

Linn-Mar Board of Education

Academic Update

November 9, 2020

Nathan Wear



COVID Overview

- 185 days between instruction (March 14-Sept. 13)
- Iowa Data (National Center for Education Statistics) accessed via web on 10/26/20 https://nces.ed.gov/transfer.asp?sec=true&location=www2.census.gov/programs-surveys/demo/tables/hhp/2020/wk3/educ1_week3.xlsx
- What would you estimate the average Iowa family spent on teaching activities in a 7 day period during the shutdown?



Students, select an option!

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COVID Overview

Children enrolled in public or private school

	Average household hours spent in last 7 days on all teaching activities with children	Average household hours spent in last 7 days on all live virtual contact between students and their teachers
Total		
563,543	10.3	2.3

COVID Overview

- Prioritize standards across all grade levels
- May 2020 PD
- K-6 developed mapping guides
- 7-12 course dependent
- Had to "prioritize the priorities"



Attendance and general student numbers

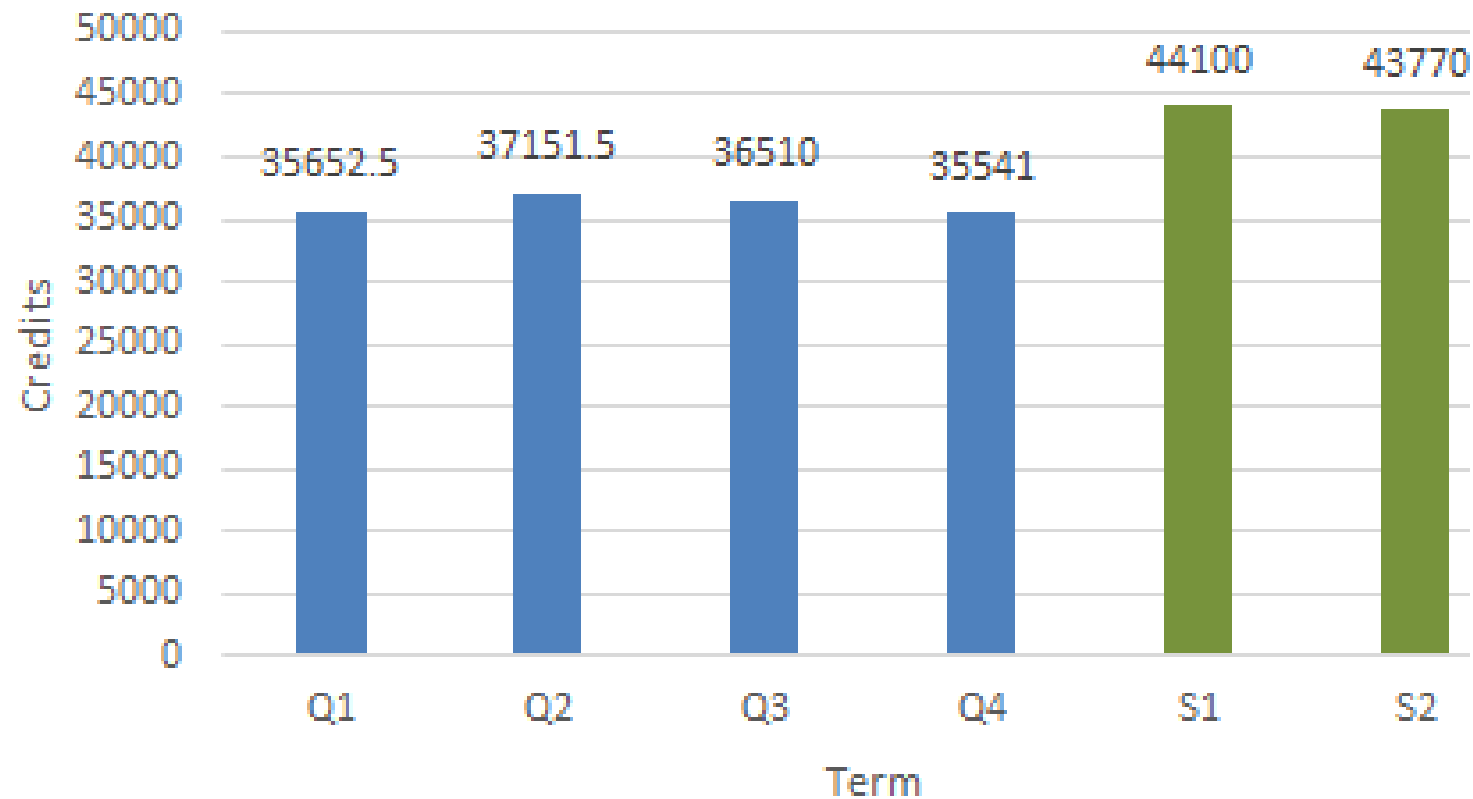
Level	Onsite	Virtual
K-4	2,141	704
5-6	902	287
7-8	854	325
9-12	1,674	505
TOTAL	5,571	1,821



Data on kids that have moved to online- medical

- Application form to request to move online due to health concerns
- 207 requests as of 11/4/2020
- 7 denied for no medical reason
- 2 denied for no room in online class (5th and 6th)
- 3 denied for no enrollment/chose to attend in another district
- District has placed 94% of requests that came in after Aug. deadline

