify for workers' compensation benefits.

Work-related injuries or illnesses must be immediately reported in writing to the employee's supervisor. The workers' compensation insurer will investigate all late reported claims. Where facts cannot be verified, the claim will be denied. Any claim for an injury or illness caused by an employee's willful misconduct, alcohol or drug usage, or that occurs during the employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by the district will not be compensable. Workers' compensation fraud is a felony punishable by fines and/or jail time. The district will prosecute any individual found to be claiming a work-related illness or injury fraudulently.

Benefits

There are two types of workers' compensation benefits paid to an employee with a work-related injury or illness. These are medical and wage replacement benefits.

Medical benefits include the following:

- Physician's fees or health care provider fees: the approved physician or health care provider who provides treatment is paid through the workers' compensation insurer.
- Hospital fees: paid in full.
- Pharmacy costs: paid in full if prescribed by an approved physician.
- Special costs: any other medical costs including but not limited to braces, crutches, physical therapy, and rehabilitation therapy if deemed necessary by an approved physician or health care provider will be paid in full according to state law.

In the event the injury is of the nature that requires outside medical treatment, employees will use personal illness leave for the first three days following the injury. The insurance company will not pay for the first three days of absence until after the employee's absence exceeds 14 days.

Workers' compensation laws provide for a waiting period of three days before injured employees become eligible for wage replacement benefits. Employees will be covered for the period of disability to the limit allowed under the state workers' compensation law.

Wage replacement benefits are paid by the workers' compensation carrier during the time employees are temporarily disabled because of a work-related injury or illness. Employees receive a percentage of their salary as set by state law.

A public employer shall not supplement an employee's workers' compensation benefits by reducing the employee's sick leave, vacation leave, or earned compensatory time entitlements unless the employer first notifies the employee of the employee's options to supplement and the employee elects to so supplement. A signed document indicating the employee's option is required by the district (Refer to policy 403.31-E).

Employees who decline temporary, modified duty in order to return to work from a leave of absence due to a workers' compensation injury will be considered to have resigned and will be terminated. Any employee refusing temporary, modified duty for which they are qualified will not be eligible for benefits under workers' compensation regardless of their family and medical, or district extended leave status.

An employee who fails to return to work after being released by an approved physician will be considered to have resigned and will be terminated.

Adopted: 2/09
Reviewed: 12/11; 4/13
Revised: 3/11; 9/14; 8/17
Related Policy (Code #): 403.31-E
Legal Reference (Code of Iowa): 876; 85; 279.4; 613.17



Workers' Compensation Form

Code 403.31-E

During the 1984 General Assembly the Legislature enacted Senate File 2295, which amended Section 85.38 of the Iowa Code to add the following:

Prohibition of Supplementation of Workers' Compensation Benefits:
A public employer shall not supplement an employee's workers' compensation benefits by reducing the employee's sick leave, vacation leave, or earned compensatory time entitlements unless the employer first notifies the employee of the employee's options to supplement and the employee elects to so supplement.

The insurance company will not pay for the first 3 days of absence until after the employee's absence exceeds 14 days.

Based on the above information, please choose one of the following:

_____ No, I do not want my workers' compensation benefits supplemented.

_____ Yes, I do want my workers' compensation benefits supplemented with sick leave pay.

Employee's Printed Name

Employee's Signature

Date



**Policy Title: Employee Assistance Program
Code 403.32**

The board established the Employee Assistance Program (EAP) to provide professional, confidential assistance for any type of personal problem. The program is designed to encourage early intervention and awareness of such problems and to offer help at the earliest opportunity.

Employees are responsible for their performance and for taking constructive action to resolve any personal problems that affect or threaten to affect their on-the-job behavior. Supervisors are responsible for remaining alert to all instances of substandard work performance and bringing these instances to the attention of the employee, along with an offer of assistance, at the earliest indication of a recurrent problem.

Utilization of the EAP is on a voluntary basis, unless an employee is given a mandatory referral by a member of management as a condition of continued employment. It is important to note, that if an employee is given a mandatory referral the only information the district receives is that the employee is in the program, is cooperating, and keeping their appointments.

The decision to seek or accept assistance through the EAP will not adversely affect an employee's job security or advancement opportunities. However, participation in the EAP in no way relieves the employee of the responsibility to meet acceptable work performance and attendance standards.

All full-time and part-time employees, members of an employee's household, and benefit-eligible dependents are eligible to receive assistance through the EAP. The EAP will not reveal any information that the individual discloses to the EAP except in the following circumstances:

- The employee consents in writing
- The law requires disclosure
- It is believed that life or safety is threatened by non-disclosure

Adopted: 2/09

Reviewed: 1/11; 12/11; 4/13; 9/14; 8/17



The Linn-Mar Community School District is committed to identifying and eliminating past and present effects of discrimination in employment, including policies and practices that pose barriers to equal employment opportunity.

To achieve equal opportunity, the district recognizes the need to take affirmative action to identify classifications with under-representation of minorities, members of diverse racial/ethnic groups, females, and persons with disabilities; to set goals and timetables for increasing the employment of under-represented groups; and to develop an affirmative action plan for implementing those reasonable goals through outreach, recruitment, training, and other special activities and commitments.

The Affirmative Action Plan helps enable the district to:

- Employ the most qualified person for the position
- Fully utilize the available talent pool
- Be fair and just
- Provide diverse role models for students and better prepare students for living and working in diverse communities and for success in a global economy
- Reduce stereotypes
- Increase credibility with all stakeholders
- Encourage and support economic development and entice investment in Iowa

The Linn-Mar Community School District Affirmative Action Plan will be distributed annually to each covered location. Staff will be provided periodic, professional development regarding their responsibilities for implementation of the Affirmative Action Plan. A report shall be given to the Board of Directors annually.

Inquiries regarding compliance with equal educational or employment opportunities and/or affirmative action shall be directed to the Linn-Mar Equity Coordinators, Chief Officer of Human Resources and Associate Superintendent, at 2999 N 10th Street, Marion, IA 52302 or 319-447-3036 / 319-447-3028, who have been designated by the school district to coordinate the district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504, and Iowa Code § 280.3 (2007).

Inquiries may also be directed in writing to the Iowa Civil Rights, 400 E 14th Street, Des Moines, IA 50319 or (800) 457-4416, the Director of the Region VII Office of the United States Equal Employment Opportunity Commission, 601 East 12th Street, Room 353, Kansas City, MO 64106 or (800) 368-1019, or the US. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue SW, Washington, DC 20202-1100 or (800) 421-3481.



**Policy Title: Employee Termination Voluntary/Involuntary
Code 403.34**

The Linn-Mar Community School District will ensure that employee terminations are handled in a professional manner with minimal disruption to ongoing work function. There are three types of terminations: voluntary, involuntary, and death.

Voluntary Termination

Voluntary termination of employment occurs when an employee informs their supervisor of their resignation or termination is deemed to have occurred when an employee is absent from work for ~~three~~ **two** consecutive workdays and fails to contact their immediate supervisor (job abandonment).

Employees are expected to provide a minimum of two weeks' notice of their intention to separate from the district in order to allow a reasonable amount of time to transfer on-going workloads. It is expected that written notification will be provided to the employee's immediate supervisor.

Human Resources, in conjunction with the immediate supervisor, will coordinate the employee's out-processing. This process includes:

- Returning all company property (keys, ID cards, parking passes, district equipment, etc.)
- Review of benefits status
- Completion of an exit interview questionnaire

Licensed employees are required to follow *Board Policy 401.7 Licensed Personnel Resignation*.

Involuntary Termination

An involuntary termination of employment, to include reductions in force, is a district-initiated dismissal.

Discharge may be for any reason (misconduct, tardiness, absenteeism, unsatisfactory performance, etc.). In some cases progressive discipline may be used prior to termination to correct a performance problem. However, certain types of employee misconduct are so severe that one incident of misconduct will result in immediate dismissal without prior use of progressive discipline.

Involuntary termination of a licensed employee will follow the process stipulated in the master agreement, if applicable.

Death

A termination due to the death of an employee will be made effective as of the date of death.

Final Pay

An employee who resigns or is discharged will be paid through the last day of work plus any unused/accrued vacation leave, if applicable, and applicable unused paid personal days, minus advances or other agreements the employee may have with the district. Final pay due upon the death of an employee will be paid to the deceased employee's estate.

Employees are not paid for unused sick leave days upon termination of employment.

Adopted: 2/09
Reviewed: 1/11; 12/11; 4/13
Revised: 9/14; 11/16; 8/17



**Policy Title: Social Networking
Code 403.35**

Electronic social networking sites shall be used in accordance with board policies on bullying, harassment, work requirements, and conduct for the purpose of promoting learning and associated communication. Use of social media that violates those policies, is disrespectful, demeaning, or used for purposes other than learning and associated communication will be subject to the prescribed behavioral disciplinary process for adults and students.

Employees shall not post confidential or proprietary information including photographic images about the district, its employees, students, agents, or others on any external website without consent of the superintendent or designee. Employees shall not use district logos, images, iconography, etc., on external websites.

Electronic social networking includes but is not limited to: YouTube, Twitter, Myspace, Facebook, LinkedIn, blogs, and websites.

The superintendent is responsible for administrative regulations on the use of social networking media.

Cross Reference:

- 104 Anti-Bullying/Harassment Policy
- 104-R Administrative Regulations Regarding Anti-Bullying/Harassment
- 403.13 Harassment
- 403.14 Sexual Harassment
- 403.21 Employee Relations, Conduct and Appearance
- 502.1 Student Conduct
- 502.1-R1 Administrative Regulations Regarding Student Conduct Procedures
- 502.14 Student-to-Student Harassment
- 502.14-R Administrative Regulations Regarding Student-to-Student Harassment
- 603.12 Technology and Instructional Materials
- 603.12-R1 Administrative Regulations Regarding the Internet
- 603.12-R2 Administrative Regulations Regarding the Internet Appropriate Use
- 603.12-E1 Internet Access Permission Letter to Parents/Guardians/Legal Custodians
- 603.12-E2 Internet Use Agreement Staff

Adopted: 3/11

Reviewed: 12/11; 4/13

Revised: 9/14; 11/16; 8/17

Related Policy (Code #): 104; 104-R; 403.13-14; 403.21; 502.1; 502.1-R1; 502.14; 502.14-R;
603.12; 603.12-R1-R2; 603.12-E1-E2

Legal Reference (Code of Iowa): 20 USC §§ 1221-1234i (1994)



Policy Title: Safety Accountabilities and Responsibilities

Code 403.36

Purpose

To meet the district's fundamental mission of educating children who live within the corporate boundaries of Linn-Mar Community School District, it is critical that the district promote and provide for the safety and health of all employees. To that purpose, the following defines the safety and health responsibilities for all levels of employees within the district and provides a framework for measuring the risk management performance of all individuals within the district.

Responsibilities

- Administration: District administration is responsible for providing a safe and healthful workplace for employees. Administrators, managers, and supervisors will be responsible for administering the Safety Management Program policies and procedures that include the safety and claims management processes to control and minimize costs. Administration, managers, and supervisors will also provide performance evaluation guidelines and establish training materials, as needed, and will monitor to ensure that the guidelines are met.
- Employees: Responsibilities include but are not limited to adherence to district safety rules, safe work procedures, bringing unsafe acts and conditions to the attention of administration, and to cooperate with the claims management process.

Superintendent

- Responsibilities:
 - Provide leadership and visible support for the Safety Management Program throughout the district.
 - Commit the necessary resources to maintain and improve the Safety Management Program.
 - Establish controls and accountability systems necessary to assure effective administration of the Safety Management Program.
- Duties:
 - Review annual safety and claims cost performance.
 - Evaluate the effectiveness of the Safety Management Program.
 - Maintain effective and prompt safety and claims management communication through line organization to administration.
 - Assure safety and claims management performance is discussed at regularly scheduled meetings.
- Accountabilities:
 - Annual claims cost meet district goals.
 - Ensure communication of safety topics at professional development and/or staff meetings.

~~Executive Director of Support Services~~ **Chief Operating Officer**

- Responsibilities:
 - Provide leadership and visible support for the Safety Management Program.
 - Resource for district in implementing and managing the Safety Management Program.
 - Resource for regulatory issues that may affect the district's operation and Safety Management Program.
 - Demonstrate leadership and communication responsibility for all Federal, State, and district policies and regulations on safety procedures and practices.
 - Monitor compliance of Federal, State, and board policies and regulations and administer appropriate notice and discipline.
- Duties:
 - Collaborate with Human Resources to develop annual safety and claims management objectives.
 - Ensure established safety rules and regulations are followed.
 - Enforce alternative safety and claims management procedures or actions to meet risk management goals.
 - Establish acceptable housekeeping standards, defining areas of responsibility for maintenance and inspection.
 - Keep the superintendent informed on regulatory agency regulations (new or revised) that may affect the district's operation.
 - Resource for the organization during regulatory agency visits and/or corresponding with the agency.
 - Member of the district Safety Committee.
- Accountabilities:
 - Provides timely advice and/or resources and reports to the superintendent to meet the safety management goals.

