

# Board Book: October 23, 2017

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

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 21<sup>st</sup> 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.*

### **Graduation Requirements: Graduation Requirements**

Linn-Mar High School students are required to earn a minimum of 250 credits in order to graduate. In addition, the following department requirements must be met in order to earn a diploma:

English – 40 credits. Must include English 9 or English I (10 credits each), English II (may opt out if pass English I with a 90% or higher grade), English III or Advanced English III, and one speech/acting course (5 credits).

Mathematics – 30 credits. Must include Algebra (10 credits) or Algebra Fundamentals I and Algebra Fundamentals II (20 credits). Students who successfully complete both semesters of Algebra may not then take Algebra Fundamentals I or Algebra Fundamentals II to fulfill the Algebra or three year Math requirement.

\*Science - 30 credits. Must include General Biology (10 credits) or Fundamentals of Biology I and Fundamentals of Biology II (20 credits), a physical science course (Chemistry, Physics, or Earth and Physical Science) (10 credits). Ten elective credits may include the following vocational/technical offerings: Aquaculture Science, Ag.-Science-Animal, Ag.-Science-Plant, Natural Resources and Ecology, Food Science and Safety, Introduction to Engineering Design, and Principles of Engineering., an earth science course (Earth Science 9 (10 credits), Earth and Space Science (10 credits), or AP Environmental Science (15 credits)), a chemistry course (Applied Chemistry and Physics (10 credits) or Chemistry I (10 credits)), and a physics course (Earth and Space Science (10 credits), Applied Chemistry and Physics (10 credits), Physics I (10 credits), or AP Physics (20 credits)).

\*Social Studies – 30 credits. Must include U.S. History 9 or U.S. History I (10 credits) or AP U.S. History (15 credits), World History (10 credits) or AP World History (15 credits), American Government (5 credits) or AP U.S. Government (10 credits), one social studies elective (5 credits). Introductory Psychology or Sociology (5 credits).

\*Personal Finance – 5 credits. Students must receive credit for Personal Finance (5 credits) or granted a waiver through completion of designated online Financial Literacy course with certificate.

Health/Fitness – 20 credits. Must include Health I (5 credits).

\*Requirement for Class of 2022 and after.

Proposed changes are in red

Effect of changes –

1. All students would be exposed to all 9-12 Iowa Core Science Standards as required (2018).
2. All students would be exposed to all 9-12 Iowa Core Social Studies Standards as required (2020).
3. Required credits would remain at 250.
4. Prescribed credits would increase from 150 to 155.
5. Science:
  - a. number of prescribed credits would remain the same
  - b. coursework would be required in each of four disciplines – life science, earth science, chemistry, and physics
6. Social Studies:
  - a. number of prescribed credits would remain the same
  - b. elective credits would be replaced with 5 behavioral science credits
7. 5 personal finance credits or credit waiver would be required.
8. Change in graduation requirements would take effect with the Class of 2022.
9. Change in graduation requirements would be (overall) FTE neutral as total required credits would remain at 250.

An FTE increase may be required in Business (to cover Personal Finance) and Science (number of students selecting a path exceeding 30 credits may increase), while other departments could experience a decrease.

## 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.**

***No updates at this time***

## 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
Becoming Deliberately Developmental about our staff as we shift from "Human Resources" to "Talent Management".	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.
	Reduce employee workers compensation claims from five-year average info.
	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.
	Explore opportunities to expand mentor programs for all employee groups and leverage their talent/knowledge to improve our overall performance.
	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.
	Research comprehensive and engaging performance management plans for classified and professional staff.
	Foster a positive, engaging, diverse and inclusive work environment while identifying and responding to the changing needs of the Linn-Mar community.
Cultivate a high achieving performance culture.	Revise recruitment strategy and branding program by late winter (2016-17).
	Always promote a school culture with the belief system of all students can learn.

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

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

### Year 1:

Strategic Initiatives	Measures of Success
Strengthen leadership capability throughout Linn-Mar to promote high levels of performance and productivity and sustain excellence.	Make school building-level communication the major focus of the communication efforts.
	Provide training to district leaders to address all aspects of the employee life cycle.
	Begin to develop a leadership ladder (succession planning) throughout Linn-Mar in all employee groups with a focus on recruitment and retention.
	Identify employee skill gaps, provide opportunity for improvement/workout plan or coaching out (coach up or counsel out).
	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.
	Board Policy Committee to develop and deploy board learning plan and work to strategically align all board committee work under the <a href="#">Strategic Plan</a> .