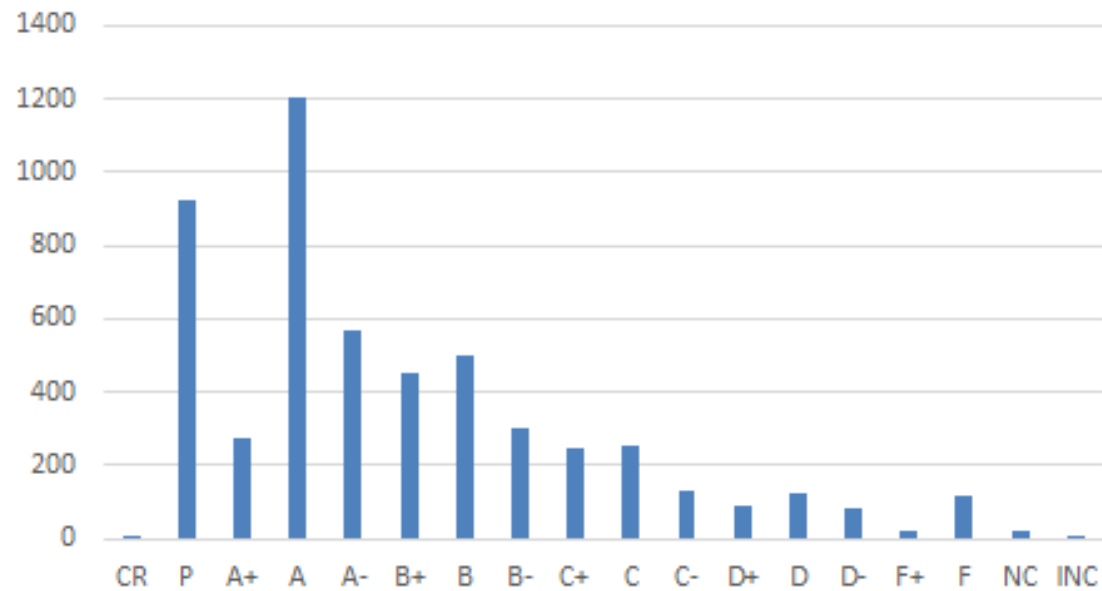
2019-2020 LMHS Student Credits Earned



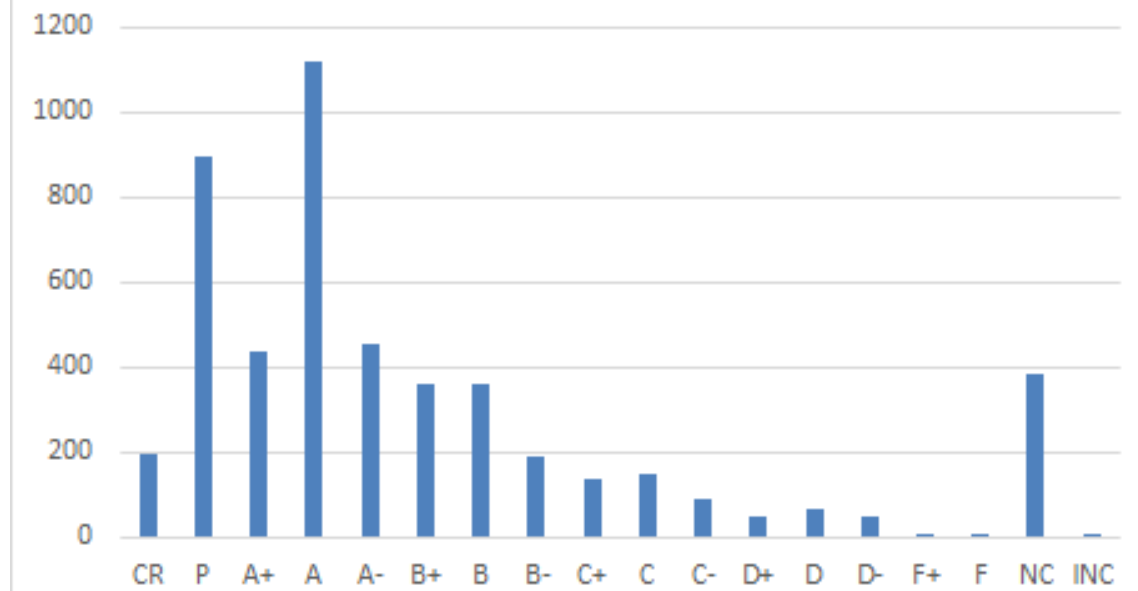
Academic
Data High
School

Academic Data 9th-12th- Grade distribution

Q2

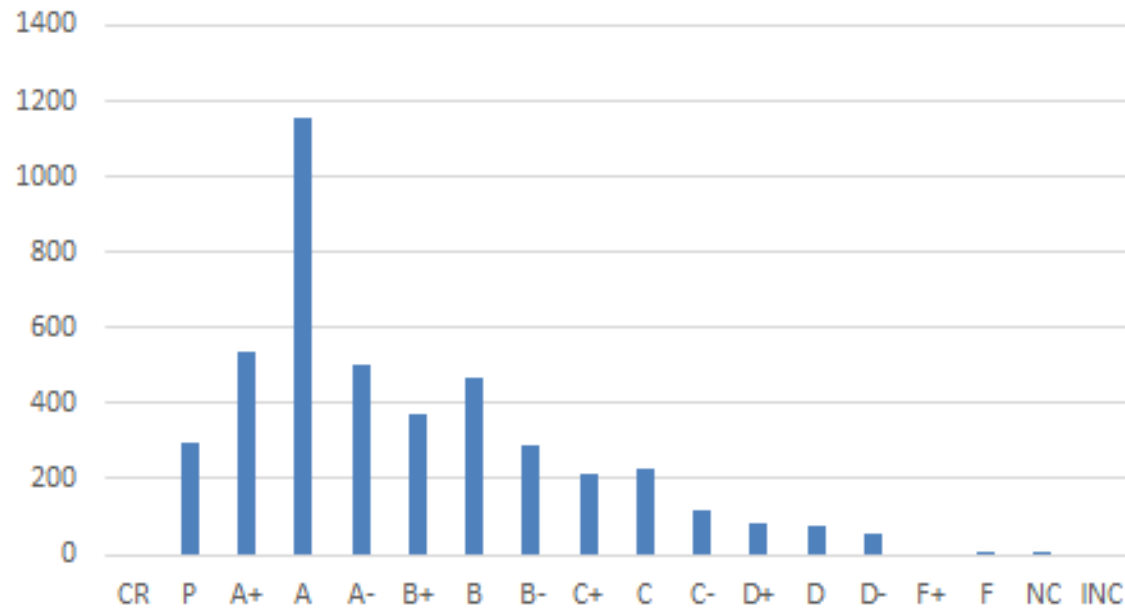


Q4

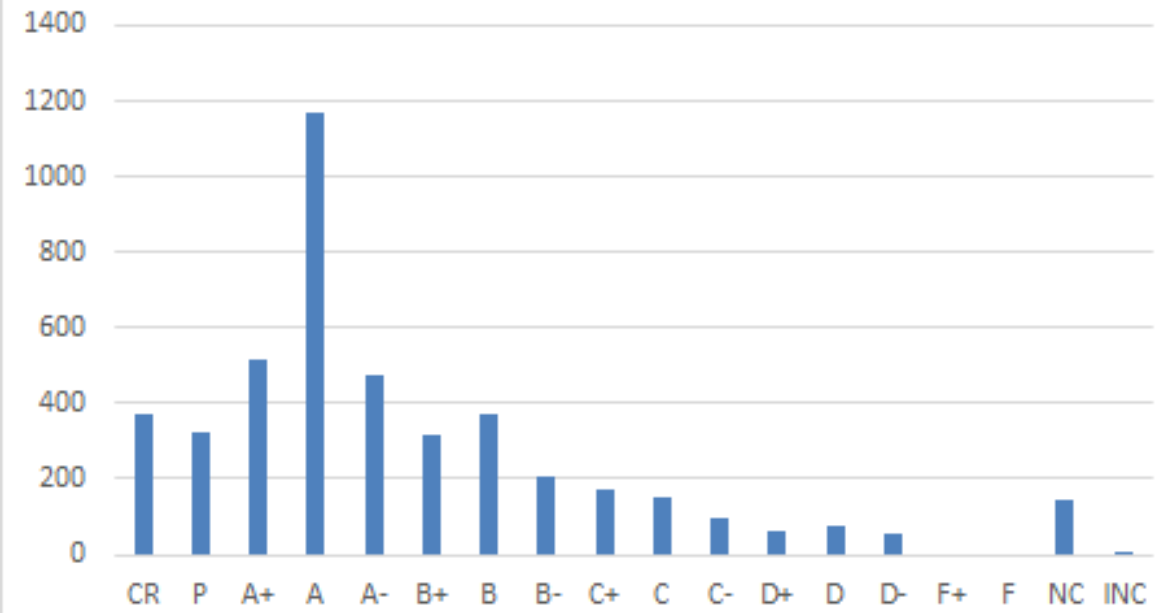


Academic Data 9th-12th- Grade distribution

S1



S2





COMPASS and ATLAS



Students browse: <https://photos.app.goo.gl/LbRMovAFw2XsRYty5>

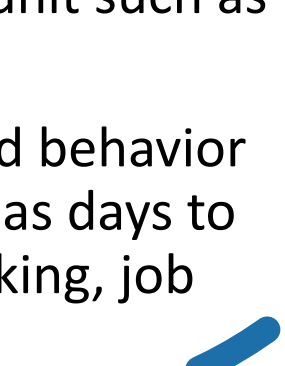
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The ATLAS (Achieving Transiti on through Learning, Advancement, and Success)

In its second year housed alongside the COMPASS program at Linn-Mar, ATLAS serves young men currently residing in the Four Oaks facility in Marion. Students range in age from 12-17; currently, all students are high school students in grades 9th-12th grades.

- 66% of ATLAS students have completed a minimum of one required course toward graduation.
 - 83% of students have IEPs of those students, 70% are demonstrating growth across all goal areas.
 - Many ATLAS students are attending face-to-face instruction daily in the ATLAS program; two students currently attend via a hybrid schedule. Students are able to access virtual resources while on the unit such as Schoology and APEX (credit recovery).
 - Direct instruction is focused on academics and behavior throughout the week; Fridays are designated as days to focus on independent living skills such as cooking, job skills and group cooperation.
- 
- Four blue, curved, brush-stroke-like lines in the bottom right corner of the slide.

The COMPASS

Graduation: Rates have gone up 100%. Previous graduation numbers were around 25. During the 2018 school year graduation numbers were in the 50's and continue to grow. We graduated 55 students in 2020.

Attendance: Teachers report attendance is up by 30%. Many of our students have mental health issues. They are finding success through virtual learning. They can come to school even when they are having a rough day. Our grades and passing rates have also gone up due to RTI time built in and attendance rates going up as well.

Classes: M-Thursday – 5 block schedule and Friday- 4 block schedule. On average our students are issued 35 credits a quarter. (Teacher led + APEX classes)

The COMPASS

Fun Facts: Marion ISD maxed out their seat allotment in 2019-2020 school year (20). There is a wait list to come to COMPASS. We will graduate 5-6 students this quarter. We are bringing over 15 students from the high school and 3 students from Marion ISD for 2nd quarter. Our graduates have gone to Iowa State, Ellsworth College, Kirkwood, Hawkeye, the military, work force, Job Corps, and welding, carpentry and other various unions. We have a student shipping out in January to join the ARMY.

Traditions: Graduation Walks, Quarterly celebrations, Joint Marion/LM Graduation Party at Thomas Park- Steve brings the chuck wagon and makes hamburgers/hotdogs, teachers provide sides, and we have graduation cake! Many of our students can't afford a celebration so we celebrate together!

Social Emotional Screening

Family Wellness Check-in



Students browse: <https://docs.google.com/document/d/1L3X34agT5zVRsty7q61cvzpD9g>

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Special Education


By October 23rd, all IEP teams (just under 750) were to meet to discuss 6 questions around Continuous Learning:

- Describe the general education services and settings for virtual/hybrid instruction.
- What Accessibility needs are unique to the student for virtual/hybrid learning?
- What other Needs of the student are unique to the virtual/hybrid setting and his/her/their individual circumstances?
- How will Services on page F be prioritized, adapted, and delivered to the student to make progress in virtual/hybrid learning? What, if any, services will not be delivered in virtual/hybrid learning?
- What Goals are prioritized by the IEP team and how will Progress Monitoring for these goals be adapted for a virtual/hybrid setting?
- What Additional Considerations are important for the implementation of this IEP with these adaptations?