Human Resources

- Responsibilities:
 - Implement the district Safety Improvement Plan to develop a strong safety attitude and clear understanding of duties and responsibilities for each employee.
 - Maintain adequate controls to assure that the Safety Improvement Plan requirements are met.
 - Support the claims management procedures to meet district goals.
- Duties:
 - Set annual safety improvement goals in collaboration with the ~~Executive Director of Support Services~~ **chief operating officer**.
 - Review safety claims management performance for the district and communicate the results to the superintendent.
 - Investigate (or assists in the investigation of) all accidents within the district.
 - Participate in regularly scheduled safety meetings.
 - Communicate safety and health issues to all principals/employees.
 - Analyze problem areas and take corrective actions as needed.
 - Make periodic observation of principals' safety activities and report to superintendent.
 - Provide alternative duty jobs for persons injured on the job.
 - Direct insurance carrier/consultants loss control and claims services to meet the district's risk management goals.
- Accountabilities:
 - Complete necessary safety and health projects.
 - Safety inspection recommendation compliance.

- OSHA recordable injury and illness rates compare to district goals.
- Safety contacts with employees to monitor the effectiveness of the program.
- Ensure safety inspections are completed monthly.
- Accident investigations are performed completely and in a timely manner.
- Assist in training employees on safe work procedures and proper protective equipment usage.
- Cooperate with the claims management process.

Principals/Assistant Principals/School Administrative Managers ~~Facilitators~~

- Responsibilities:
 - Train assigned employees on safe work procedures and proper protective equipment usage.
 - Ensure that safe work procedures are followed and proper protective equipment is being used.
 - Ensure that the safe condition of the work environment, including good housekeeping, is maintained.
 - Maintain equipment in safe working order and notify appropriate personnel if and when repairs are necessary.
- Duties:
 - Make daily inspections of facility work area and take immediate steps to correct unsafe conditions and work practices.
 - Ensure that employees follow safe job procedures.
 - Report on safety activities (including deficiencies) to the next level of administration.
 - Require each employee to maintain good housekeeping.
 - Require employees to use proper lifting techniques and material handling procedures.
 - Take necessary action to ensure monthly safety inspections are completed by appropriate staff.
 - Ensure that proper personal protective equipment is worn and maintained.
 - Collaborate with Human Resources to conduct safety meetings with employees on a regular basis.
 - Conduct accident investigations, determine corrective action, and follow up to see that those selected are implemented effectively.
- Accountabilities:
 - Safety meetings are conducted at times determined by the district.
 - Safety inspections are completed at times determined by the district.
 - Investigate all accidents within the department and submit a report in accordance with district procedures.
 - Follow and enforce safety rules and regulations.

Employees

- Responsibilities:
 - Follow safe work procedures and take an active part in protecting themselves, their fellow employees, and students.
 - Understand the hazards and safety precautions to reduce or eliminate those hazards before undertaking any assignment.
 - Report all unsafe conditions, practices, and behaviors to their administrator and make suggestions for their correction.
 - Report all injuries to their immediate supervisor and obtain first aid or medical help in accordance with district procedures.

- Participate in the continuous improvement of the district's safety management guidelines.
- Fully cooperate with the claims management process.
- Duties:
 - Comply with written safety and health rules.
 - Follow approved methods of performing their jobs.
 - Wear and maintain proper personal protective equipment as required.
 - Come to work each day mentally and physically capable to safely perform duties.
 - Report safety hazards, unsafe behaviors by others, and any other safety related questions or concerns to immediate supervisor.
 - Assist in problem solving and safety management guidelines improvement.
 - Maintain good housekeeping throughout their area of influence.
 - Cooperate with the claims management process.

Adopted: 9/12

Reviewed: 4/13

Revised: 9/14; 11/16; 8/17



**Policy Title: Safe Workplace Regulations/Procedures
Code 403.37**

The basic objective of the safety program is to prevent accidents and injuries and to reduce operating costs by following safe practices. The use of safe practices protects employees; prevents lost time, equipment, and property damage; and reduces expenditures of funds for medical care, compensation, and liability. To accomplish these tasks a sound safety program focusing on accident prevention must be integrated into the day-to-day activities of each employee. All employees must think, talk, and work safely.

Safety-related rules and policies are necessary for the well-being of all employees. Safety rules, policies, and procedures are established by the district to govern conduct while at work and to promote a safe work environment for all employees.

Any employee who commits an act which violates accepted safety rules, policies, or procedures will be disciplined up to and including termination of employment. The nature of the discipline will depend upon the nature of the violation and the surrounding circumstances.

Violations that May Result in Disciplinary Action Being Issued

The following list of reasons for safety-related discipline is not intended to be all inclusive, the mere fact that a possible violation is not listed does not mean that it would not result in disciplinary action.

- Horseplay such as running, shoving, pushing, throwing objects, and/or any type of horseplay which could jeopardize your safety or the safety of others.
- Failure to report injuries as instructed in district work injury reporting procedures or refusing to give information to any member of management.
- Failure to report observed, unsafe behavior or conditions.
- Violation of any district-accepted safety procedure, policy, program, or rule.
- Causing unsafe conditions or carelessness in regard to the safety of self or others or the failure to properly use safety devices (including required, personal protective equipment or tampering with safety equipment).
- Intentional misuse of or damage to equipment, vehicles, or property of others.
- Using poor judgment that results in an injury or accident.

The aforementioned list constitutes some but not necessarily all of the kinds of conduct that will result in disciplinary action up to and including termination of employment.

Disciplinary Action

While the progressive discipline process is used as a general guideline when administering discipline for minor infractions, the seriousness of each individual infraction will determine which level of discipline is administered up to and including termination. The district reserves the right to skip any level as deemed appropriate.

- First Offense: Verbal counseling; documented
- Second Offense: Written warning
- Third Offense: Final written warning; may be accompanied by unpaid suspension up to five days and/or termination
- Fourth Offense: Termination

Adopted: 9/12

Reviewed: 4/13; 9/14; 8/17



**Policy Title: Modified Duty Return to Work Program
Code 403.38**

In order to maintain a safe work experience for an employee returning from an injury, the district has adopted a return-to-work policy for any employees that have experienced work-related injuries. This program is designed to keep employees involved in their work environment and to assist them in continuing to be a productive member of the workforce by returning to full earning capacity as soon as possible. This program also reduces the district's long-term insurance costs and avoids future premium increases.

Every effort will be made to meet the medical restrictions that injured employees may face. If an employee is assigned a light duty job, it is considered to be a temporary assignment. As such, light duty jobs are reserved for those employees with temporary disabilities. The school district will work with the medical community and insurance company to provide work that meets the medical restrictions of the employee when possible. These job duties may be associated with tasks within the structure of the school district or tasks in the community.

Employee Responsibilities

The employee must:

- Be aware of all medical restrictions at all times.
- Not attempt tasks that exceed medical restrictions. If the employee has a question about the tasks at hand and restrictions, the employee should talk to their physician and, if necessary, get new restrictions in writing that allow for the performance of these tasks.
- Understand that the medical restrictions are in effect 24 hours per day.
- Be careful during non-work hours to ensure the restrictions are maintained. For hobbies or outside interests, talk to the treating physician about possible conflicts. Follow the physician's instructions.
- Report for work to all light duty jobs on time and ready to work. Failing to report to or being late for light duty jobs has the same consequences as if absent or late for regular duty jobs.
- Engage in activities that are consistent with medical restrictions and/or treatment patterns whether on or off the job. If not, the employee is subject to possible disciplinary action up to and including termination of employment.

Administrative Responsibilities

The administrator, manager, or supervisor shall:

- Take time to handle injuries properly.
- Authorize medical attention immediately, if needed.
- Provide necessary authorization forms.

- Investigate the circumstances of the reported injury and record all pertinent data.
- Determine preventative measures or actions and make corrections immediately.
- Explain all modified jobs in detail to the employee and point out any safety precautions that may exist.
- Know the employee and their medical restrictions. Ensure you and the employee do not exceed the restrictions unintentionally.
- Add validity to the practice by keeping informed about the employee's recovery, current treatment, and how the employee perceives the quality of medical treatment. The quality of treatment is directly related to how fast the employee recovers and avoids re-injury in the future.

Adopted: 9/12

Reviewed: 4/13; 9/14; 8/17



Modified Duty Program Form

Code 403.38-E

TO: _____

RE: Modified Duty Program

Returning injured employees to work through a Modified Duty Program is vital to an employee's earning power and critical to controlling our Workers' Compensation costs. The Linn-Mar Community School District is exploring every opportunity to ensure that our employees are returned quickly and smoothly to full earning capacity after a severe or serious work injury. We are also actively pursuing every option available to conserve our financial and human resources.

For these reasons, we are committed to the viability of our Modified Duty Program. We have a number of modified or lighter duty jobs that would be suitable for injured employees and which can accommodate a variety of medical restrictions. Furthermore, we will abide in good faith to any medical restrictions you or other medical providers may establish. We consider our Modified Duty Program to be a practical and responsible practice and one which the medical community can support as beneficial to employees.

You are presently treating an employee of the Linn-Mar Community School District and if they could perform any restricted/limited duty activities until full recovery is achieved, I would appreciate your direction.

Thank you for your consideration of this matter.

Respectfully,

Karla Christian, PHR
Chief Officer of Human Resources

Telephone: 319-447-3036
Fax: 319-377-9252
Email: kchristian@linnmar.k12.ia.us



**Policy Title: Employee Background Checks
Code 403.39**

The district believes in hiring and using quality employees and supports appropriate background checks for all employees to promote staff and student safety. Therefore, the board authorizes the superintendent, or designee, to access and review specific information for each applicant for employment and every current employee pursuant to this policy.

Applicants for Employment

For every applicant for employment with the district the superintendent, or designee, shall access and review certain background information for the applicant prior to their hiring. The superintendent, or designee, shall access and review background information regarding the applicant from the following sources:

1. The Iowa Court information system available to the general public
2. The Sex Offender Registry system available to the general public
3. The Central Registry for Child Abuse information
4. The Central Registry for Dependent Adult Abuse information
5. The National Criminal History database

Continuing Compliance

As required by law, current employees of the district will be subject to background rechecks every five years based on their initial date of hire. Positions exempt from the district recheck include teachers, administrators, school business officials, school facilitators, paraprofessionals, and non-teaching coaches provided that these positions are subject to Board of Educational Examiners authorization for either initial licensure or renewal.

The superintendent, or designee, may utilize a background check service that meets the legal requirements to access this information.

The district shall not charge an employee for the cost of the registry checks required. The district will maintain documentation demonstrating compliance with the required background check procedures.

Adopted: 9/14

Reviewed: 8/17

Legal Reference (Code of Iowa): SF 452; 279.69; 272.2 (17); 279.13 (1.b); 279.13; 321.375 (2)



**Policy Title: Pregnancy Discrimination
Code 403.40**

The Linn-Mar Community School District will comply with all Federal and State laws concerning the employment of persons who are affected by a current pregnancy, past pregnancy, potential pregnancy, or other medical condition that is related to pregnancy or childbirth.

The Linn-Mar Community School District will not discriminate against women affected by pregnancy, childbirth, or related medical conditions in regard to application procedures; hiring; advancement; discharge; compensation; training; or other terms, conditions, and privileges of employment including medical benefits and leave. The Linn-Mar Community School District prohibits the harassment of a women because of pregnancy, childbirth, or related medical conditions.

The Linn-Mar Community School District will reasonably accommodate individuals whose pregnancy-related impairment is considered a disability under the Americans with Disabilities Act (ADA) so that they can perform the essential functions of a job.

An individual who can be reasonably accommodated for a job without undue hardship will be given the same consideration for that position as any other applicant.

The Linn-Mar Community School District will also accommodate nursing mothers for up to one year after the birth of their child by providing a reasonable break time and a private location, other than a bathroom, to express milk.

Definitions

As used in this policy, the following terms referenced from the Americans with Disabilities Act have the indicated meaning and will be adhered to in relation to the Pregnancy Discrimination policy.

- Disability refers to a physical or mental impairment that substantially limits one or more of the major life activities of an individual. An individual who has such an impairment, has a record of such an impairment, or is regarded as having such an impairment is a disabled individual.
- Qualified individual with a disability means an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that the individual holds or has applied for.
- Reasonable accommodation means making existing facilities readily accessible to and usable by individuals with disabilities, job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or

modification of equipment or devices, adjustment or modification of examinations, adjustment or modification of training materials, and similar activities.