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

***No updates at this time***

## Goal #4: Unlock Potential (Success)

*Maximize achievement by increasing digital literacy utilizing 21<sup>st</sup> 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 21<sup>st</sup> century digital tools.*

**Huntley Professional Learning Through Innovation:** Ten high school teachers and two directors attended this professional development opportunity on October 18th. The experience included presentations on:

- Blended Learning
- 1:1 Implementation
- Student Behavior in the Blended Environment: Policy and Procedure
- Student Success in the Blended Environment: The Counselor's Role
- Blended Course Development
- Blended Teacher Training
- Collaboration and Innovation in Middle Schools
- Classroom Visits

Additionally, Huntley students shared their perceptions of Blended Learning during a panel discussion.

## 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.***

***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.*

**Board Retreat:** On October 16th the Board of Education and Administrative Cabinet met for a board retreat to review comments and thoughts from the recent bond vote. From this discussion, themes were identified that will be used to guide future communication efforts and the potential bond campaign. The themes identified by the board:

- Plan details too vague
- Tax implication too high
- Image/culture
- Previous decisions
- 2nd high school
- Open enrollment
- Get out the vote

Specific comments shared under each theme are outlined in the [Themes/Comments pdf](#). A survey has been sent to Linn-Mar staff asking for additional feedback regarding the grade-restructuring plan/bond. The Communications Department is also in the process of seeking feedback from Linn-Mar parents and community.

Lastly, the administration will take a look at the 10-year facilities plan. Renovations at the three historic elementary schools remain urgent priorities. The goal will be to identify and outline what renovations can be made in 2018.

**Certified Enrollment Update:** Our annual, certified enrollment process is complete. Our certified enrollment is up over 123 students from the 2016-17 school year. *Certified enrollment is not the number of students that we have attending Linn-Mar schools, it is a count of the number of resident students that live in our district.* This number determines the budget allocations the district will receive from the state for the 2018-19 school year. The enrollment trends from previous years are listed below:

School Year	Certified Enrollment	Change from previous year
2014-15	7145.24	+202.24
2015-16	7197.94	+52.70
2016-17	7312.54	+114.60
2017-18	7436.18	+123.64

**Finance/Audit Meeting:** On October 18th the Finance/Audit Committee met. This was the first meeting with the new board members attendance. The following items were discussed:

- The Committee Commission was reviewed with new members to note the purpose and responsibilities of the Finance/Audit Committee.
- September 2017 financial reports and October 2017 board bills were reviewed.
- Contract from RSP Associates, the district demographer, was discussed noting that it is important for this information to be updated annually to help with long-term planning.
- Contract extension through 2022 from the US Cellular Center for future graduations was discussed.
- Comments from the October 2nd auditor exit interview were reviewed noting the following items:
  - The district disaster recovery plan should be formalized into a working document and reviewed regularly.
  - Auditors tested various credit card transactions and noted that some meal purchases did not appear to be in compliance with district Policy 803.10-R which states: "Meals in the metro area are not reimbursable." Also, at least one credit card purchase was not substantiated by invoice or detailed receipt.
- Follow-up questions from a prior board orientation session were addressed. Topics discussed included tax increment financing, taxable valuations, income surtax, and open enrollment.
- The November Finance/Audit Committee meeting has been cancelled due to the IASB convention.

## Achievements and Honors:

**Congratulations to Linn-Mar's OPUS '17 Vocalists:** Forty-five Linn-Mar vocalists are among only 720 from the entire state selected to participate in OPUS 2017 next month in Ames. The Iowa Choral Directors Association sponsors the event, which is made up of four honor choirs of 180 voices each. The choirs include: a 5th/6th Grade Select Honor Choir, a 7th/8th Grade Bass Clef Honor Choir, a 7th/8th Grade Treble Clef Honor Choir, and a 9th grade Mixed Honor Choir.



Congratulations to the following Linn-Mar student participants:

**Elementary:** Josie Brown, Audrey Fitzsimmons, Jacob Jensen, Jude Crandall, Lauren Castor, Kayley Harney, Pyal Hanson, Lilly Walker, Max Lightfoot, Lindsey Corner, Brynlie Peery, Callista Wise, and Adora Spoor.