Communication of this:

-through videos and supporting documentation found [HERE](#) to teachers

-videos and supporting documents also sent to families



Special Education- Recovery services

COVID also brought us a new term and service in special education, COVID-19 Recovery Services.

What is COVID-19 Recovery Services? - Services that are provided in addition to services and supports identified in an eligible individual's IEP. They are designed to address skills and content that was not taught, as well as the compounding effects of those skills not being taught due to closures related to COVID-19.

Why would we provide Recovery Services? To recoup lost skills or regain progress that was lost due to closures related to COVID-19.

Special Education- Recovery services

When would we provide Recovery Services? COVID-19 Recovery Services may be provided at any time up to one year after the end of the COVID-19 pandemic. COVID-19 Recovery Services may be provided before or after school, on days the student is not typically in school, or in the summer, as needed by the individual.

Who should receive these services? Students with an IEP must qualify through a four step process.

- Compare data describing the individual's performance when schools closed to data describing the student's current performance.
- Identify the gap between where the student was and where they are currently.
- Review provision of current special education services and supports and the effect of those services on closing the gap.
- Identify any additional recovery services that will be needed in order to close the gap

Math: Math K-12

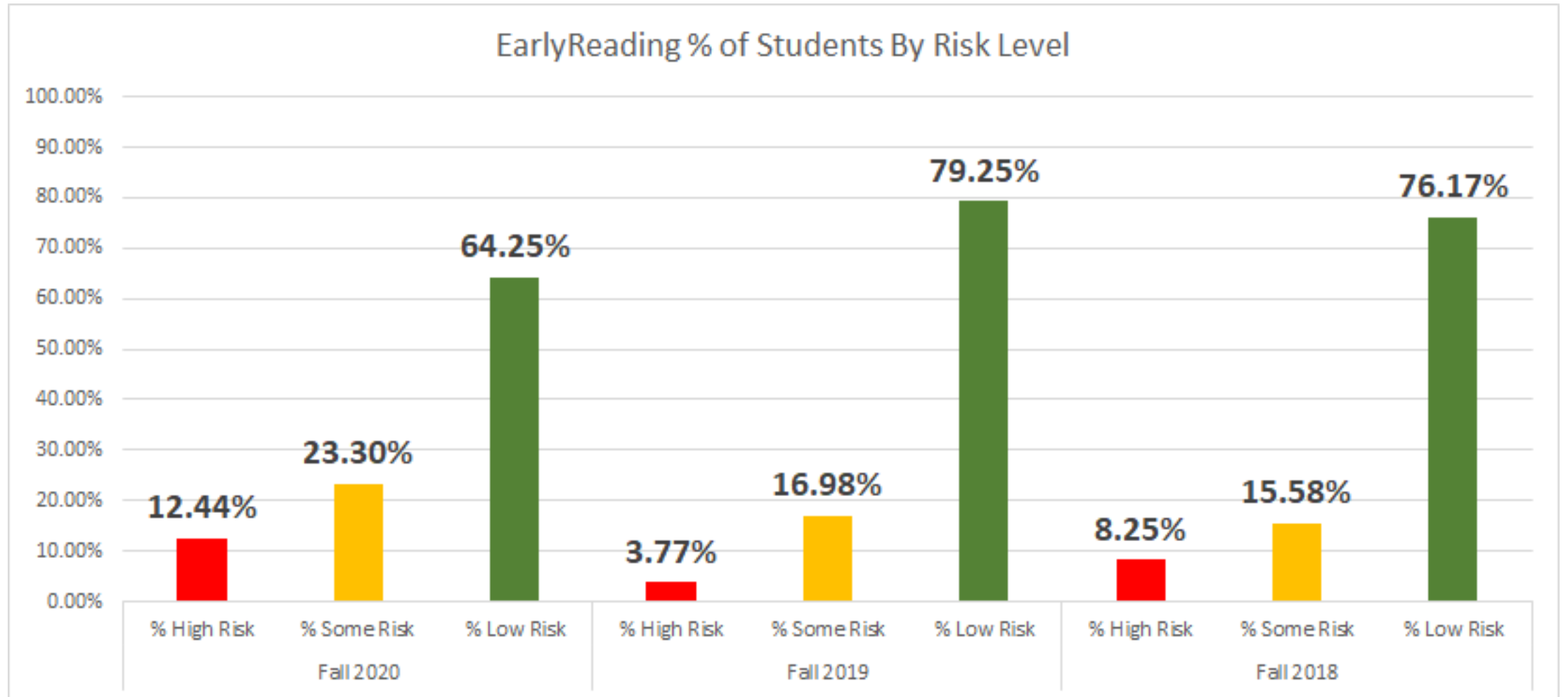
Summary	
Total Students With Valid Growth Test Scores	288
Mean RIT	209.7
Standard Deviation	14
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	208.1
Students At or Above Norm Grade Level Mean RIT	164

Overall Performance		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		38	13%	49	17%	80	28%	73	25%	48	17%	209-210-211	14

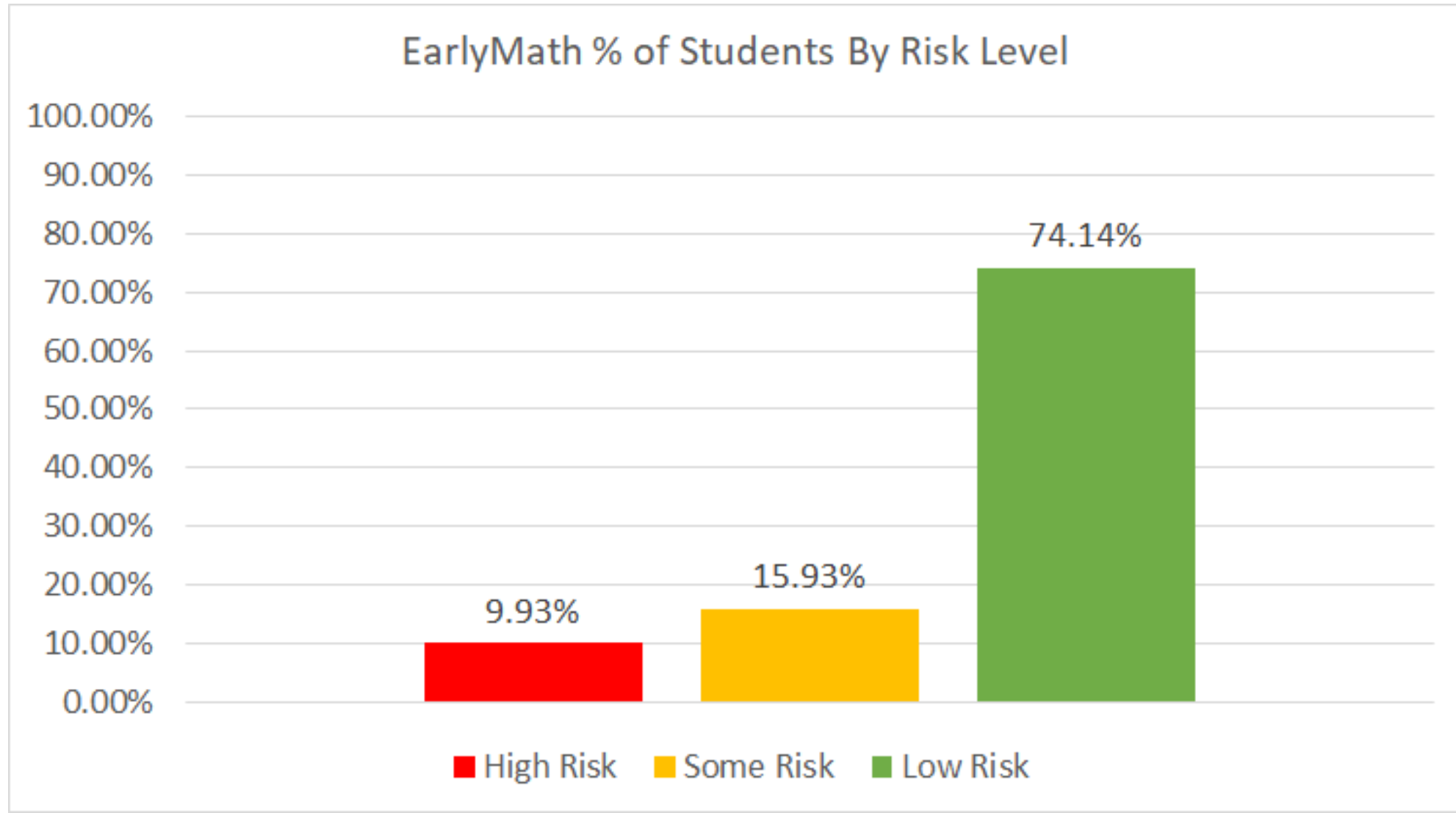
Academic Data 5th- 8th Math and Reading NWEA

Grade Span and Content	Students- raw numbers	% At or Above Grade Level
5th Reading	388/522	74.33
5th Math	315/523	60.23
6th Reading	428/535	81.84
6th Math	360/553	65.10
7th Reading	370/521	71.02
7th Math	323/519	62.24
8th Reading	380/511	74.36
8th Math	354/523	67.69