- Undue hardship means an action requiring significant difficulty or expense by the employer. The factors to be considered in determining an undue hardship include: 1) the nature and cost of the accommodation; 2) the overall financial resources of the district; 3) the number of persons employed; 4) the effect on expenses and resources or other impact upon the district; 5) the overall number of employees; and 6) the operations of the entire district. These are not all of the factors but merely examples.
- Essential job functions refers to those activities of a job that are the core to performing said job for which the job exists that cannot be modified.

Adopted: 3/06

Reviewed: 3/11; 12/11; 4/13; 9/14; 8/17

Legal Reference (Code of Iowa): § 281-95.3 (256); 29 CFR Part 1630; 161-8.26 (216); ADA Amendments; EEOC Notice 915.003 7/14/14; FLSA Section 4207



**Policy Title: Personnel Military Service
Code 403.41**

The board will abide by all the provisions of the Uniformed Services Employment and Re-Employment Right Act (USERRA) and the Iowa Military Code and will grant military leave to all eligible full-time and part-time employees.

Military leave may be granted to full-time and part-time employees. A leave of absence will be granted to non-temporary employees who are members of the uniformed services when ordered by proper authority to serve in the uniformed services. Following such leave, employees have the right to be reinstated to their same or comparable position under the following conditions:

1. Employee ensures the district's Human Resources office receives advance, written or verbal notice of service unless giving such notice is impossible, unreasonable, or precluded by military necessity.
2. Employee has five years or less of cumulative service in the uniformed services while with the district.
3. Employee returns to work or applies for re-employment in a timely manner after conclusion of service.
4. Employee has not been separated from service with a disqualifying discharge or under other than honorable conditions.

The first 30 calendar days of military leave will be without loss of status or efficiency rating and without loss of pay. Where the military leave is for a period of less than 30 days, a paid leave of absence will be granted only for those days the employee would normally perform services for the district. An employee's salary will not continue beyond the 30th calendar day during military leave unless required by law. However, employees may request to use any vacation or personal leave time accrued during military leave.

Health insurance benefit coverage will continue for 31 days as long as employees pay their normal portion of the cost of benefits. For leave lasting longer than 31 days, employees will be eligible to continue health benefits under COBRA and will be required to pay 102% of the total cost of their health benefits if they wish to continue benefits for up to 24 months while in the military. If employees do not elect to continue coverage during their military service they have the right to be reinstated in the district's health plan when they are re-employed, generally without any waiting periods or exclusions except for service-connected illnesses or injuries.

Group term life/AD&D insurance provided by the district (if applicable) and group long-term disability insurance provided by the district (if applicable) will terminate the day the employee becomes active-military. Voluntary supplemental life insurance will

terminate the day the employee becomes active-military. Converting to an individual policy may continue voluntary dependent life insurance coverage up to two months. To exercise this conversion option dependents must submit a written application and the first premium payment within 31 days immediately following the termination of coverage.

If an employee was a participant in a 403(b) plan at the time they left for military duty the employee will be permitted to make additional contributions to the plan. Employees may initiate these additional payments as of their re-employment date and continue them for the period of time permitted by law.

Employees do not accrue vacation, personal leave, or sick leave while on military leave of absence status.

Upon return from military leave, employees will be reinstated to the same or comparable job with the same seniority, pay, status, and benefit rights that they would have had if they had worked continuously. Employees must apply for re-employment within 90 days of discharge from the military. Employees who fail to report for work within the prescribed time after completion of military service will be considered to have voluntarily terminated their employment.

In addition to the employee's failure to apply for re-employment in a timely manner, an employee is not entitled to reinstatement as described above if any of the following conditions exist:

1. The employee's employment prior to the military service was merely for a brief, temporary, or non-recurrent period and there was no reasonable expectation that the employment would have continued indefinitely or for a significant period.
2. The employee did not receive an honorable discharge from military service.

Adopted: 6/70

Reviewed: 3/11; 12/11; 4/13; 9/14; 12/16; 8/17

Revised: 1/13; 9/16

Legal Reference (Code of Iowa): Ch 29A.28; 29A.43



Student Attendance

Policy Title: Resident Students Code 501.5

Children who are residents of the school district community will attend the school district without paying tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than their parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education. Further, students who have reached the age of majority and who are still eligible to attend an Iowa secondary school may declare their residence independent of the residence of the parents.

Each case involving the bona fide residence of a student will be decided upon its individual merits by the superintendent.

Prior to knowingly enrolling an individual who is required to register as a sex offender under Iowa Code Chapter 692A, but who is otherwise eligible to enroll in the district, the Board will determine the educational placement of the individual. Upon receipt of notice that a student who is enrolled in the district is required to register as a sex offender under Chapter 692A, the Board will determine the educational placement of the student.

The tentative agenda for the meeting of the Board of Directors at which the Board will consider such enrollment or educational placement shall specifically state that the Board is considering the enrollment or educational placement of an individual who is required to register as a sex offender under Chapter 692A. If the individual is denied enrollment in the district under this section, the school district of residence shall provide the individual with educational services in an alternative setting.

Adopted: 6/70

Reviewed: 5/11; 3/12; 7/13; 10/14; 1/15

Revised: 9/98; 8/17

Related Policy (Code #): 500; 501.1

Legal Reference (Code of Iowa): Lakota Cons Ind School v Buffalo Center-Rake Community School; 334 NW2d 704 (Iowa 1983); Mt Hope SD v Hendrickson; 197 NW 47 (Iowa 1924); Oshel vs Creston CSD; DPI Admin Doc 570 (1981); 33 DPI Dec Rule 80 (1984); §§ 257.6; 282.1-2; 282.6-7; 282.9; 285.4 (2013); 1956 Op Atty Gen 185; 1946 Op Atty Gen 197; 1938 Op Atty Gen 69; 1930 Op Atty gen 147



Students

Policy Title: **Student Education** Records Access Code: 505.6

The board recognizes the importance of maintaining **education** student records and preserving their confidentiality, **as provided by law**. Student records containing personally identifiable information **Education records** are kept confidential at collection, storage, disclosure, and destruction stages. **The board secretary is the custodian of education records**. Student **Education** records may be maintained by **in the building principal and housed in the building of attendance administrative offices of the student attendance centers**.

Definitions: For the purposes of this policy, the defined words have the following meanings:

- **Education records:** means those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution.
- **Eligible student:** means a student who has reached 18 years or attends a **postsecondary institution**. ~~An eligible student is a student who has reached 18 years of age or is attending an institution of post-secondary education. The parents of an eligible student are provided access to the student **education** records only with the written permission of the eligible student **unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the 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.~~

An **student education** record may contain information on more than one student. Parents will 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 information relating to themselves or be informed of the information.

Parents, and eligible students, **and other individuals authorized in accordance with law** will have access to the student's **education** records during regular business hours of the school district. Parents and eligible students will have the right to access the student's

education records upon request without unnecessary delay and in no instance more than 45 calendar days after the request is made.

Parents, other than parents of an eligible student, may be denied access to a student's education records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student's education records. Parents, eligible students, or authorized representatives of the parents will have the right to access the student's education records prior to an Individualized Education Program (IEP) meeting or hearing.

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

Upon the request of parents or eligible student, the school district shall provide an explanation and interpretation of the student education records and a list of the types and locations of student education records collected, maintained, or used by the school district.

If the parents or eligible student believes the information in the student education record is inaccurate, misleading, or violates the privacy or other rights of the student, the parents or eligible student may request that the school district amend the student education 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 or eligible student of the decision in writing. If the school district refuses to amend the student record, it shall inform the parent or eligible student of their right to a hearing before the school district.

If the request of the parent or eligible student to amend the student record is further denied, the parent or 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 record 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 or eligible student shall also be disclosed.

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

- To school officials within the school district **and AEA personnel** whom the superintendent has determined to have a legitimate educational interest, **including but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees.**
- To officials of another school district in which the student wishes to enroll, provided the other school district notifies the parent the **student education** records are being sent and the parent has an opportunity to receive a copy of the records and challenge the contents of the records **unless the annual notification includes a provision that records will automatically be transferred to new school districts.**
- To the US Comptroller General, the US Secretary of Education, or state and local educational authorities.
- In connection with **a student's application for, or receipt of, financial aid;** 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 studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it was conducted;** ~~To organizations conducting educational studies and the study does not release personally identifiable information.~~
- To accrediting organizations.
- To the parent 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; **or**
- **In additional instances as provided by law.**

~~The principal~~ **The attendance center administrative office** will keep a list of the individuals and their positions who are authorized to view a special education student's **education** records without the permission of the parent or eligible student. ~~This list must be available for public inspection and updated annually.~~ **Individuals not listed are not allowed access without parental or an eligible student's written permission. This list must be current and available for public inspection and updated as changes occur.**

~~The building principal~~ **The attendance center administrative office** will also keep a list of individuals, agencies, and organizations which have requested or obtained access to a student's **education** records, the date access was given, and their legitimate educational interest or purpose for which they were authorized to view the records. **The attendance center administrative office, however, does not need to keep a list of the parents, authorized education employees, officers, and agencies of the school district who have accessed the student's education records.** This list for an ~~student~~ **education** record may be accessed by the parents, the eligible student, and the custodian of the ~~student~~ **education** records.

Permanent student education records; including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed will be maintained without time limitation. Permanent student education records will be kept in a fire-safe vault or they may be maintained electronically with a secure backup file.

When personally identifiable information, other than permanent student education records, is no longer needed to be maintained by the school district to provide educational services to a special education student, the parent or eligible student shall be notified. This notice is normally given after a student graduates or otherwise leaves the district. If the parent or eligible student requests that the personally identifiable information records be destroyed, the school district will destroy the records, except for permanent records. Prior to the destruction of the records, the school district must inform the parent or eligible student of the reasons for which they may want the records maintained the records may be needed for social security benefits or other purposes. In the absence of a request from the parent or eligible student to destroy the records, the school district may maintain the records indefinitely. For purposes of policy, "no longer needed to provide educational services" means that a record is no longer relevant to the provision of instruction, support, or related services and it is no longer needed for accountability and audit purposes. At a minimum, a record needed for accountability and audit purposes must be retained for five years after the activity for which funds were used.

~~It shall be the responsibility of the superintendent to inform employees about the rights of parents/legal guardians and eligible students under this policy. Employees shall also be informed about the procedures for carrying out this policy.~~ The school district will provide training or instruction to employees about parents' and eligible students' rights under this policy. Employees will also be informed about the procedures for carrying out this policy. It is the responsibility of the superintendent to notify parents and eligible students, annually, of their rights to view the student's records that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent the law authorizes disclosure without consent; and
- File a complaint with the US Department of Education concerning alleged failures by the district to comply with the law.

The notice will be given in the native language of the parent or eligible student. Should the school district collect personal information from students for the purposes of marketing or selling that information, the school district will annually notify parents of such activity.

The notice will include a statement that the parents have the right to file a complaint alleging the school district failed to comply with this policy. Complaints are forwarded to: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, Washington, DC. 20202-8520.

Adopted: 6/70

Reviewed: 4/11; 4/12; 7/13; 10/14

Revised: 8/07; 8/17

Related Policy (Code #): 505.9

Legal Reference (Code of Iowa): 20 USC § 1232g; 1415. 34 CFR §§ 99; 300.610 et seq; §§ 22; 279.9B; 280.24-25; 622.10; 281 IAC 12.3(4); 41. 1980 Op Atty Gen 720; 825.



Administrative Regulations Regarding Use of Student **Education** Records

Code: 505.6-R

Parents and eligible students will have the right to access a student's education records upon request without unnecessary delay and in no instance more than 45 calendar days after the request is made. The intent of this regulation is to establish procedures for granting requests from eligible students and parents to access a student's education records.

~~Student Education records means those records that contain information directly related to a student and which are maintained by an education agency or by a party acting for the agency or institution. These may include, but are not necessarily limited to: dates of attendance; 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. 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 and 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.~~

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.~~ Parents, eligible students, and other individuals authorized in accordance with law will have access to the student's education records during the regular business hours of the school district. Parents and eligible students will have the right to access the student's education records upon request without unnecessary delay and in no instance more than 45 calendar days after the request is made. An eligible student or parent, upon written request to the board secretary, shall have the opportunity to receive an explanation and interpretation of the education 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, 18 years or older, has the right to determine who, outside the school system, has access to the records. Parents of students who are 18 years or older, but are still dependents for income tax purposes, may access the student's education records without prior permission of the student.
2. School officials having access to student education records are defined as having a legitimate educational interest. and include, but are not limited to, employees, board

~~members, and the school attorney. 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 employee, 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 their tasks. Legitimate educational interest includes, 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.~~
 - ~~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.~~

Release of Information outside the School: Information from education records may be disclosed to outside parties as outlined in board policy and otherwise provided by law.