**Middle School:** Caleb Brock, Owen Schlesinger, Maddie Nuss, Liberty Nyberg, Quinn Dunkle, Eve Christensen, Riley Cronin, Emily Brennom, Alaina Beck, Mara Kehrt, Rachel Dunnwald, Danica Kallas, Isaac Stanger, Kylie Wassmer, Sofia McLaughlin, Alyssa Newport, Dylan Ascher, Kaia Sjobakken, Kamryn White, Ava Macek, Melia Bohn, Kaitlyn Johnson, Eleanor Junk, Hanna Langley, Frances Lausen, and Vivian Shanley.

**9th Grade:** Ella Crumley, Kaitlyn Brunson, Steven Madasu, Casey Walker, Matthew Tofanelli, and Cavan O'Hara.

The selected students will spend November 16th rehearsing with their Honor Choirs. The day will then conclude with a 4:00 PM performance at CY Stephens Auditorium on the Iowa State University Campus.



**Congrats to LMHS "Uncommon" Students:** Congratulations to Kaleb Cook, Alexa Gormley, and Daniel O'Hara for being honored with The Herbert Hoover Uncommon Student Award. These high school students were presented with the award during a ceremony hosted at the Herbert Hoover Presidential Library and Museum in West Branch, Iowa. All three students received a \$1,000 scholarship. Additional congrats to Kaleb for being awarded a \$5,000 scholarship.

**National School Bus Safety Week:** Linn-Mar takes great pride in assuring the safety of our students every day. This includes transporting bus riders to and from school, on fieldtrips, and to athletic and fine arts competitions. During School Bus Safety Week, we take the opportunity to salute the 78 members of our Transportation Department who covered approximately 615,000 miles last year.



**National School Lunch Week:** We want to give a huge shout out to the men and women of the Linn-Mar Nutrition Services Team in observance of National School Lunch Week. At Linn-Mar a group of 84 people, including substitutes, work tirelessly to provide an average of 4,900 lunches and over 500 breakfasts to Linn-Mar students in 11 buildings across the district each school day! Today's school lunches must meet strict nutrition standards including limits on calories, sodium, and unhealthy fats. Nationwide, thanks to the National School Lunch Program, more than 30 million students enjoy healthy lunches.

**Student of the Week (Oct. 12th):** Congratulations to Josh King for being selected as the *Marion Times* Student of the Week. Josh is a senior at Linn-Mar High School and his academic interests include math and English. Josh said "I'm interested in studying business." Throughout his time at Linn-Mar Josh has been involved in cross country, St. Joseph's Catholic Youth group, and Iowa BIG. He has also been a Ruff Room Writing Center tutor and a boys' tennis manager. While at Linn-Mar, Josh has received academic letters of distinction, Leadership for Five Seasons, American Legion Hawkeye Boys State, and National Council on Youth Leadership.



**School Student of the Week (Oct. 5th):** Congratulations to Abbey Fitzsimmons for being selected as the *Marion Times* Student of the Week. Abbey is a senior at Linn-Mar High School and her academic interests include science classes, especially biology. Abbey said "I also really like learning about history, Spanish and English." Throughout her time at Linn-Mar Abbey has been involved in 10th Street Show choir, FBLA, Key Club, Model UN, and Student Advisory Council. While at Linn-Mar, Abbey has been a National Merit semifinalist, received academic letters of distinction for three years, and National Honor Society.

**Boys' Varsity Baseball Coach:** Congratulations to Kyle Rodenkirk for being named Boys' Varsity Baseball Coach for the 2018 season. Rodenkirk comes to the district via Jefferson High School where he coached the team to a record 116-79 (.595).

**Mayor AbouAssaly Visits Oak Ridge:** The 7th graders at Oak Ridge had the honor of meeting with Marion Mayor, Nick AbouAssaly, as he shared insights into his role and responsibilities to the City of Marion. The students will use the information shared by Mayor AbouAssaly to help them complete essays for a contest entitled, *If I Were Mayor*.



## Linn-Mar Homecoming Queen and King:

Congratulations to Sydney Von Lehmden and Tyler Green for being named the 2017 Homecoming Queen and King.

**Coffee & Conversation:** The Linn-Mar Board of Education invites friends and families of the district to stop by Excelsior Middle School on Saturday, November 4th for coffee and conversation. The event begins at 8:30 AM and is a great opportunity for folks to chat with Superintendent Shepherd and board members regarding current district events.