Academic Data Reading K-1

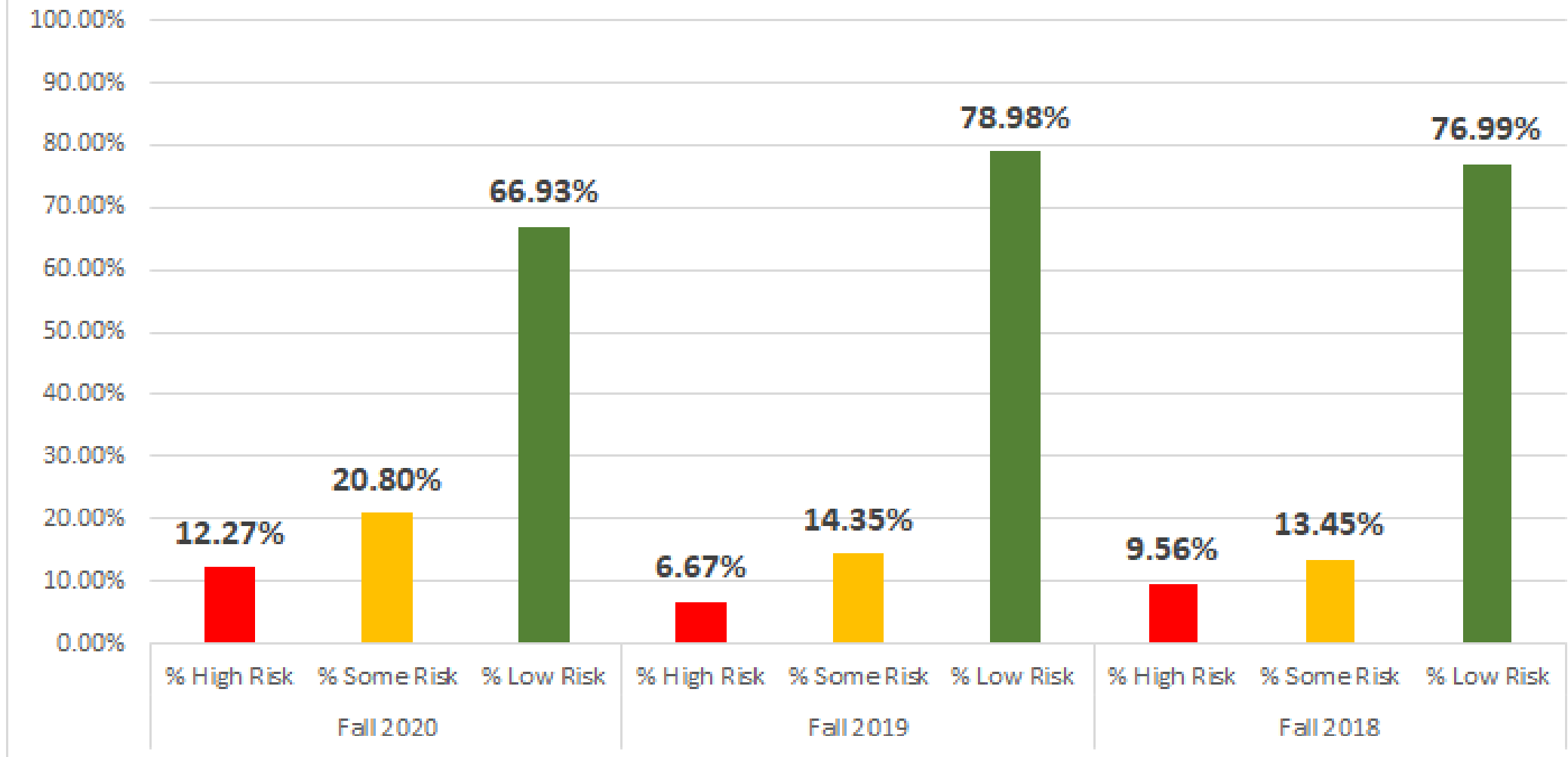


Academic Data Math K-1

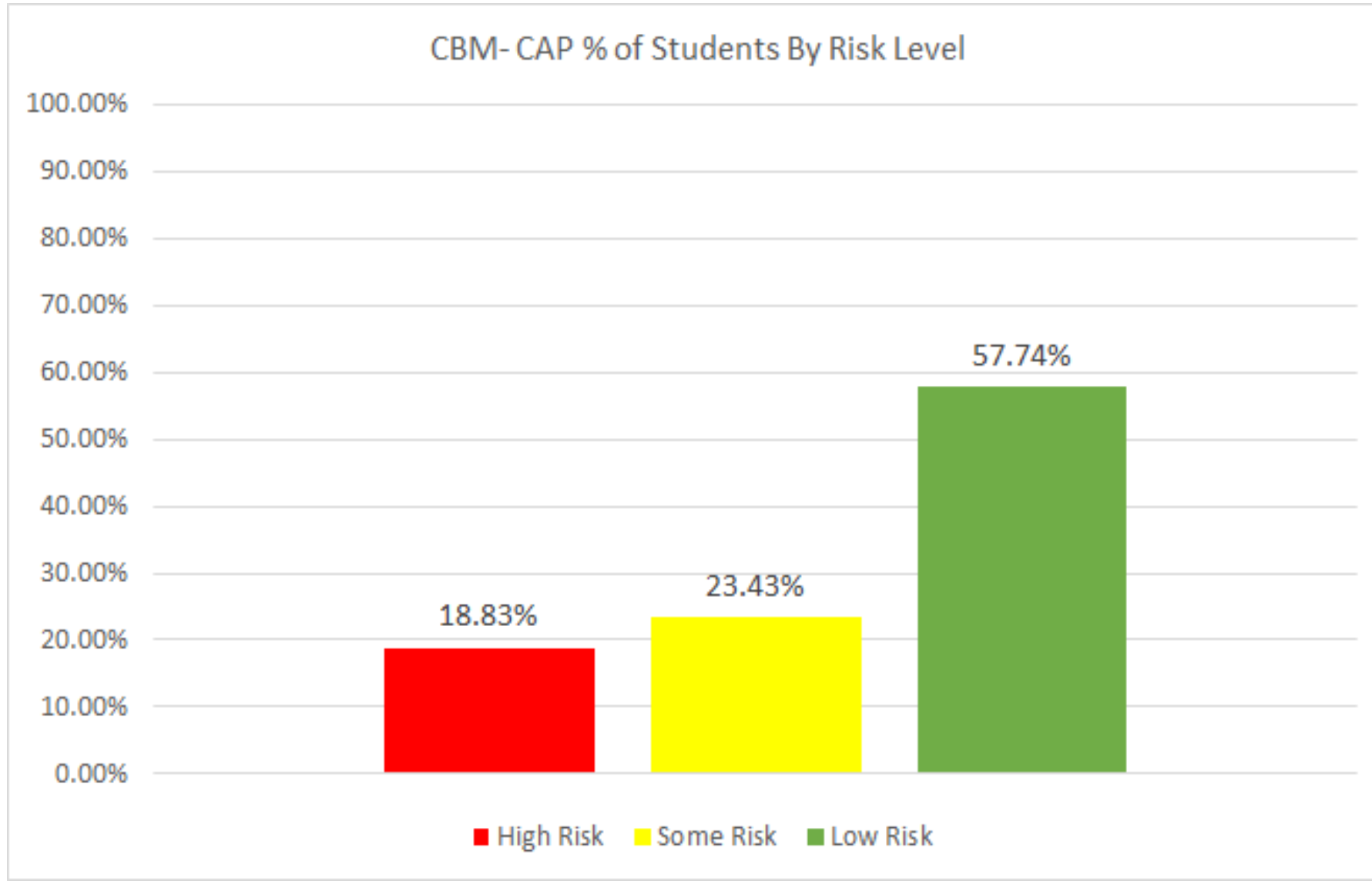


Academic Data Reading 2-4

CBMReading % of Students By Risk Level



Academic Data Math 4th



Action steps



Every elementary reading data day- Karla, Carrie, Sarah, Coach, Principal



- State requirement below 60%, must have class wide interventions



- Class wide interventions- based on reading research



- FOCUS on skills previously learned- "sprinkling"



Elementary math- screened and now focusing instruction -Flowcharts for interventions- by standards

Action steps



Intermediate/Middle focus on core instruction



Standards and instruction align



Power-up and Core 5 interventions



Middle and High- Addition of an intervention period to work with students in need



Obsolete online/virtual resources- purchasing and using new tools

Feedback from SIAC


- Data tells me we have become even more aware of "gaps" that existed before COVID, but now we are being forced to look at the data in a different way. I see this as a real positive and something to work toward.
- For all the upset and changes, the data seems to say that students are resilient and are learning. I am glad to hear how the teachers are also giving the time and effort to make the changes that help the students stay as current as possible.
- Make sure high school students are accessing the RTI time and not seeing it as an early-out and leaving campus.