- ~~1. To release student education records to other schools in which the student intends to enroll, the parents or eligible 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 education records may be released to official educational and other government agencies only if the names and all identifying markings are removed to prevent the identification of individuals.~~
- ~~3. To release student education records to other persons or agencies, written consent shall be given by the parent or the eligible student. 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 education records will be furnished in compliance with judicial orders or pursuant to any lawfully issued subpoena if the parents or the eligible student of majority age is notified in advance.~~
- ~~5. Any other requests to access student education records may be honored by the administration following proper notification of eligible students and parents and an opportunity for the eligible student or parent to request the information not be disbursed. Any such request restricting distribution will be honored.~~

Hearing Procedures **Procedures for requesting an Education Record Amendment:**

1. If the eligible student, parent, or legal guardian believe the information in the student's education records is inaccurate, misleading, or violates the privacy of the student, the parents/legal guardians or eligible student may request the school district amend the education records.
2. The school district will decide whether to amend the student's education record within a reasonable time after receipt of the request.
3. If the school district determines an amendment is made to the student's education record, the school district will make the amendment and inform the parents/legal guardians or eligible student of the decision in writing.
4. If the school district determines the amendment of the student's education record is not appropriate, the district will inform the parents/legal guardian or eligible student of their right to a hearing before a hearing officer provided by the district. The hearing officer may be an employee of the district, so long as the employee does not have a direct interest in the outcome of the hearing.
5. Upon parental request, the school district will hold a hearing regarding the content of a student's education records which the parent believes to be inaccurate, misleading, or in violation of the privacy rights of students.
6. The hearing will be held within a reasonable time after receipt of the parent or eligible student's request. The parent or eligible student will receive reasonable advance notice of date, time, and place of the hearing.
7. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student may be represented by an individual of their choice and at their own expense.
8. 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.
9. The parents may appeal the hearing officer's decision to the superintendent within 10 days if the superintendent does not have a direct interest in the outcome of the hearing.
10. The parent 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 15 days. It is within the discretion of the board to hear the appeal.
11. If the parents' and the eligible student's request to amend the education record is further denied following the hearing, the parents or eligible student are informed that they have the right to place an explanatory letter in the student's education record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's education records will become a part of the education records and be maintained like other education records. If the school district discloses the student's education records, the explanation by the parents or eligible student will also be disclosed.

Adopted: 6/90
Reviewed: 4/11; 4/12; 7/13
Revised: 10/14; 8/17



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 Non-parent for Examination or Copies of Student Education Records

Code: 505.6-E2

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

Legal Name of Student

Date of Birth

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

The undersigned certifies that they are: **(check one)**

- An official of another school system in which the student intends to enroll.
- An authorized representative of the Comptroller General of the United States.
- An authorized representative of the Secretary of the US Department of Education or US Attorney General.
- A state or local official to whom such is specifically allowed to be reported or disclosed. ~~An administrative head of an education agency as defined in Section 408 of the Education Amendments of 1974.~~
- ~~An official of the Iowa Department of Education.~~
- A person connected with the student's application for, or receipt of, financial aid. (Specify Details _____)
- Otherwise authorized by law. (Specify Details _____)**

The undersigned agrees that ~~no other person will have access to any records or~~ the information obtained **will only be re-disclosed consistent with state or federal law** ~~through this request~~ without the written permission of the parents of the student or the student if the student is of majority age.

Signature

Date

Title

Agency

Address

Phone Number

Approved:

Signature

Title

Date



Parental Authorization for Release of Student Education Records

Code: 505.6-E3

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

concerning _____
Full Legal Name of Student Date of Birth

_____ from _____ to _____
Name of Last School Attended Years 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



Request for Hearing on Correction of ~~Student~~ Education Records

Code 505.6-E4

To: _____ Address: 2999 N 10th St, Marion, IA 52302
Board Secretary (Custodian)

I believe certain official ~~student~~ education records of, _____
Full Legal Name of Student
_____, are inaccurate, misleading, or in violation of privacy or other
Name of School Building
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 10 days after my receipt of the decision **or a right to place a statement in my student's education record stating I disagree with the decision and why.**

(Signature)

Date: _____

Address: _____

City: _____

State: _____ Zip: _____

Phone Number: _____



Parental Request for Examination of ~~Student~~ **Education** Records

Code 505.6-E5

To: _____
Board Secretary (Custodian)

Address: 2999 N 10th St, Marion, IA 52302

The undersigned desires to examine the following official education records:

Of _____
Full Legal Name of Student *Date of Birth* *Grade*

_____ My relationship to the student is: _____
Name of School Building

Please check one of the following:

- I do
- I do not

Desire a copy of such records. I understand that a reasonable charge will be made for copies.

Approved:	Signature: _____
Signature: _____	Date: _____
Title: _____	Address: _____
Date: _____	City: _____
	State: _____ Zip: _____
	Phone Number: _____



Notification of Transfer of ~~Student~~ **Education** Records

Code 505.6-E6

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 **education** records concerning _____ have been transferred to: *Full Legal Name of Student*

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



Letter to Parent Regarding Receipt of Subpoena or Court Order

NEW

Code 505.6-E7

Date: _____

Dear _____,
Parent Name

This letter is to notify you that the Linn-Mar Community School District has received a
_____ requesting copies of your student's education records.
Subpoena or Court Order

The specific records requested are:

The school district has until _____ to deliver the documents to
Date on Subpoena or Court Order

_____. If you have questions, please do not
Requesting Party on Subpoena or Court Order

hesitate to contact me at _____.
Email Phone Number

Sincerely,

Name of School District Official

Title



**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.~~ **Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information", the parents' or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that they do not want any or all of those types of information designated as "directory information."**

The district has designated the following as directory information:

- Student's name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received
- The most recent educational agency or institution attended
- And other similar information

Student is defined as an enrolled individual, PK-12, including students in school district sponsored childcare programs.

Prior to developing a student directory or to giving general information to the public, parents (including parents of students open enrolled out of the district and parents of students home schooled in the district) 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 student'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.

Adopted: 8/89

Reviewed: 4/11; 4/12; 7/13; 10/14

Revised: 8/07; 8/17

Legal Reference (Code of Iowa): 20 USC §§ 1232g; 34 CFR § 99; § 22; 622.10; 281 IAC 12.3(4); 41; 1980 Op Atty Gen 720



Administrative Regulations Regarding Use of Directory Information

Code: 505.62-R

The *Family Educational Rights and Privacy Act (FERPA)*, a Federal law, requires that the Linn-Mar Community School District, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from student's education records. However, the school district may disclose appropriately designated "directory information" without written consent, unless parents have advised the district to contrary according to board policy. The primary purpose of directory information is to allow the Linn-Mar Community School District to include this type of information from student education records in certain school publications. Examples include:

- A playbill showing a student's role in a drama production;
- Annual yearbooks;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets/programs

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

In addition, two Federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965 (ESEA)* to provide military recruiters, upon request, with the following information: names, addresses, and telephone listings; unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If parents do not want the school district to disclose directory information from their student's education records without prior written consent, they must notify the district in writing, annually.

The student handbook or similar publication given to each student which contains general information about the school will contain the following statement which will 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 eligible student over the age of 18 or parent/legal guardian not wanting this information released to the public must make objection in writing to the principal.

- *Student's name*
- *Address*
- *Telephone listing*
- *Date and place of birth*
- *Major field of study*
- *Dates of attendance*

- *Participation in officially recognized activities and sports*
- *Weight and height of members of athletic teams*
- *Degrees and awards received*
- *The most recent educational agency or institution attended*
- *Other similar information*

Adopted: 9/98

Reviewed: 4/11; 4/12; 7/13; 10/14

Revised: 8/07; 6/17

Legal Reference (Code of Iowa): Section 9528 of ESEA of 1965; 20 USC § 7908; 10 USC § 503(c)



Parental Authorization for Withholding Student Directory Information

Code: 505.62-E

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* (FERPA). A copy of the school district’s policy is available for review in the administrative offices 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; major field of study; dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees and awards received; the most recent educational agency or institution attended; 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 **on an annual basis**. 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.

Adopted: 9/98
Reviewed: 7/13; 10/14
Revised: 8/07; 8/17

RETURN THE FORM BELOW



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 Student

Date

Please return this form to your student’s school



**Policy Title: Annual Notice of Student Education Records
Family Educational Rights and Privacy Act (FERPA)**

Code: 505.63

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 they wish to inspect. The principal (or appropriate school official) 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, misleading, or in violation of the student's privacy rights under FERPA.

Parents or eligible students may who wish to ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, (or appropriate school official), clearly identifying the part of the education record they want changed and specifying why it is inaccurate or misleading should be changed.

If the district decides not to amend the education 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.

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) or a person serving on the school board; A school official may also include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records such as an attorney, auditor, medical consultant, or therapist; 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 their tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their 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 **is already enrolled if the disclosure is for purposes of the student's enrollment or transfer**. 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 18 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.~~

~~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. **4.** The right to file a complaint with the US 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, US 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 purpose for which that information can be used.~~

Adopted: 8/07

Reviewed: 4/11; 4/12; 7/13; 10/14

Revised: **8/17**



ADMINISTRATIVE REGULATIONS REGARDING INTERNET ACCEPTABLE USE

Code: 603.12-R2

Responsibility for Internet Acceptable Use:

1. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees. For the purpose of this policy, Internet is defined as: *A collection of thousands of interconnected computer networks involving millions of computers and users around the world. It is a collaboration of private, public, educational, governmental, and industrial sponsored networks whose operators cooperate to maintain the network infrastructure.*
2. Instruction in the proper use of the Internet will be available to employees who will then provide similar instruction to their students.
3. Employees are expected to practice appropriate use of the Internet and violations may result in discipline up to and including discharge.

Internet Access:

1. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
2. Students will be able to access the Internet with the permission of their teachers.
 - a. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. On a global network it is impossible to control all materials because information on the Internet appears, disappears, and changes so it is not possible to predict or control what students may locate.
 - b. It is a goal to allow teachers and students access to the rich opportunities on the Internet while we protect the rights of students and parents/legal guardians who choose not to risk exposure to questionable materials.
 - c. The smooth operation of the network relies on the proper conduct of the end users who must adhere to strict guidelines which require efficient, ethical, and legal utilization of network resources.
 - d. To reduce unnecessary system traffic, users may use real-time conference features such as video/chat/Internet relay chat only as approved by the supervising teacher.

- e. Transmission of material, information, or software in violation of any board policy or regulation is prohibited.
- f. The district makes no guarantees as to the accuracy of information received on the Internet.

Permission to Use Internet: Parents/guardians will grant annual permission for their students to use the Internet using the prescribed form.

Student/Staff Use of the Internet:

1. Equal opportunity: The Internet is available to all students/staff within the district. The amount of time available for each student may be limited by the number of available terminals and the demands for each terminal.
2. Online etiquette:
 - a. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students/staff may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
 - b. Student access for electronic mail will be through their student account supervised by their teacher. Students should adhere to the following guidelines:
 - Respect all copyright and license agreements
 - Cite all quotes, references, and sources
 - Remain on the system long enough to get needed information
 - Apply the same privacy, ethical, and educational considerations utilized in other forms of communication
 - c. Students/staff should adhere to the following guidelines:
 - Others may be able to read or access emails so private messages should not be sent
 - Delete unwanted messages immediately
 - Use of objectionable language is prohibited
 - Always sign messages
 - Always acknowledge receipt of a document or file
3. Restricted materials: Students/staff will not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and

orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts, or the violation of lawful school regulations.

4. Unauthorized costs/~~damages~~: If a student/staff gains access to any service via the Internet which has a cost involved, or if a student/staff incurs **any** other types of costs **due to physical damage**, the student/staff ~~accessing~~ **incurring** such a service/~~repair~~ will be responsible for the costs.
5. Students/staff should never download or install any unauthorized software.

Adopted: 7/03

Reviewed: 7/11

Revised: 9/12; 10/13; 2/15; **8/17**



Policy Title: Guidelines for Use of Professional Therapy Dogs Code 604.2

Role and Purpose of Certified Assistance Dog Teams

Professional therapy dogs certified with their owners/handlers as Certified Assistance Dog Teams provide emotional and physical support in educational settings. These highly trained dogs model good behavior, tolerance, and acceptance. All Certified Assistance Dog Teams in the Linn-Mar Community School District work to support and positively influence student achievement.