Feedback from SIAC

- The data is not alarming. I think we expected with the time off that we had that there would students that would move to the at risk or low risk category. What I would like to see the district focus on are those math standards and what interventions can we put into play. I think our focus has been so heavy on literacy which is great, but that also means other things fall through.

Another thing I hear and see is that there is not a lot of time throughout the day to get it all accomplished. Teachers are stressed as it is and when they have to provide all these interventions and still teach other core subjects how to do they get it all done? I do not think this is a district issue, I think it is a state requirement issue.

- The data tells us students need to be taught where they are currently at academically. We cannot move forward until the previous material is learned. However, students are learning.
- The data does not surprise me a great deal. Now that my students are back in person, they are making amazing gains every day. With everything that has happened to these kids in the past several months, I feel like our main focus needs to be on social/emotional growth. the academic gains will come with patience and hard work. Recommend trying to keep class sized as small as possible so teachers have more time to work with each student.



What does the data
tell you?

What
recommendations
do you have?



Students, write a response!

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Updates from the Cabinet

November 9, 2020

Cabinet Members: Superintendent Bisgard, Assoc. Superintendent Wear, Mrs. Karla Christian (HR), Mr. JT Anderson (CFO), Mrs. Leisa Breitfelder (Student Services), and Mrs. Jeri Ramos (Tech)

Honors & Highlights

All-State Music Honors: Congratulations to the 48 Linn-Mar High School students who were selected to perform as part of the 2020 Iowa All-State Music Festival. *The festival has been cancelled due to the pandemic, but this is still quite an honor.* [Click here for a full list of the students selected](#)

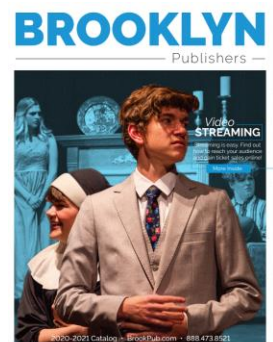


Uncommon Student Award: Congratulations to Linn-Mar High School Seniors Alex Drahos and Elizabeth Low for being recognized for the community services projects they created. Both students will present their work as "Uncommon Students" on October 31st to the Hoover Presidential Foundation and receive an award of \$1,500. [Click here for more information on the LM website](#) or [click here to visit the Hoover Presidential Foundation website](#)



Marion Community Build Honor: Congratulations to Sophomore Prem Kulkarni and Senior Connor French for being selected as interns on the MEDCO/Marion/Linn-Mar Community Build project! They will be tracking the renovations on the Community Build home and sharing updates with the community! [Click here for more information on the Marion Community Build Project](#)

Theatrical Honor: Congratulations to our LM Drama Director Marcia Smith and the students for being featured on the cover of *Brooklyn Publishers* 2020-21 catalog! Last fall's production of *Alibis* was featured. Over 60,000 theatrical directors from around the world will get a glimpse of the catalog!



Community Outreach Recognition: Kudos to six of the Iowa BIG students (Leah Ahlers, Emma Gerlach, Lexi King, Ella Schultz, Lindsay Radack, and Connor French) for organizing a tree art auction to raise money for Trees Forever. The students have lined up Chainsaw Artist Clint Henik to work in Marion City Square on November 20th to create art from the tree remnants left behind by the derecho.

Memorandum

To: Linn-Mar Board of Education, Shannon Bisgard, Superintendent
From: Jeff Gustason, Principal
Date: 11/4/2020
Re: Early Graduation

The following student has applied for early graduation at the end of 1st Quarter in November 2020:

Sophia Kepros Caballero

This student has a post-secondary education plan in place that has been developed with the Linn-Mar High School counseling and COMPASS staffs. This student is on track to meet or exceed Linn-Mar's requirements for graduation by the end of this 1st Quarter.

I recommend the approval of this request pending the successful completion of current course work.

Operations Manual for the Linn-Mar Board of Education

*A Guide for Board
Operations and Functions*



2999 N 10th Street
Marion IA 52302

*Created: 1993
Revised: 2019*

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Introduction

In order to provide the necessary and appropriate leadership for the district, the Linn-Mar Community School District Board of Education, both collectively and individually, is committed to governing as a professional Board of Directors. This means a commitment to the principles and practices of professional governance; the sharing of a common understanding of board policies, practices, procedures and principles; a focus on continuous learning and improvement; and a willingness to serve as a model of effective, moral leadership for students, staff, and the community.

The *Board Operations Manual* explains the duties, structure, and responsibilities of the Linn-Mar Community School District Board of Education as per the Iowa Association of School Boards (IASB) recommendations and state of Iowa Code. This manual is a living document and is in no way meant to be the final word as to how the board will direct its business. Each iteration of the board will reflect the personality of that board and may result in additions or revisions to this manual.

Board Authority

Board authority is derived from state of Iowa Code, which includes many different powers and duties of school boards. As a corporate body, the board may transact business only with a quorum of its membership present during a regular or special meeting.

According to *Dillon's Rule*, a local school board can only do what it is authorized to do per code, as opposed to home rule where action can be taken unless it is stated in code that the action is not allowed. The Linn-Mar Community School District Board of Education policy manual includes a listing of the school board's general powers and duties in *Policy Series 200 – Board of Directors*.

The following is a partial listing of the duties and powers the board has the authority to carry out and reflects the authority vested in local school boards:

1. Determine major educational needs and develop plans to meet those needs.
2. Fix time and place of regular and special meetings.
3. Fill, by appointment, any vacancies occurring between elections.
4. Employ a superintendent.
5. Approve the employment and salaries of administrators/managers, teachers, principals, other licensed personnel, and staff members.
6. Terminate the contract or immediately discharge any employee subject to the provisions of any applicable law and/or board policy.
7. Become members of the Iowa Association of School Boards and pay dues.
8. Utilize funds received through gifts, devises, and bequests in the general or schoolhouse

- funds, unless limited by the terms of the grant.
9. Employ legal counsel and bear the cost of litigation.
 10. Allow all just claims against the school corporation.
 11. Insure against loss of property.
 12. Appoint a board secretary and treasurer.
 13. Require bonds for individuals having custody of school corporation funds, funds from extra-curricular activities or other sources, and pay premiums from the general fund.
 14. Determine district attendance centers and the particular school each student will attend.
 15. Maintain attendance centers based upon the needs of school-age students and include in the educational program additional courses, subjects, or activities that fit the needs of the students.
 16. Provide transportation services.
 17. Acquire, hold, convey, lease, rent, and manage property; real and personal.
 18. Incur indebtedness when authorized by the voters of the school corporation.
 19. Make rules for its own government.
 20. Maintain adequate administration, school staffing, personnel assignment policies, teacher qualifications and licensing requirements, facilities, equipment, grounds, graduation requirements, instructional requirements and materials, maintenance procedures, and policies on extra-curricular activities.
 21. Expel students from school for violation of rules established by the board or when their presence is detrimental to the best interests of the school.

Board Member Responsibilities

Board member responsibilities include attending board meetings; being prepared in advance by reading agendas, supporting documentation, presentation materials, and other informational documents; seeking information that is necessary; and suspending all judgement prior to the decision-making process at the board table. Effective board members also resist presenting surprises at board meetings by abiding by board policies and rules and holding off personal decisions until all evidence is in and all board discussion has occurred.

The board is made up of seven members of the Linn-Mar Community School District with each member assuming responsibility for the total board's effectiveness, functions, and efficiency. No individual can speak for or act on behalf of the board. The board acts only when a quorum is present and when a majority of that quorum reaches a decision. The Linn-Mar Community School District Board of Education strives to be unified and professional at all times. This does not mean, however, that board members cannot have disagreements or open discussions about district issues. Open discussions are encouraged in order to thoroughly examine each issue. Disagreements are to be handled in a respectful manner at all times with board members displaying courtesy for each other and for differing points of view.

Board Ethics

Board member actions, verbal and nonverbal, reflect the attitudes and beliefs of the Linn-Mar Community School District. Therefore, board members must conduct themselves in accordance with the Iowa Association of School Board's Code of Ethics as outlined in *Policy Series 200*.

Board members must avoid conflicts of interest, either real or perceived, related to serving on the board. Both Iowa law and board policy describe limitations placed on board members in carrying out their duties, but these limitations cannot address every situation where a conflict of interest may arise. Therefore, board members must be vigilant in avoiding any actions that may be perceived as creating a conflict of interest. (*Example: Endorsing other board member candidates during school board elections.*)

Iowa law states that all actions of the board shall be conducted in public, while at the same time the law allows for specific situations and procedures wherein the board may meet in private to discuss confidential information. Board members are privy to confidential information in the course of their service to the district. It is imperative that each board member respect the confidentiality of information shared with them.