Definition, Certification, and Approval for Use of Therapy Dogs

Professional therapy dogs are trained and tested to provide specific physical or therapeutic functions under the direction and control of a qualified handler who works with the dog as a team, and as part of the handler's occupation or profession. A professional therapy dog has been temperament tested by a trainer affiliated with an organization recognized as qualified to perform temperament testing. Therapy dogs, along with their handlers, perform services in institutional settings, community-based group settings, or with individuals who have disabilities. Therapy dogs *are not* family pets that have been certified as pet therapy animals.
Refer to page 3: Pet Visitation Dogs.

Professional therapy dogs have passed a public access test administered by a trainer/evaluator recognized by the Linn-Mar Community School District. Handlers and their dogs are administered the public access test for re-evaluation during their first year of service. The public access test may be administered by a trainer/evaluator recognized by the district. A certificate verifying the re-test has been administered should be kept in the handler's building and a copy sent to the Executive Director of Student Services.

Professional therapy dogs are owned by a professional educator in the district who wishes to use a therapy dog to augment their educational program. Professional therapy dogs may be used in school settings on a regular basis once the following documentation is in place:

- ❖ Administrative Approval: *Refer to Policy 604.2-E1*
 - Use of a therapy dog must be approved by the building administrator in which the handler works. A letter stating administrator approval should be kept on file in the building in which the handler works and a copy sent to the Executive Director of Student Services.

- ❖ Vaccination, Health, and Grooming Requirements: *Refer to Policy 604.2-E2*
 - The owner/handler must provide a record of annual vaccinations received by the therapy dog and signed by a licensed veterinarian. These health records should

be kept on file in the building in which the handler works and a copy sent to the Executive Director of Student Services.

- The therapy dog should receive an annual Bordetella vaccination. Rabies and 5-way Parvo/Distemper (DHPP) shall be administered every three years. *Note: therapy dogs less than one year of age, or receiving their rabies and parvo vaccinations for the first time, shall receive a follow-up vaccine in one year with administration every three years thereafter.*
 - The therapy dog should receive an annual comprehensive wormer or fecal check.
 - The therapy dog should be checked for external parasite control.
 - Owners/handlers will administer preventative parasite (flea and tick) control and heartworm medication year-round. Annual tests for heartworms is recommended. *Note: Frontline Plus is recommended due to its non-toxic nature which is important in a school environment.*
 - The therapy dog should be groomed and bathed regularly. For dogs in a working environment, monthly to bi-monthly baths are recommended as is daily brushing. Good judgment should be used based on the dog's hair, skin, and dander concerns. The owner/handler must also ensure proper health care through regular brushing of the dog's teeth (several times weekly), nail trims as needed, and weekly ear cleaning/checks.
- ❖ Public Access Test Documentation:
- A copy of the public access test certificate of completion should be kept on file in the building in which the handler works and a copy sent to the Executive Director of Student Services.
 - Certification verifying that both the handler and therapy dog passed the public access test must be sent by the certifying institution directly to the Executive Director of Student Services.
 - Records of advanced obedience, agility, or other trainings should be kept on file in the building in which the handler works and a copy sent to the Executive Director of Student Services.
- ❖ Review of Guidelines and Procedures:
- Guidelines and procedures for the use of professional therapy dogs will be reviewed annually with staff and students at the beginning of the academic year.
 - Guidelines and procedures for the use of professional therapy dogs will be reviewed as needed throughout the year as determined by the building administrator, handler, and Executive Director of Student Services.
- ❖ The privilege to bring the therapy dog into the school setting may be terminated should the owner/handler or the dog behave in a way deemed unprofessional or unsafe.
- ❖ When a professional educator in the district uses a professional therapy dog according to the above guidelines, the building in which the handler works and the professional educator will be covered by the district's general liability coverage.

Pet Visitation Dogs

A pet visitation dog is owned by a volunteer or student who *is not* employed by the Linn-Mar Community School District, but who has received registration and/or recognition for volunteer pet visitation. *These dogs are not considered to be professional therapy dogs.*

For a dog to be used on a *volunteer basis* these guidelines must be followed:

1. If the handler of the dog is an employee of the district, the handler and dog MUST BE certified under the Professional Therapy Dog guidelines listed above.
2. The dog may be used no more than one visitation per week for a two-hour interval. Should the dog be used more often, or for longer periods, the dog must pass all requirements for Professional Therapy Dog status before it may be used in the schools.

The following documentation must be kept on file in the office of the Executive Director of Student Services and in the building in which the pet visitation dog is used:

- a. Current certification/registration from the therapy dog organization administering the evaluation and testing.
- b. Current veterinary records of worming schedules and annual vaccinations for five-way Parvo/Distemper (DHPP) and Bordetella, as well as rabies vaccinations every three years.
- c. Proof of insurance.
- d. Letter of approval from the building administrator.

If you have questions about the therapy dog program please contact:

Executive Director of Student Services
2999 N 10th St, Marion IA 52302
319-447-3003

Adopted: 8/17
Reviewed:
Revised:



Checklist of Documentation Required For Use of Professional Therapy Dogs

Please Print

Name of Professional Dog Owner: _____

Name of Professional Dog Handler: _____

Name of Professional Therapy Dog: _____

Building in which therapy dog will work: _____

Administrative Approval:

A signed statement reflecting administrator approval for use of a professional therapy dog.

Health Records:

A copy of annual vaccinations and exams signed by a licensed veterinarian including a photocopy of the rabies certificate. *It is expected that all owners/handlers will use year-round preventative medication for heartworm/external parasites.*

- Rabies, five-way Parvo/Distemper, and Bordetella vaccinations
- Comprehensive wormer or fecal check
- External parasite control (*Frontline Plus is recommended*)

Note: for dogs less than one year of age, or receiving their first Parvo/Distemper and rabies vaccination, follow-up vaccines will take place in one year. For all other dogs, these vaccinations will take place every three years.

Public Access Test: Certificate verifying the owner/handler and dog have passed.

Current Certification Date: _____

Signature of Professional Dog Owner/Handler

Date Signed

Signature of Building Administrator

Date Signed

Signature of Executive Director of Student Services

Date Signed

Adopted: 8/17
Reviewed:
Revised:



Vital Information for Use of Professional Therapy Dogs

Please Print

Name of Professional Dog Owner: _____

Name of Professional Dog Handler: _____

Name of Professional Therapy Dog: _____

Building in which therapy dog will work: _____

Therapy Dog and Handler's Certification Date: _____

Name of Certifying Organization: _____

Date for Re-certification: _____

Emergency Contact Names and Phone Numbers in Case of Issue with Therapy Dog:

1. _____

2. _____

Veterinarian Contact Information:

Name: _____ Phone#: _____

Dates Regarding Therapy Dog's Care:

Date of Birth: _____ Age: _____ Last Health Check _____

Annual Worm Check: _____ Parvo/Distemper: _____ Rabies: _____

Note: Five-way Parvo/Distemper (DHPP) and rabies vaccinations shall be updated every three years. Dogs less than one year of age or receiving vaccinations for the first time shall receive a follow-up in one year with vaccinations every three years thereafter. Verification that preventative parasite control (fleas and ticks) as well as heartworm medication is given year-round.

Owner's Signature

Date Signed

Adopted: 8/17

Reviewed:

Revised:



The district will operate a school lunch and breakfast program in each attendance center under the guidelines of the USDA. The Nutrition Services Program will include breakfast and lunch through participation in the National School Lunch Program and the School Breakfast Program. Students may bring their lunches from home and purchase milk or juice and other incidental items.

Nutrition Services facilities are provided to serve students and all school personnel when school is in session and during school-related activities. These facilities may also be used by other groups deemed appropriate and acceptable by the superintendent, or designee, and under the supervision of the Nutrition Services manager. If other groups use school facilities and require the use of kitchen equipment, a Nutrition Services employee must be present. The cost of providing the Nutrition Services employee shall be reimbursed by the group. In addition, a maintenance rental fee may be required as determined by *Policy 1004.1 – Community Use of School Buildings*, and the related administrative regulations.

The Nutrition Services Program is operated on a nonprofit basis. The revenues of the Nutrition Services Program will be used only for paying the regular operating costs of the Nutrition Services Program. Supplies of the Nutrition Services Program shall only be used for the Nutrition Services Program. The Board will set, and periodically review, the prices for school lunches and breakfast. It shall be the responsibility of the superintendent, or designee, to make a recommendation regarding the prices of school lunch, breakfast, and milk. Prices will be determined per USDA regulations **in accordance with federal and state laws.**

District tax funds may be used to provide necessary physical plant facilities, purchase the equipment necessary for the establishment of Nutrition Services in new or existing buildings, replace major items of equipment, and payment for labor over and above revenue from sale of meals to students and adults.

The Nutrition Services Program shall be under the direction of a Nutrition Services manager who will establish and maintain a central record system; prepare menus; develop standards; initiate purchasing; recommend personnel for employment, promotion, or dismissal; and conduct in-service training programs.

It shall be the responsibility of the Nutrition Services manager to administer the program and to provide the superintendent and the Board of Education an annual report on the functioning of the Nutrition Services Program.

Adopted: 6/70

Reviewed: 10/12; 11/13

Revised: 10/10; 9/11; 4/15; 4/16; **8/17**

Related Policy (Code #): 1004.1; 710; 905

Legal Reference (Code of Iowa): 42 USC §§ 1751 et seq (2012); 7 CFR Pt 210 et seq (2012); 283A; 281 IAC 58



Auxiliary Services

Policy Title: Meal Charges
Code: 702.1-R

In order to maintain financial stability and equality of all lunch-paying students amidst a fast growing school district, policies regarding lunch accounts have been adopted. The State of Iowa Bureau of Nutrition and Health Services recommends that negative balances should not be acceptable.

Elementary Students:

- Elementary students will be provided a meal;
- Balance reminders will be provided to students when their account is less than \$7.50;
- Hand stamps will be used at the elementary level to remind parents/guardians when the meal account balance is low; parents/guardians may request no hand stamp;
- Families will receive email communications when the account balance is low.

Middle School Students:

- Students may charge any combination of meals up to a value of \$15.00;
- No snacks or a la carte items may be charged; with the exception of milk;
- When the charge limit is reached, a substitute sandwich; such as peanut butter or cheese, will be served until charges are paid in full;
- Allergies will be taken into consideration;
- Students will be notified of their balance verbally at the cash register when the balance falls below \$7.00;
- Families will receive email communications when the account balance is low.

High School Students:

- No charges are allowed;
- Students must present their ID card to the cashier in order to make a purchase;
- Students will be notified of their balance verbally at the cash register when the balance falls below \$7.00;
- Families will receive email communications when the account balance is low.

Adults:

- No charges are allowed;
- Adults will be notified of their balance verbally at the cash register when the balance falls below \$9.00;
- Adults will receive email communications when the account balance is low.



Auxiliary Services

Policy Title: Eligibility for Free or Reduced Cost Meals Code: 702.4

Students enrolled and attending school in the district who are unable to afford the cost, or a portion of the cost, of the school breakfast or lunch will be provided the Nutrition Services Program at no cost, or at a reduced cost, according to the guidelines established by the USDA.

It shall be the responsibility of the Nutrition Services manager to determine if a student qualifies for free or reduced cost Nutrition Services. Students whom the principal believes are improperly nourished will not be denied Nutrition Services simply because the paperwork has not been completed.

Employees, students, and others will be required to deposit funds into a meal account to cover meals consumed.

It shall be the responsibility of the superintendent, or designee, to develop administrative regulations for implementing this policy.

Adopted: 6/70

Reviewed: 9/11; 10/12; 11/13; 4/15

Revised: 10/10; 8/17

Related Policy (Code #): 701; 702.1

Legal Reference (Code of Iowa): 42 USC §§ 1751 et seq (2012); 7 CFR PT 210 et seq (2012); 283A; 281 IAC 58



Administrative Regulations Regarding Free and Reduced Price Meals

Code: 702.4-R

The Linn-Mar Community School District agrees to participate in the National School Breakfast/Lunch Program, to receive commodities donated by the USDA, and accepts responsibility for providing either free or reduced price meals to eligible children in the schools under its jurisdiction.

The School Food Authority assures the Child Nutrition Programs Division that the school system will uniformly implement the following policy to determine the children's eligibility for free and reduced price meals in all National School Breakfast/Lunch Program schools under its jurisdiction. In fulfilling its responsibilities, the School Nutrition Authority:

- A. Agrees to serve meals free to children from families whose income is at or below that qualifying them for free meals.
- B. Agrees to serve meals at a maximum reduced price at or below the maximum amount allowed by regulations to children from families whose income is at or below that qualifying them for reduced price meals.
- C. Agrees to provide these benefits to foster children and to children from families who are experiencing strikes, layoffs, and unemployment which cause the family's income to fall within qualifying limits.
- D. Agrees that there will be no physical segregation of, nor any other discrimination against, any child because of inability to pay the full price of meals. The names of the children eligible to receive either free or reduced price meals will not be published, posted, or announced in any manner and there will not be overt identification of any such children by use of special tokens, tickets, or any other means. Further assurance is given that children eligible for either free or reduced price meals shall not be required to:
 - o Work for meals
 - o Use a separate lunchroom
 - o Go through a separate serving line
 - o Enter the lunchroom through a separate entrance
 - o Eat meals at a different time
 - o Eat meals different from those sold to children paying full price
- E. Agrees that in the operation of child nutrition programs no child will be discriminated against because of age, race, creed, gender, national origin, religion, sexual orientation, disability, ethnicity, gender identity, or physical appearance.
- F. Agrees to establish and use a fair hearing procedure for parental appeals of the school's decisions on applications and for school officials' challenges to the correctness of information contained in an application or to the continued eligibility of any child for either free or reduced price meals. During the appeal and hearing process, the child will continue to receive free or reduced price meals. A record of all appeals and challenges and their dispositions will be retained for three years.

Prior to initiating the hearing procedure, the parent or school official may request a conference to provide an opportunity to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference will not in any way prejudice or diminish the right to a fair hearing. The hearing procedure will provide the following:

- A publicly announced, simple method for making an oral or written request for a hearing.
 - An opportunity to be assisted or represented by an attorney or other person.
 - An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
 - Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
 - An opportunity to present oral or documentary evidence and arguments supporting its position without undue influence.
 - An opportunity to question or refute any testimony, or other evidence, and to confront and cross examine any adverse witnesses.
 - The hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal or in any previous conference.
 - The parties concerned, and any designated representative thereof, be notified in writing of the decision of the hearing official.
 - For each hearing a written record be prepared; including the decision under appeal, any documentary evidence and summary of any oral testimony presented at the hearing, the decision of the hearing official and reasons therefore, and a copy of the notification to the parties concerned of the hearing official's decision.
 - Such written record be preserved for a period of three years and be available for examination by the parties concerned, or their representatives, at any reasonable time and place during such period.
- G. Agrees to designate the *Manager of Nutrition Services** for the Linn-Mar Community School District (2999 N 10th St, Marion, IA 52302) as the determining official who will review applications and make determinations of eligibility. The official will use the criteria outlined in this policy to determine which individual children are eligible for either free or reduced price meals.
- H. Agrees to develop and send to each child's parent/guardian a letter as outlined herein, including an application for either free or reduced price meals, at the beginning of each school year and whenever there is a change in eligibility criteria.

On an annual basis, parents will need to complete the application and return it to the determining official (Nutrition Services Manager) for review. Such applications and documentation of action taken will be maintained for three years after the end of the fiscal year to which they pertain.

Applications may be filed at any time during the year. Any parent enrolling a child in a school for the first time at any time during the year will be supplied with such documents. If a child transfers from one school to another under the jurisdiction of the same School Food Authority, eligibility for either free or reduced price meals will be transferred to, and honored by, the receiving school. All children from a family will receive the same benefits. Within 10 working days of receipt of applications, parents/guardians will be notified individually, in writing, of the acceptance or denial of

their applications. Children will be served meals immediately upon the establishment of their eligibility.

When an application is rejected, parents/guardians will be informed of the reason for denial and of the hearing procedure. The designated hearing official is the *Superintendent of Schools** (2999 N 10th St, Marion, IA 52302).

- I. Agrees to submit to the news media, local employment offices, and major employers contemplating or experiencing large layoffs the public release, which is attached.
- J. Agrees to collect racial and ethnic data on all applicants for free and reduced price benefits and keep this information on file for the processed applications.

**Must be different people*

The following attachments are adopted with and considered part of the preceding policies. Should the School Food Authority wish to develop its own format for any of these attachments, it must be certain that all essential elements are retained and all meanings remain obvious and correctly presented in any such modifications.

- Attachment A: Income guidelines for free and reduced price meals
- Attachment B: Sample letter to parents/guardians
- Attachment C: Application form
- Attachment D: Sample notification form
- Attachment E: Public release
- Attachment F: Collection procedures

Attachments A through F are reviewed annually by the Chief Financial Officer of the Linn-Mar Community School District (2999 N 10th St, Marion, IA 52302).

Attachments A, B, and C are published annually in the district's back to school booklet.

Adopted: 6/70

Reviewed: 9/11; 10/12; 4/15; 8/17

Revised: 10/10; 11/13; 4/16



Administrative Regulations Regarding District Credit Card Use

Code: 803.3-R

The Linn-Mar Community School District feels that credit cards can help aid our administration take care of school business in an efficient manner. With that in mind, the credit card purchase will only be allowed for certain purchases. These purchases include the following:

1. **Hotel/Motel Expenses:** Employees are expected to use the most cost effective lodging option when traveling. Additional costs incurred above the cost of the room, not related to business, are the responsibility of the employee.
2. **Travel:**
 - a. Employees are expected to use the most cost effective airfare when traveling to a destination with a distance exceeding 350 miles. Only coach-class tickets are allowed.
 - b. Vehicle parking charges.
3. **Meals:**
 - a. Are allowed in an amount not to exceed \$40.00 per person, per day.
 - b. Gratuities are allowed up to 15 20%; those above 15 20% will require reimbursement from the employee to the district.
 - c. Reimbursement for alcoholic beverages is not permitted.
4. **Registrations:** Conference registrations are allowed to be charged to the district credit card as long as the conference has been approved.
5. **Internet Purchases:** Credit card purchase of materials on the Internet are allowed with prior approval of the district or site administrator.
6. **Other Purchases:** Other purchases will be allowed with prior approval of the site administrator for purchase up to \$1,000. Purchases in excess of \$1,000 will need approval of the chief financial officer or business manager and superintendent.

All employees who use the district credit card will turn in itemized receipts. Any charges made without verifiable receipts will require the employee to reimburse the district for the charges.

It is also a requirement of the employee to present a copy of the district's tax exempt certificate with all purchases to ensure that sales tax is not charged. Failure to do so could require the employee to reimburse the district the sale tax charge.



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

**Linn-Mar Community School District Board of Education
Special Meeting Minutes
June 26, 2017**

100: Call to Order and Determination of a Quorum

Vice President AbouAssaly called the meeting to order at 4:30 PM. Roll was taken.
Present: AbouAssaly, Green, Nelson, Weaver, Gadelha, and Patterson. Absent: Isenberg.

200: Adoption of the Agenda *Motion 211-06-26*

Motion Patterson, second Weaver to approve the agenda as presented. Voice Vote. Motion carried.

300: Discussion

301: Bond Campaign Update

OPN shared conceptual designs for the 5th-6th grade buildings as well as reviewed the communication plan and information to be shared with the community. It was stressed that these drawings were concepts only and that all details would be decided during the design phase of the projects. Communication boards were shared and informational flyers will be printed later this week for distribution.

400: New Business

401: Transfer of Funds *Motion 212-06-26*

Motion Green, second Nelson to approve the transfer of \$12,280.94 from the general fund to the student activity fund, per House File 564, to cover purchases which occurred between July 1, 2016 and June 30, 2017 for protective and safety equipment required for extracurricular/interscholastic contests or competitions. Roll call vote. All ayes. Motion carried.

500: Consent Agenda

501: Personnel

Certified Staff: Assignment/Reassignment/Transfer

Name	Assignment	Dept Action	Salary Placement
Booth, Nicholas	Four Oaks/ATLAS Teacher	8/15/17	BA+24 Step 7
Brown, Katie	WE: From 5 th Gr to Reading Teacher	8/18/17	Same
Gostonczik, Sarah	WE: From .75 to 1.0 Reading Teacher	8/18/17	Same
Holzwarth, Misty	BW: 4 th Gr Teacher	8/15/17	BA Step 1
Hoskins, Taylor	NE: Student Support Services Teacher	8/15/17	BA Step 1
Jenkins, Matthew	HS: 9 th /10 th Student Dean	8/1/17	\$71,000/year
Kendall, Shauna	BW: Kindergarten Teacher	8/15/17	MA Step 11
Sellner, Alana	LG: Student Support Services Teacher	8/15/17	MA+15 Step 9
Tomash, Tammie	From WE Reading to IC 1 st Gr Teacher	8/17/17	Same
Westpfahl, Beau	BW: PE Teacher	8/15/17	BA Step 1
Whitford, Kelsey	NE: Student Support Services Teacher	8/15/17	BA Step 1

Classified Staff: Assignment/Reassignment/Transfer

Name	Assignment	Dept Action	Salary Placement
Allmandinger, Jacob	TR: Summer Help	6/12/17	\$9.75/hour
Azbill, Marie	From EX to IC Custodian	6/19/17	Same
Barlow, Wakeisia	Success: Student Support Associate	8/18/17	LMSEAA II Step 10
Cirkl, John	TR: Summer Help	6/12/17	\$10.00/hour
Costache, Abigail	AC: Aquatic Instructor	6/12/17	\$11.00/hour
Cruise, Caylie	TR: Summer Help	6/14/17	\$9.50/hour
Decious, Becky	BW: General Ed Assistant from 1.5 to 4.5 hours/day	8/18/17	Same
Dotson, Rebecca	TR: Summer Help	6/12/17	\$9.50/hour
Elgin, Sam	Success: Student Support Associate	8/18/17	LMSEAA II Step 8
Ellertson, Adam	TR: Summer Help	6/13/17	\$9.50/hour
Grant, Anna-Lisa	WE: From Full-time to Part-Time Student Support Associate	8/18/17	Same
Harris, Erin	From OR ASSIST to NE Student Support Associate	8/18/17	Same
Haugen, Katrina	WE: From Part-time to Full-time Student Support Associate	8/18/17	Same
Heefner, Mark	WE: From Custodian to Lead Custodian	6/5/17	SEIU C+25 Step 4
Iehl, Don	EX: Custodian	6/20/17	SEIU C Step 1
Kramer, Diane	From IC to WF Custodian	6/12/17	Same
Lohrer, Ashtynn	TR: Summer Help	6/20/17	\$9.50/hour
McCloy, Jenny	EH: From Part-time to Full-time Student Support Associate	8/18/17	Same
Munroe, Peta-Gaye	TR: Summer Help	6/12/17	\$9.75/hour
Ryan, Nicholas	TR: Summer Help	6/12/17	\$9.50/hour
Sather, Dorcas	NE: Part-time Student Support Associate	8/17/17	LMSEAA II Step 10
Scherbaum, Mark	EX: Custodian	6/19/17	SEIU C Step 1
Spencer, Dennis	TR: From Bus Drive to Sub Bus Driver	6/20/17	Step 1
Taylor, Mary	TR: From Regular Sub Driver to Sub Bus Driver	6/20/17	Step 1
Youngwirth, Connie	NE: Student Support Associate from 7 to 4 hours/day	8/18/17	Same

Classified Staff: Resignation

Name	Assignment	Dept Action	Reason
Timp, Taylor	NE: Student Support Associate	6/9/17	Other Employment

Extra-Curricular: Assignment/Reassignment/Transfer

Name	Assignment	Dept Action	Salary Placement
Matus, Sarah	HS: Assistant Girls' Basketball Coach	6/20/17	\$5,326
Read, Alan	EX: From Assistant to Head 8 th Gr Football Coach	8/1/17	\$3,195

502: Minutes from June 12th*Exhibit 502.1*503: Minutes from June 13th Special Session*Exhibit 503.1*504: Bills*Exhibit 504.1*505: Contracts*Exhibits 505.1-7*

1. Independent contractor agreement with Jordan Webster-Moore to provide choreography for the Oak Ridge Middle School Ovation Show Choir.
2. Independent contractor agreement with Intensity to provide choreography for the Cheer teams during the 2017-18 school year.
3. Agreement with Terracon Consultants to provide construction observation and materials testing services in relation to the Westfield Elementary parking lot reconstruction.
4. Licensing agreement with Danielle Anderson, Sales Manager with Morrison Screen Printing d/b/a Apparel 1.
5. Host contract with Marzano Research for guest speaker Tammy Heflebower to present to the High School on April 10, 2017.

6. Change order with Larson Construction for materials and labor associated with the Westfield Elementary building addition for an increase of \$3,163.73. *Refer to exhibit 505.6 for an itemized listing.*
7. Letter of agreement with the Midwest Dairy Council for implementation of the *Fuel Up to Play 60* school nutrition equipment grant for Excelsior Middle School.
8. Interagency agreements for Special Education programming with Cedar Rapids CSD (1) and Mason City CSD (2). *For student confidentiality, no exhibits provided.*

506: Informational Items

Exhibits 506.1-2

1. Financials and Cash Balance Report as of 5/31/16
2. Financials and Cash Balance Report as of 5/31/17

507: Approval of Consent Agenda *Motion 213-06-26*

Motion Patterson, second Gadelha to approve the consent agenda excluding Item 503.1 (*Minutes from June 13th Special Session*). Voice vote. All ayes. Motion carried.