Board Guiding Principles

1. Deliberate in many voices, but govern in one voice.
2. Cultivate a sense of group responsibility with the understanding that it is the board, not the staff or administration, which is responsible for excellence in governance.
3. Be an active part of the district's leadership team striving to lead the district through a clear mission statement, an articulated vision for the district, shared and commonly understood goals, broad and clearly written policies, and continual monitoring of the performance of the schools and students.
4. Be willing to hold itself to the highest standards of excellence in governance and professional responsibility, including a willingness to hold individual board members and the board as a whole accountable for its actions.
5. Continually monitor its own processes, performance, and progress.
6. Vigorously and intelligently advocate for the district and its students on the local, state, and national levels.
7. Commit both individually and collectively to being well-informed and educated on local, state, and national educational issues, initiatives, and practices.
8. Regularly communicate as one voice while exercising confidentiality, when appropriate, to all stakeholders about district performance, direction, initiatives, issues, and ideas.
9. Formally and informally recognize and celebrate school, staff, and student success.
10. Insist on the pursuit of excellence on the part of all with a role in the district; staff, students, and board members.

11. Always strive to act in the interest of what is best for all students, believing that all students can learn and succeed at a high level.
12. Serve as a model of positive, professional, and ethical conduct.

Board Meetings

Work Session Agenda Format:

- 100: Call to Order and Determination of a Quorum
- 200: Revision and/or Adoption of the Agenda
- 300: Discussion/Information
- 400: Adjournment

Work sessions will have the following characteristics:

1. No formal board action or decisions will take place.
2. Discussions are informational or for data analysis.
3. Are for building board member awareness and learning.
4. Are for board member team building.

Regular Session Agenda Format:

- 100: Call to Order and Determination of a Quorum
- 200: Revision and/or Adoption of the Agenda
- 300: Audience Communications
- 400: Informational Reports
- 500: Unfinished Business
- 600: New Business
- 700: Consent Agenda
- 800: Communications and Calendar
- 900: Adjournment

The board shall make rules for its own governance. The board may make and enforce reasonable rules for the conduct of its meetings to ensure they are orderly and free from interference or interruption by spectators. The Linn-Mar Board of Education has chosen to follow *Robert's Rules of Order, Revised* latest edition as a procedural model for operational purposes.

Board meetings shall be held at a place accessible to the public and at a time reasonably convenient to the public, unless such a place or time is impossible or impractical which shall be stated in the minutes. The public may use cameras or recording devices at any open meeting.

Board meetings are held IN the public, but not FOR the public. Meetings are to conduct district business in an open and transparent manner, not to engage in dialogue with the public. Public comments are allowed at the start of each open, regular meeting; but not during the order of business. Guidelines for addressing the board are outlined in the agenda and shared with the

public prior to the Audience Communications section of the meeting. *The guidelines for public participation in board meetings are also found in Policy Series 200.*

When participating in discussion, the board directs the superintendent and administration. The directive will be restated for clarity and conciseness by the board president to ensure there is common agreement and consensus from the entire board. Board meetings should allow business to be transacted efficiently, protect individual rights, and maintain the working relationship among members.

The role of the superintendent during board meetings will be that of advisor and facilitator in helping the board work through its business and reach decisions. As the chief executive officer of the district and the chief advisor to the board, the superintendent will provide timely information, materials, adequate time for deliberation, and recommendations given prior to board meetings and prior to board deliberations when making decisions. Reports, presentations, and documentation will follow a format developed by the superintendent and shared with the board.

Reports to the board during regular meetings will be concise and will not exceed 15 minutes, including questions. Written materials will be provided to the board in advance for their review and preparation for the presentations. All visual aids will be of a quality that the board and audience can view from their seats. The preferred format is electronic projection.

The board is to come prepared and ready to participate in the discussion and decision-making process. The board will also be given advance notice as to whether or not presentations or reports are for information only or if they are for deliberations and/or action.

Board Advisory Committees

The administration will inform all board advisory committees of requirements as stated in legislation regarding open meetings. The board will be aware that any committee that it appoints is under the open meetings law requirement. Care will be taken to assess whether a committee already functioning in the district may be used for the purposes of the board, rather than the creation of a new committee.

Board members are encouraged to be active on committees and other advisory groups that function within the district. Board member participation is to be advisory only, since it might be construed that a board member may have the potential to persuade others with their vote. Therefore, no board member will be a committee chairperson or a voting member of a committee or advisory group within the district.

Schedules

It is important for board members to be actively involved in board events to not only learn about the district, but to also show support for Linn-Mar and advocate for the district. Therefore, board members are expected to attend board meetings, school and site visits, special meetings for community input, and other meetings and events throughout the district and community. A rotating schedule will allow board members to attend Marion City Council meetings in order to facilitate communication between the two entities.

Schedules for board meetings, school/site visits, and committee/advisory meetings are developed at the beginning of each school year. Ongoing calendars can be found at the end of each board meeting agenda and on the board/policy website (<http://.policy.linnmar.k12.ia.us/>).

Policy

A school board fulfilling its policy-making duties fulfills the board's most important function. Written board policy represents that the school district is managed in a business-like manner and informs all stakeholders of the board's intent, goals, and objectives. Written policy fosters stability and continuity whenever board members or district personnel changes. Written policy also disarms critics by providing clear-cut, thoroughly researched, and planned solutions.

Written board policies have the same force and effect in a school district as Iowa laws have in the state, and as federal laws have in the country.

Iowa Code places the authority to develop and adopt policy for a school district in the hands of the school board. The Iowa State Department of Education Educational Standards, which sets the requirements for an accredited education program, requires the board to adopt and maintain a board policy manual. The district's board policy manual can be accessed via the district's school/policy website (<http://policy.linnmar.k12.ia.us/>).

If an issue or area of concern is one that only the board can change and determine, it is policy. If an issue or area of concern is one that the administration can change, it is administrative regulation.

Policy Development

The policy development process has been designed so that several sources of input can be given to the board regarding review and development of its policies. By law, each board policy must be reviewed at least once every five years.

A policy committee made up of board members, the superintendent, and key administrators will be used to review board policies and make recommendations to the board. The policy committee will meet regularly during the school year to review the policies. It will be the duty of

this committee to review the policies for accuracy, content, appropriateness, timelines, and necessity. In order to accomplish this, each member of the committee will review current board policies and recommendations for changes that have been communicated to the district by the Iowa Association of School Boards (IASB) along with state and federal requirements and changes.

Policy Committee recommendations will be presented to the board during regular meetings for discussion, first and second readings, and adoption upon board approval.

Relationships and Communications

There are two types of communications that board members will incur, internal (owner/district) and external (customer/patron). Board members should assess all communications and be aware of which type of communication they are being engaged in at all times.

As board members engage in communication with various patrons, they should remember that patron concerns should be addressed from the lowest level of authority first and then, if not satisfied, patrons should work upward to the superintendent or board level. (Ex: teacher>building administrator>human resources>superintendent>board) Patrons should be directed to contact the superintendent regarding an issue only after exhausting the appropriate channels of communication.

Internal Communications and Relationships

Board members are encouraged to interact and communicate with staff members as a means of gathering information and knowledge of the workings of the district. If staff members want board members to solve managerial issues, or when a board member is not satisfied with staff performance, these situations should be directed to the superintendent for resolution, supervision, or evaluation.

Board members need to separate their role as a board member from their role as a parent/patron when dealing with staff and administrators and should clarify which role they are in when communicating with staff and administrators. Administrators or staff may be hesitant to speak openly with board members for fear of retribution, especially if the conversation includes a complaint about district operations.

Staff should reflect respect for the district and its employees when stating concerns or opinions, and their concerns and opinions should be based on factual information not rumors. When listening to and speaking with staff members, conversations should be mutually respectful of the district, board, and all employees. All board members and staff are governed by the board policies which prohibit retaliation, bullying, or discrimination.

The board needs to exercise caution in personnel issues. Board members must always keep in mind that they are the final hearing officers in any personnel dispute. If a board member

becomes involved in a personnel issue, they may need to recuse themselves from a hearing due to the possibility of being prejudiced. For that reason, personnel issues should be handled only by administrators hired for that purpose.

Any discussion by the board that could be interpreted as evaluative must be done in a meeting with the employee given the opportunity to be present to give their side of the issue, as well as the option of a closed session. Staff members may try to have board members solve problems outside board meetings, or a board member may not be satisfied with staff performance, but according to board procedure and policy these situations should be directed to the superintendent for resolution, supervision, or evaluation.

The board and staff members (certified and classified) will engage in a variety of communication strategies. Board retreats are one option that has been successfully used to further interaction and open communication.

Internal Board and Superintendent Relationship/Communications

Because of the relationship the board and superintendent must have to conduct the work of the district, it is imperative that they keep each other informed of current issues. There should not be surprises at board meetings from either the board or superintendent. Board members will refrain from lobbying efforts with other board members outside of board meetings.

The superintendent will publicly support the Linn-Mar Board of Education and its decisions and the board will publicly support the superintendent and his/her decisions. Additionally, each board member is expected to publicly support decisions reached by the board as a whole, even if the board member voted with the minority on an issue.

Board members will be charged with maintaining relationships within the board in accordance with board standards per the Iowa Association of School Boards (IASB).