508: Items Removed from the Consent Agenda *Motion 214-06-26*

Motion Patterson, second Gadelha to approve Item 503.1 (*Minutes from June 13th Special Session*). Voice Vote. Ayes: Patterson, Nelson, Weaver, Green, and AbouAssaly. Abstain: Gadelha. Motion carried.

600: Adjournment *Motion 215-06-26*

Motion Patterson, second Gadelha to adjourn at 5:19 PM. Voice vote. All ayes. Motion carried.

George AbouAssaly, Board Vice President

Angie Morrison, Board Secretary

Minutes submitted by Angie Morrison.

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 06/23/2017 - 07/06/2017

Fiscal Year: 2016-2017

Vendor Name	Description	Check Total
Fund: GENERAL		
ACTERRA GROUP	REPAIR/MAINT SERVICE	\$206.48
ADVANTAGE	GENERAL SUPPLIES	\$118.34
AIRGAS NORTH CENTRAL	MAINTENANCE SUPPLIES	\$434.39
ALBURNETT COMMUNITY SCHOOLS	TUITION OPEN ENROLL	\$105,247.53
ALL INTEGRATED SOLUTIONS	MAINTENANCE SUPPLIES	(\$20.44)
ALL INTEGRATED SOLUTIONS	TRANSP. PARTS	\$69.34
ALLIANT ENERGY	ELECTRICITY	\$69,315.06
AMERICAN SPECIALTIES	PROFESSIONAL-OTHER	\$20.60
APPLE COMPUTER INC	COMP/TECH HARDWARE	\$3,239.00
APPLEBY & HORN	OTHER PROFESSIONAL	\$152.70
ARNOLD MOTOR SUPPLY	MAINTENANCE SUPPLIES	\$63.51
ARNOLD MOTOR SUPPLY	TRANSP. PARTS	\$414.02
AT & T MOBILTY	TELEPHONE	\$75.34
BAUER BUILT	TIRES AND TUBES	\$170.56
C.J. COOPER & ASSOCIATES	PHYSICALS	\$270.00
CAMPBELL SUPPLY	MAINTENANCE SUPPLIES	\$253.39
CAPITAL SANITARY	MAINTENANCE SUPPLIES	\$9,986.56
CARROLL CONSTRUCTION SUPPLY	REPAIR PARTS	\$133.69
CDW - GOVERNMENT	COMPUTER SOFTWARE	\$39,060.60
CEDAR RAPIDS COMM SCH DIST	INSTRUCTIONAL SUPPLIES	\$1,418.12
CEDAR RAPIDS COMM SCH DIST	PROF SERV: EDUCATION	\$250.67
CEDAR RAPIDS COMM SCH DIST	TUITION IN STATE	\$633.45
CEDAR RAPIDS COMM SCH DIST	TUITION OPEN ENROLL	\$1,795.00
CENTER POINT-URBANA HIGH SCHOOL	TUITION OPEN ENROLL	\$576.80
CENTURYL INK	TELEPHONE	\$705.71
CENTURYLINK	TELEPHONE	\$341.92
CITY LAUNDERING COMPANY	GENERAL SUPPLIES	\$321.21
CITY OF MARION	DUES AND FEES	\$50.00
COMMUNICATIONS ENGINEERING CO	TECH REPAIRS	\$960.00
CRESCENT ELECTRIC	MAINTENANCE SUPPLIES	\$904.83
CULLIGAN	MAINTENANCE SUPPLIES	\$320.00
DEMCO	GENERAL SUPPLIES	\$344.48
DENNIS COMPANY	REPAIR PARTS	\$972.78
DES MOINES PUBLIC SCHOOLS	PROF SERV: EDUCATION	\$3,259.18
DRAIN WIZARD	REPAIR/MAINT SERVICE	\$250.00
ETECH TRANSACTION SOLUTIONS, INC	DATA PROCESSING AND	\$43.40
FEDEX	INSTRUCTIONAL SUPPLIES	\$10.85
FOX VALLEY TECHNICAL COLLEGE	PROF SERV: EDUCATION	\$175.00
GASWAY CO, J P	GENERAL SUPPLIES	\$1,976.26
GAZETTE COMMUNICATIONS INC	ADVERTISING	\$183.20
GRAINGER	MAINTENANCE SUPPLIES	\$39.83
GRANT WOOD AEA	STAFF WORKSH/CONF	\$2,025.00
HARGERS ACCOUSTICS INC	MAINTENANCE SUPPLIES	\$309.00
HOGLUND BUS CO. INC	TRANSP. PARTS	\$3,409.18

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 06/23/2017 - 07/06/2017

Fiscal Year: 2016-2017

Vendor Name	Description	Check Total
HUPP ELECTRIC MOTORS	REPAIR/MAINT SERVICE	\$125.90
INTERSTATE BATTERIES OF UPPER IA	TRANSP. PARTS	\$338.85
IOWA ASSOCIATION OF AG ED	STAFF WORKSHP/CONF	\$425.00
IOWA CITY COMMUNITY SCHOOLS	PROF SERV: EDUCATION	\$325.00
IOWA PRISON INDUSTRIES	MAINTENANCE SUPPLIES	\$2,911.09
ISFIS	OTHER PROFESSIONAL	\$190.00
JAR SYSTEMS, LLC	COMP/TECH HARDWARE	\$200.00
JOHNSTONE SUPPLY	REPAIR PARTS	\$349.82
JUNIOR ACHIEVEMENT	INSTRUCTIONAL SUPPLIES	\$10,530.03
KIRKWOOD COMM COLLEGE	TUITION-COMM COLLEGE	\$92.40
LEMMER BARBARA	TRAVEL	\$1,337.11
LINN CO-OP OIL	GASOLINE	\$5,661.60
LINN CO-OP OIL	GREASE,OIL,LUBE,COOL	\$1,416.30
LYNCH FORD	TRANSP. PARTS	\$146.04
MARION INDEPENDENT SCHOOLS	TUITION IN STATE	\$7,442.45
MARION INDEPENDENT SCHOOLS	TUITION OPEN ENROLL	\$13,515.97
MARION JANITORIAL SUPPLY CO	GENERAL SUPPLIES	\$44.75
MARION TIMES	ADVERTISING	\$665.68
MICROSOFT CORPORATION	COMP/TECH HARDWARE	\$1,100.00
MICROSOFT CORPORATION	EQUIPMENT >\$1999	\$4,300.00
MID AMERICAN ENERGY	NATURAL GAS	\$2,444.99
MIDAMERICAN ENERGY SERVICES, LLC	NATURAL GAS	\$8,031.55
MIDWEST WHEEL	TRANSP. PARTS	\$1,761.20
MORAN, SHIRLEY	INSTRUCTIONAL SUPPLIES	\$85.17
OFFICE EXPRESS	GENERAL SUPPLIES	\$130.42
OFFICE EXPRESS	INSTRUCTIONAL SUPPLIES	\$131.35
PEPPER J.W. & SON, INC	INSTRUCTIONAL SUPPLIES	\$52.97
PLUMBERS SUPPLY COMPANY	DUES AND FEES	\$55.00
PLUMBERS SUPPLY COMPANY	MAINTENANCE SUPPLIES	\$983.09
POOL TECH MIDWEST INC	GENERAL SUPPLIES	\$345.95
PUSH-PEDAL-PULL	INSTRUCTIONAL SUPPLIES	\$175.00
QUILL CORPORATION	GENERAL SUPPLIES	\$263.95
RAPIDS REPRODUCTIONS INC	GENERAL SUPPLIES	\$336.00
REAMS SPRINKLER SUPPLY	REPAIR PARTS	\$248.85
ROTO-ROOTER	GENERAL SUPPLIES	\$1,050.00
SADLER POWER TRAIN	TRANSP. PARTS	\$306.96
SCHIMBERG	MAINTENANCE SUPPLIES	\$80.50
SCHOLASTIC READING CLUB	INSTRUCTIONAL SUPPLIES	\$142.00
SCHOOL BUS SALES	TRANSP. PARTS	\$1,426.53
SECURITY EQUIPMENT SUPPLY	MAINTENANCE SUPPLIES	\$437.27
SPACE WALK	INSTRUCTIONAL SUPPLIES	\$1,122.00
STANDARD BEARINGS	REPAIR/MAINT SERVICE	\$237.37
STAR EQUIPMENT LTD	VEHICLE REPAIR	\$63.74
SUMMIT COMPANIES	OTHER PROFESSIONAL	\$3,135.00
THE SHREDDER	OTHER PROFESSIONAL	\$342.00

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 06/23/2017 - 07/06/2017

Fiscal Year: 2016-2017

Vendor Name	Description	Check Total
THOMPSON TRUCK & TRAILER	TRANSP. PARTS	\$2,118.58
TRUCK BUILDERS	VEHICLE REPAIR	\$7,479.19
VAN METER CO	MAINTENANCE SUPPLIES	\$3,994.31
VEST-FELD-HAZER & ASSOCIATES INC	REPAIR/MAINT SERVICE	\$220.56
WEST MUSIC CO	EQUIPMENT REPAIR	\$199.60
WEST MUSIC CO	INSTRUCTIONAL SUPPLIES	\$828.03
WINDSTREAM	TELEPHONE	\$782.33
Fund Total:		\$340,615.99
Fund: LOCAL OPT SALES TAX		
APPLE COMPUTER INC	COMP/TECH HARDWARE	\$2,274.00
MICROSOFT CORPORATION	COMP/TECH HARDWARE	\$13,645.00
RATHJE CONST	CONSTRUCTION SERV	\$99,128.23
Fund Total:		\$115,047.23
Fund: NUTRITION SERVICES		
LADCO	EQUIPMENT REPAIR	\$4,000.00
RAPIDS WHOLESALE EQUIP CO	MACHINERY AND EQUIP	\$6,582.00
Fund Total:		\$10,582.00
Fund: PHY PLANT & EQ LEVY		
ABATEMENT SPECIALTIES LLC	CONSTRUCTION SERV	\$6,838.00
C.R. GLASS CO	CONSTRUCTION SERV	\$1,176.03
CAPITAL SANITARY	EQUIPMENT >\$1999	\$2,311.53
CARROLL CONSTRUCTION SUPPLY	CONSTRUCTION SERV	\$704.62
CROELL REDI-MIX INC	CONSTRUCTION SERV	\$17,650.00
DRAIN WIZARD	BLDG. CONST SUPPLIES	\$2,172.70
DRYSPACE INC	CONSTRUCTION SERV	\$15,750.00
GILCREST/JEWETT	BLDG. CONST SUPPLIES	\$184.86
INNOVATIVE MODULAR SOLUTIONS, INC.	MODULAR CLASSROOM SETUP	\$17,445.75
JOHNSON CONTROLS	BLDG. CONST SUPPLIES	\$942.40
LASER RESOURCES, LLC	EQUIPMENT >\$1999	\$3,000.00
PLUMBERS SUPPLY COMPANY	BLDG. CONST SUPPLIES	\$599.62
SHIVE-HATTERY INC.	ARCHITECT	\$10,302.32
UNITED RENTALS	RENTALS EQUIPMENT	\$763.38
WENDLING QUARRIES	CONSTRUCTION SERV	\$115.27
Fund Total:		\$79,956.48
Fund: PUB ED & REC LEVY		
D & K PRODUCTS	GROUNDS UPKEEP	\$526.00
EVER-GREEN LANDSCAPE & SUPPLY	GROUNDS UPKEEP	\$594.00
TOTAL SCAPES, INC	GROUNDS UPKEEP	\$400.00
Fund Total:		\$1,520.00
Fund: STUDENT ACTIVITY		
ALBURNETT COMMUNITY SCHOOLS	DUES AND FEES	\$1,050.00
BEGEY, MARK	OFFICIAL/JUDGE	\$340.20
CEDAR VALLEY WORLD TRAVEL	TRAVEL	\$740.00
CHRISTENSEN DELBERT	OFFICIAL/JUDGE	\$280.00

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 06/23/2017 - 07/06/2017

Fiscal Year: 2016-2017

Vendor Name	Description	Check Total
CLARK CAL	OFFICIAL/JUDGE	\$190.00
COTTON GALLERY LTD.	INSTRUCTIONAL SUPPLIES	\$1,197.40
CRAFT-COCHRAN	INSTRUCTIONAL SUPPLIES	\$2,202.00
DECKER SPORTING GOODS	INSTRUCTIONAL SUPPLIES	\$6,278.50
FEDEX	INSTRUCTIONAL SUPPLIES	\$29.41
GARMENT DESIGN	INSTRUCTIONAL SUPPLIES	\$1,513.50
HOYT BOB	OFFICIAL/JUDGE	\$50.00
HULING DAVE	OFFICIAL/JUDGE	\$118.40
INTENSITY	INSTRUCTIONAL SUPPLIES	\$1,250.00
IOWA SPORTS SUPPLY	EQUIPMENT >\$1999	\$3,420.00
JIMMY JOHN'S	INSTRUCTIONAL SUPPLIES	\$2,995.25
KADLEC JERRY	OFFICIAL/JUDGE	\$200.00
KENNY DRANNON	OFFICIAL/JUDGE	\$115.00
KING DAVE	OFFICIAL/JUDGE	\$134.50
LARSON TAYLOR	OFFICIAL/JUDGE	\$118.40
MARK ANDREW JAMES	OFFICIAL/JUDGE	\$290.00
MARQUART EUGENE	OFFICIAL/JUDGE	\$400.00
MERFELD THOMAS	OFFICIAL/JUDGE	\$118.40
MURPHY ED	OFFICIAL/JUDGE	\$100.00
MURPHY JOEL	OFFICIAL/JUDGE	\$248.40
NIERLING MITCHELL	OFFICIAL/JUDGE	\$113.40
OWENS RYAN	OFFICIAL/JUDGE	\$95.00
PARK KIRK	OFFICIAL/JUDGE	\$118.40
REITTINGER COOPER ROBERT	OFFICIAL/JUDGE	\$195.00
REITTINGER, SCOTT	OFFICIAL/JUDGE	\$226.80
ROGERS GINA	OFFICIAL/JUDGE	\$50.00
ST. JOHN, JOHN	OFFICIAL/JUDGE	\$436.80
SWICK DAN	OFFICIAL/JUDGE	\$400.00
TOPPING THOMAS	OFFICIAL/JUDGE	\$118.40
VERBICK LARRY	OFFICIAL/JUDGE	\$260.00
WERNIMENT TED	OFFICIAL/JUDGE	\$118.40
YANECEK DOUG	OFFICIAL/JUDGE	\$133.40
Fund Total:		\$25,644.96
Fund: Student Store		
BATTERTON ANGIE	MISC REVENUE	\$29.00
Fund Total:		\$29.00
Grand Total:		\$573,395.66

End of Report

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 07/01/2017 - 07/06/2017

Fiscal Year: 2017-2018

Vendor Name	Description	Check Total
Fund: Aquatic Center		
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$13,392.86
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$236.44
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$1,011.05
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$236.44
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$1,011.05
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$712.28
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$301.88
Fund Total:		\$16,902.00
Fund: DEBT SERVICE		
BANKERS TRUST COMPANY	INTEREST	\$696,466.25
BANKERS TRUST COMPANY	OTHER PROFESSIONAL	\$1,500.00
BANKERS TRUST COMPANY	PRINCIPAL REDEMPTION	\$2,885,000.00
BB & T GOVERNMENTAL FINANCE	INTEREST	\$119,146.51
BB & T GOVERNMENTAL FINANCE	PRINCIPAL REDEMPTION	\$935,000.00
Fund Total:		\$4,637,112.76
Fund: GENERAL		
ASCD	DUES AND FEES	\$89.00
CORRIDOR MEDIA GROUP	DUES AND FEES	\$69.95
COUNCIL FOR EXCEPTIONAL CHILDREN	GENERAL SUPPLIES	\$230.00
FAMILY VIDEO	FACILITY RENTAL	\$3,642.04
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$125,619.29
IASB	DUES AND FEES	\$12,494.00
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$2,524.07
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$10,792.90
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$2,524.07
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$10,792.90
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$14,034.41
ISFIS	DUES AND FEES	\$3,603.35
NCERT	DUES AND FEES	\$6,950.00
PLEASE PASS THE LOVE	DUES AND FEES	\$50.00
PROFESSIONAL MEDIA GROUP LLC	DUES AND FEES	\$2,507.50
RIDDELL ALL-AMERICAN	EQUIPMENT >\$1999	\$3,814.52
SCHOOL ADMINISTRATORS OF IOWA	DUES AND FEES	\$27,405.00
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$6,240.69
URBAN EDUCATION NETWORK	DUES AND FEES	\$4,000.00
URBAN SUPERINTENDENTS ASSOC.OF AMERICA	DUES AND FEES	\$400.00
Fund Total:		\$237,783.69
Fund: MANAGEMENT LEVY		
AUL SPECIAL PAY TRUST	TSA	\$243,378.54
TRUENORTH COMPANIES, LC	BLDG/PROPERTY INS	\$252,653.00
TRUENORTH COMPANIES, LC	Vehicle Insurance	\$66,022.00
TRUENORTH COMPANIES, LC	WORKERS COMP	\$175,884.00
Fund Total:		\$737,937.54

Linn-Mar Community School District

IA - Warrants Paid Listing

Criteria

Date Range: 07/01/2017 - 07/06/2017

Fiscal Year: 2017-2018

Vendor Name	Description	Check Total
Fund: Aquatic Center		
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$13,392.86
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$236.44
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$1,011.05
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$236.44
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$1,011.05
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$712.28
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$301.88
Fund Total:		\$16,902.00
Fund: DEBT SERVICE		
BANKERS TRUST COMPANY	INTEREST	\$696,466.25
BANKERS TRUST COMPANY	OTHER PROFESSIONAL	\$1,500.00
BANKERS TRUST COMPANY	PRINCIPAL REDEMPTION	\$2,885,000.00
BB & T GOVERNMENTAL FINANCE	INTEREST	\$119,146.51
BB & T GOVERNMENTAL FINANCE	PRINCIPAL REDEMPTION	\$935,000.00
Fund Total:		\$4,637,112.76
Fund: GENERAL		
ASCD	DUES AND FEES	\$89.00
CORRIDOR MEDIA GROUP	DUES AND FEES	\$69.95
COUNCIL FOR EXCEPTIONAL CHILDREN	GENERAL SUPPLIES	\$230.00
FAMILY VIDEO	FACILITY RENTAL	\$3,642.04
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$125,619.29
IASB	DUES AND FEES	\$12,494.00
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$2,524.07
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$10,792.90
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$2,524.07
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$10,792.90
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$14,034.41
ISFIS	DUES AND FEES	\$3,603.35
NCERT	DUES AND FEES	\$6,950.00
PLEASE PASS THE LOVE	DUES AND FEES	\$50.00
PROFESSIONAL MEDIA GROUP LLC	DUES AND FEES	\$2,507.50
RIDDELL ALL-AMERICAN	EQUIPMENT >\$1999	\$3,814.52
SCHOOL ADMINISTRATORS OF IOWA	DUES AND FEES	\$27,405.00
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$6,240.69
URBAN EDUCATION NETWORK	DUES AND FEES	\$4,000.00
URBAN SUPERINTENDENTS ASSOC.OF AMERICA	DUES AND FEES	\$400.00
Fund Total:		\$237,783.69
Fund: MANAGEMENT LEVY		
AUL SPECIAL PAY TRUST	TSA	\$243,378.54
TRUENORTH COMPANIES, LC	BLDG/PROPERTY INS	\$252,653.00
TRUENORTH COMPANIES, LC	Vehicle Insurance	\$66,022.00
TRUENORTH COMPANIES, LC	WORKERS COMP	\$175,884.00
Fund Total:		\$737,937.54



Purchase Agreement

This agreement (“Agreement”) takes effective June 23, 2017, between **Association for Supervision and Curriculum Development** d/b/a ASCD, (“ASCD”) located at 1703 North Beauregard Street, Alexandria, VA 22311 and **Linn Mar Community School District** (“Customer”) located at 3333 N. 10th St., Marion, IA 52302 under the following terms:

1. **Products:** Customer shall purchase these ASCD products and services (“Products”):

Quantity	Product	Unit	Amount	Total
1	APLS Day – Alisa Simeral	1	\$5,000.00	\$5,000.00
Total				\$5,000.00

2. **Purchase Orders and Invoices:** Upon execution of this Agreement, Customer will provide ASCD with a purchase order for the Total amount indicated above. ASCD will invoice Customer based on the following invoice schedule:

Products	Expected Invoice Date	Invoice Amount
Purchase Order	July 15, 2017	\$5,000.00
Total		\$5,000.00

Payment is due net 30 days from the invoice date. Purchase order(s) must be sent electronically to amy.kellogg@ascd.org, by fax to 703-575-5400, or by mail to: ASCD, Attn: Order Processing, P.O. Box 17035, Baltimore, MD 21297-8431

3. **Professional Learning:** ASCD agrees to provide the services described in Exhibit A – Description of Services. Customer is responsible for reproduction of Program handouts and distribution to attendees, along with any books ordered for the purpose of the Program.
4. **Resources:** Customer agrees to purchase the quantity indicated in Section 1, and cover the cost of standard shipping and handling fees. ASCD will not ship orders without a purchase order or advance full payment. Customer agrees to the Return Policy at <http://www.ascd.org/customer-service/foryourinformation.aspx#Ordering>Returns>.

5. General Terms

- 5.1. **Intellectual Property:** Customer acknowledges that ASCD or Consultants owns the copyrights to all tangible or electronic presentation materials, handouts, and/or program books used in conjunction with services performed under this Agreement, and that no materials will be developed specifically for Customer. ASCD shall retain all copyrights owned prior to entering this Agreement, and Customer may not reproduce any materials not designated reproducible without the express written permission of ASCD. All audio, video, and digital recording of the services is prohibited.

- 5.2. Disclaimer:** This purchase and the Products are provided to Customer “as is.” ASCD does not provide any warranty as to the quality, accuracy, or fitness for a particular purposes of any Product purchased.
- 5.3. Termination:** ASCD may terminate this Agreement if ASCD has not received a purchase order within 30 days of the effective date of this Agreement.
- 5.4. Force Majeure:** If an occurrence beyond either party’s reasonable control (but excluding financial inability) make it impossible to perform under this Agreement, the party unable to perform shall not have any liability to the other party for the prevented performance. The terms of this Agreement may be suspended until the occurrence ceases to exist, or either party may cancel this Agreement, in which case the respective cancellation policy for the Product (as posted on ASCD’s website) applies. All obligations unaffected by such an occurrence shall remain in place.
- 5.5. Entire Agreement:** This Agreement, any exhibits or lists referenced in or attached hereto, and purchase terms and conditions included on ASCD web pages posted on ASCD’s website for the respective events, products or memberships purchased, constitute the entire agreement of the parties and supersede any prior written or oral communications. This Agreement cannot be modified unless in writing signed by both parties. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable.
- 5.6. Offer Valid.** The pricing set forth in this Agreement shall be valid for 14 days from the effective date first listed above.

This Agreement is acknowledged and accepted by Customer and ASCD:

Mr. Tim Isenberg
Board President
Linn Mar School District - IA

Bryan Scanlon
Managing Director
ASCD

Date: _____

Date: _____

Please fax or email this Agreement to: Amy D. Kellogg
Fax: (703) 575-5400
Email: amy.kellogg@ascd.org

Exhibit A –Description of Services

Professional Learning Services	
Topic	Building Teachers Capacity
ASCD Consultant	Ms. Alisa Simeral
Model / Format	Workshop
Location	Linn Mar Community School District
Content	Teacher Capacity, Instructional Coaching
Date(s)	April 17, 2018
Start Time	8:00 am
End Time	3:00 pm
Number of Participant	25 Educators, Instructional Coaches
Demographics	Teachers, Instructional Coach
Resources	TBD
Resources Delivery Date	TBD
Resource Deliver Location	TBD
ASCD Professional Learning Contact	Name: Lori Brown Phone: (571) 251-8723 Email: lori.brown@ascd.org

CONTACT INFORMATION

Please provide the following information:

Who will be the contact person for the work?

Contact: Mrs. Sheri Crandall
Title: Instructional Coach
Phone: 319-892-4868
E-mail: scrandall@linnmar.k12.ia.us
Cell #: _____
Fax: _____

Who will receive and pay the invoices?

Contact: Sandy Clabough
Title: Business Office
Address: 2999 N. 10th St. Marion, IA 52302
E-mail: sclabough@linnmar.k12.ia.us
Fax: _____

Shipping Information (required for resource delivery)

Shipping Contact: Sheri Crandall
Shipping Address: 3111 N. 10th St.
City, State, Zip: Marion, IA 52302
Phone: 319-892-4868
Delivery Date: _____
Delivery Times: _____
Choose one: Do you have a Delivery Dock?
 Do you have double doors (for pallet)?
 Do you require inside delivery?