External (Public) Relationships and Communications

Reminder: There are two types of communications that board members will incur, internal (owner) and external (customer). Board members should assess and be aware of which type of communication they are being engaged in at all times. Patron concerns should be addressed from the lowest level of authority first and then, if not satisfied, patrons should work upward to the superintendent or board level. Patrons should be directed to contact the superintendent regarding an issue only after exhausting the appropriate channels of communication.

On controversial issues, the board will have a public statement drafted by the superintendent that board members may utilize for any public comment that needs to be made. As individuals, board members should support the actions and statements of the board. It is board procedure that the entire board be polled by the president prior to any public statement being made on behalf of the board as a whole. The board president shall be the official spokesperson for the board. The superintendent may also speak publicly on behalf of the board. If any board member wishes to address a point of view before the public, it is imperative that each board member

communicates that they are speaking from their own personal viewpoint versus a board viewpoint.

The board’s strategic planning process will include a plan for district public relations and marketing developed by and implemented by the administration and relevant departments.

Board Member Signatures:

Date Signed:

Finance/Audit Committee Commission

Statement of Purpose:

The purpose of the committee is to assist the board in discharging its responsibilities relating to financial oversight, budget, internal controls, financial policies, capital structure, and other related matters while helping to achieve the mission and vision of the Linn-Mar District. The Finance/Audit Committee shall serve a dual purpose for the district.

1. Finance Role:
 - a. Oversee the financial affairs of the district
 - b. Review and make recommendations to the board regarding district financial affairs and policies.
2. Audit Role: Oversight of external and internal audit processes

Committee Composition:

The committee shall be made up of up to three members of the Board of Education, the chief financial officer/board treasurer, and the board secretary. Ad hoc members shall be appointed on an as needed basis for matters of technical expertise or tacit knowledge. Committee members must be capable of:

- Meeting on a quarterly basis (minimum)
- Demonstrating a willingness to learn about school finance
- Broadly understanding the fiduciary responsibility as it relates to public funds
- Objectively evaluating proposed finance related decisions
- Asking questions that are representative of the understanding of the rest of the board
- Bringing a positive, constructive attitude and well-developed emotional intelligence to work with the board
- Effectively communicating financial related matters to the broader constituency

Responsibilities:

- Monitor the district budget: 1) ensure funds are spent to accomplish strategic initiatives as described within the Strategic Plan and 2) ensure the district is operating in a fiscally sustainable manner
- Regularly review financial and operational metrics
- As appropriate, provide reports and guidance to the full board
- Review and recommend major district expenditures
- Ensure compliance of existing policies and/or recommend new policies as it relates to the finance and business operations of the district
- Provide analysis and guidance related to capital and debt issuances
- Analyze financial implications of any proposed or enacted legislation by local, state, or federal governments
- Confer with the independent auditor to ensure the financial affairs of the district are in order

Policy/Governance Committee Commission

Statement of Purpose:

The Board of Education for the Linn-Mar Community School District calls for the board to appoint a Policy/Governance Committee to review and enact board policy to provide broad rules and guidelines governing the school district operations, which are developed within the overall framework of state laws and regulations as well as help to achieve the mission and vision of the Linn-Mar District and to train board members in their work and the work of the district.

The expected outcome from the work of this committee will be to ensure an effective board and district by guaranteeing that the board:

- Has a current policy manual that is responsive to all federal and state laws and requirements
- Has a policy manual that is responsive to local community needs
- Has a three-year policy manual review cycle
- Has a board learning agenda
- Communicates policy changes to the broader constituency
- Systematically engages in policy setting, enforcement, and execution

Committee Composition:

The committee shall be made up of up to three members of the Board of Education (to be appointed at the annual organizational meeting): the board secretary, the superintendent, and staffed by a member of the executive office. Ad hoc members shall be appointed on an as needed basis for matters of technical expertise or tacit knowledge. Committee members must be capable of:

- Meeting on a quarterly basis (minimum)
- Objectively evaluating proposed policy changes
- Identifying, cultivating, and brainstorming avenues of policy development
- Bringing a positive, constructive attitude and well-developed emotional intelligence to work with the board
- Demonstrating an eagerness to become an expert in high-impact governance
- Assuming responsibility for developing board policies

Commission:

The committee is commissioned to develop the board by focusing on:

- Policy:
 - Policy Setting (Governance):
 - Lead the board in regularly reviewing and updating the board policy manual
 - Help initiate policy design
 - Policy Management (Stewardship):
 - Help manage policy library
 - Maintain policy history
 - Policy Enforcement and Execution (Operational Implementation):
 - Conduct policy performance review and audit
- Board Learning:
 - Create and maintain board learning plan
 - Survey individual board member needs
 - Stay abreast of staff learning plan and district strategic efforts related to staff development

- Knowledge:
 - Design and oversee a process of board orientation to include providing information prior to election as a board member and, when needed, during the first cycle of board activity for new board members.
 - Design and implement an ongoing program of board information and education.
- Effectiveness:
 - Lead the periodic assessment of the board's performance. Propose, as appropriate, changes in board structure, roles, and responsibilities.
 - Provide ongoing counsel to the board president and other board members on steps to take to enhance board effectiveness.
 - Regularly review the board's practices regarding member participation, conflict of interest, confidentiality, etc., and suggest improvements as needed.
 - Periodically review and update the board's policies and practices.
 - Conduct meeting analysis on an as needed basis.

Career and Technical Education Advisory Committee Commission

Statement of Purpose:

The Board of Education for the Linn-Mar Community School District calls for the board to appoint a Career and Technical Education Advisory Committee to make recommendations to the board in the areas of career and technical education (CTE). The expected outcome of this committee will be to ensure that students are exposed to a well-rounded experience in the career and technical education fields as well as help to achieve the mission and vision of the Linn-Mar Community School District.

Committee Composition:

The committee shall consist of members representing parents, teachers, administrators, and representatives from the community, which may include representatives of business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability.

Commission:

The committee is commissioned to:

1. Receive updates from administration and teaching staff in regard to the Linn-Mar Career and Technical Education programs
2. Discuss and explore the current programs, as well as look at potential enhancements and changes to the curriculum and course offerings
3. Align and implement initiatives from the state and federal levels
4. Assess progress toward strategic initiatives as outlined in the district's *Strategic Plan*
5. Assess progress at the department, programmatic, and student level and make recommendations for future growth opportunities
6. Report areas of strength and continued areas of focus, as appropriate, to the board and community
7. Utilize the expertise of the counseling department in order to better facilitate student Pathways to Success within the CTE framework
8. Work with community partners (MEDCO, Marion Chamber of Commerce, City of Marion, Kirkwood Community College, Marion Independent School District, Iowa BIG, etc.) to provide comprehensive and coordinated opportunities for Linn-Mar students to experience and pursue future Pathways to Success within the CTE framework

School Improvement Advisory Committee Commission

Statement of Purpose:

The Code of Iowa (280.12) calls for the board to appoint a School Improvement Advisory Committee (SIAC) to make recommendations to the board. This committee is charged to make recommendations to the board in several areas based on analysis of the needs assessment data. The board will use these recommendations to adopt annual improvement goals that will help to achieve the mission and vision of the Linn-Mar District.

Committee Composition:

The advisory committee shall consist of members representing students, parents, teachers, administrators, and representatives from the community which may include representatives of business, industry, labor, community agencies, higher education, or other community constituents. To the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability (280.12(1)). Ad hoc members shall be appointed on an as needed basis for matters of technical expertise or tacit knowledge.

Commission:

The committee is commissioned to make recommendations to the board to help determine the following:

1. Major educational needs
2. Student learning goals
3. Long-range and annual improvement goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement
4. Desired levels of student performance
5. Progress toward meeting the goals set out in paragraphs “b” through “d” as referenced in the Iowa Code
6. Harassment or bullying prevention goals, programs, training, and other initiatives (280.12(2))

In addition, the board shall consider recommendations from the School Improvement Advisory Committee to infuse character education into the educational program (280.12(3)).

At least annually, the School Improvement Advisory Committee shall also make recommendations to the board with regard to, but not limited to, the following:

1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science;
2. Progress achieved with other locally determined core indicators; and
3. Annual improvement goals for the state indicators that address reading, mathematics, and science achievement.



Inspire Learning.
Unlock Potential.
Empower Achievement.

**School Board Work Session Minutes
October 26, 2020**

100: Call to Order and Determination of a Quorum

The Linn-Mar School Board work session was called to order at 5:00 PM in the boardroom of the Learning Resource Center (2999 N 10th St, Marion). Roll was taken to determine a quorum. Present: Buchholz, Isenberg, Lausen, Morey, Nelson, Wall, and Weaver. Administration present: Bisgard, Christian, Breitfelder, Ramos, and Wear. Administration absent: Anderson.

200: Adoption of the Agenda *Motion 048-10-26*

MOTION by Weaver to adopt the agenda as presented. Second by Morey. Voice vote, all ayes. Motion carried.

300: Work Session

301: Board Learning

Bridgette Johnson, Board Development Director with the Iowa Association of School Boards, facilitated a learning session on governance and the board/superintendent roles and interactions.

400: Adjournment *Motion 049-10-26*

MOTION by Wall to adjourn the work session at 6:22 PM. Second by Morey. Voice vote, all ayes. Motion carried.

Sondra Nelson, Board President

JT Anderson, Board Secretary/Treasurer

**School Board Regular Meeting Minutes
October 26, 2020**

100: Call to Order and Determination of a Quorum

The Linn-Mar School Board regular meeting was called to order at 7:00 PM in the boardroom of the Learning Resource Center (2999 N 10th Street, Marion). Roll was taken to determine a quorum. Present: Buchholz, Isenberg, Lausen, Morey, Nelson, Wall, and Weaver. Administration present: Bisgard, Christian, Ramos, and Wear. Administration absent: Anderson and Breitfelder.

200: Adoption of the Agenda *Motion 050-10-26*

MOTION by Lausen to adopt the agenda as presented. Second by Morey. Voice vote, all ayes. Motion carried.

300: Audience Communications

The following audience communications were received electronically and read aloud: 1) Rachel Blackford regarding length of the class time for high school students, 2) M.S. Bauer regarding the use of gym facilities by club teams, 3) Todd Miller, on behalf of the girls basketball club teams, regarding the use of gym facilities, and 4) Angie Martin regarding the second quarter Return to Learn plan.

400: Informational Reports/Discussions

401: Marion City Council

Nelson reported that during the October 22nd Marion City Council meeting Mayor AbouAssaly shared that the Iowa BIG students will be hosting a chainsaw artist in Marion Square in November who will carve items from the derecho tree remnants that will then be auctioned off as a fundraising event.

402: Cabinet Update – Exhibit 402.1

Superintendent Shannon Bisgard shared an update on the various constructions projects, COVID positivity rates and new CDC guidance on COVID exposure, and that all facility rentals to outside groups will remain closed through the end of the school year. Bisgard also congratulated the 48 high school students that qualified for All State Music.

403: Return to Learn Plan Update

Superintendent Bisgard made a recommendation to remain as is for second quarter regarding the Return to Learn Plan; which is currently onsite learning for grades PK-6 and hybrid learning for grades 7-12. Board members shared feedback on the recommendation and thanked the district staff and families for doing a great job in these unusual circumstances regarding learning and following the various guidance shared to keep everyone protected. Suggestions were made to communicate information to the community and families on some of the things that have been learned during first quarter regarding the various Return to Learn Plan options and the feedback received and to also build on the feedback to see what can be improved for second quarter.

500: Unfinished Business

No unfinished business presented.

600: New Business:

601: Approval of 2nd Quarter Return to Learn Plan *Motion 051-10-26*

MOTION by Morey to approve the second quarter Return to Learn Plan as recommended by Superintendent Bisgard, which is to remain in onsite learning for grades PK-6 and hybrid learning for grades 7-12 through second quarter. Second by Lausen. Voice vote. Ayes: Buchholz, Isenberg, Lausen, Morey, Nelson, and Weaver. Nae: Wall. Motion carried.

602: Open Enrollment Requests *Motion 052-10-26*

MOTION by Buchholz to approve the open enrollment requests as presented. Second by Weaver. Voice vote, all ayes. Motion carried.

Approved IN

Name	Grade	Resident District	Reason
Gifford, Anthony	2 nd	Cedar Rapids CSD	Good cause
Gifford, Sebastien	4 th	Cedar Rapids CSD	Good cause
Gifford, Pierce	2 nd	Cedar Rapids CSD	Good cause

700: Consent Agenda *Motion 053-10-26*

MOTION by Lausen to approve the consent agenda as presented. Second by Morey. Clarifications were shared on some of the contracts listed. Voice vote, all ayes. Motion carried.

701: Personnel

Classified Staff: Assignment/Reassignment/Transfer

Name	Assignment	Dept Action	Salary Placement
Baxa, Holly	From LG Student Support to BW General Ed Assistant	10/27/20	LMSEAA I, Step 13
Bjork, Dawn	LG: Student Support Associate	10/12/20	LMSEAA II, Step 10
Bryant, Darrell	IC: Student Support Associate	10/12/20	LMSEAA II, Step 10
Dee, Wendy	NS: WE General Help	10/19/20	PTNS, Step 1
Hilton, Michael	EH: Custodian	10/19/20	SEIU C, Step 1
Konzen, Darla	OR: General Ed Assistant	10/26/20	LMSEAA I, Step 10
Strong, Kari	WE: General Ed Assistant	10/26/20	LMSEAA I, Step 10
Woitak, Estella	EX: From General Ed Asst to Building Secretary	10/26/20	Same
Wyant, Donna	O&M: District Substitute Custodian	10/21/20	SEIU C, Step 1

Classified Staff: Extended Leave of Absence

Name	Assignment	Dept Action	Reason
Neihart, Julia	IC: Paraprofessional	10/23 thru end of school year	Personal

Classified Staff: Resignation

Name	Assignment	Dept Action	Reason
Bjork, Megan	WE: Student Support Associate	10/30/20	Personal
Downard, Brian	O&M: District Substitute Custodian	10/23/20	Other Employment
Mbali, Elssa	BP: Student Support Associate	10/12/20	Personal
Mohwinkle, Karen	EX: Building Secretary	10/23/20	Other Employment
Wehr, Virgie	NS: LG General Help	10/14/20	Personal

Co/Extra-Curricular Staff: Assignment/Reassignment/Transfer

Name	Assignment	Dept Action	Salary Placement
Brighton, David	HS: Head 9 th Gr Boys' Basketball Coach	10/8/20	\$4,372

702: Approval of October 12th Minutes – Exhibit 702.1

703: Approval of October 15th Special Session Minutes – Exhibit 703.1

704: Approval of Bills – Exhibit 704.1

705: Approval of Contracts – Exhibits 705.1-4

1. 28E agreement with the Marion Public Library
2. Service order subscription agreement with Sprout Social, Inc
3. Rental agreement with R&D Events and Rentals for prom events
4. Master services agreement with Navigate 360 for professional development opportunities
5. Interagency agreements for Special Education services with CAM CSD (1), Cedar Rapids CSD (3), Marion Independent (43), and West Delaware CSD (2). *For student confidentiality, exhibits not provided.*

706: Disposition of Obsolete Equipment

Per Iowa Code (§§ 297.22-25) and school board policy 902.6, the district will list for sale obsolete equipment and furnishings on GovDeals.com. *Items for sale: swing rotary floor machines (4), floor scrubbers (2), SaltDogg spreader (1), Fast-Cast UTV spreader (1), Toro Groundsmaster mower (1), window air conditioning unit (1), rolling science table with sink (1), concrete saw (1), flat metal carts (4), and a water source heat pump.*

707: Financial Reports – Exhibits 707.1-2

1. School Finance and Cash Balance reports as of September 30, 2019
2. School Finance and Cash Balance reports as of September 30, 2020

800: Board Calendar/Communications/Committees

801: Board Communications

Morey congratulated the LM Key Club on a job well done regarding the Trunk or Treat event they hosted for LM families and the community.

802: Board Calendar

Date	Time	Event	Location
October 29	All Day	LM Foundation Dine Out for Our Schools	Click here for additional details
October 29	11:30 AM	Board Visit	Hazel Point Intermediate
Date	Time	Event	Location
November 4	4:00 PM	SIAC Committee	Virtual Meeting
November 5	5:30 PM	Marion City Council (Morey)	Virtual
November 9	5:00 PM 7:00 PM	Board Work Session Board Regular Meeting	LRC Boardroom & YouTube Live Stream
November 10	5:30 PM	IASB Pre-Conference Workshop	Virtual Event
November 11	11:30 AM	Policy Committee	LRC Room 5
November 11	4:15 PM	CTE Committee	HS Lecture Hall
November 17	5:30 PM	IASB Delegate Assembly	Virtual Event
November 18	1:00 PM	IASB Conference General Session	Virtual Event
November 19	8:00 AM	IASB Conference General Session	Virtual Event
November 19	5:30 PM	Marion City Council (Buchholz)	Virtual
November 23	5:00 PM	Board Annual Meeting (No Work Session)	LRC Boardroom & YouTube Live Stream

Board Committees

Committee	Board Representatives
Finance/Audit Committee	Lausen, Morey, and Nelson
Policy/Governance Committee	Isenberg, Wall, and Weaver
Career & Technical Education Advisory Committee (CTE)	Buchholz, Morey, and Nelson
School Improvement Advisory Committee (SIAC)	Isenberg and Morey
Facilities Advisory Committee	Nelson and Weaver
Iowa BIG Advisory Board	Lausen
Community Promise	Wall
Linn County Conference Board	Buchholz

900: Adjournment ***Motion 054-10-26***

MOTION by Morey to adjourn the regular meeting at 8:09 PM. Second by Lausen. Voice vote, all ayes. Motion carried.

Sondra Nelson, Board President

JT Anderson, Board Secretary/Treasurer