



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

**Linn-Mar Community School District Board of Education  
November 21, 2016 -- Work Session Minutes**

**100: Call to Order and Determination of a Quorum**

The Linn-Mar Community School District Board of Education work session was called to order at 5:00 PM in the boardroom of the Learning Resource by President Isenberg. Roll was taken and it was determined a quorum was present. Board members present: Gadelha, Isenberg, Nelson, Patterson, and Weaver. Absent: AbouAssaly. Administration present: Shepherd, Morrison, Anderson, Bisgard, Breitfelder, Christian, and Ramos.

**200: Adoption of Agenda**                      **Motion 98-11-21**

Motion by Patterson for the Board to adopt the work session agenda as presented, second by Nelson. Voice vote; all eyes. Motion approved.

**300: Work Session**

**301: Iowa BIG Update**

*Exhibit 301.1*

Cedar Rapids Associate Superintendent and Iowa BIG Administrator Trace Pickering, along with Iowa BIG staff and students, gave the Board an update on the program. JaLea Horning and Nolan Jessen, two Linn-Mar students attending BIG, shared some of their experiences in the program and talked about the projects they are working on. Dr. Pickering gave a short presentation and then the staff and students took questions from the Board. Following the presentation, the Board discussed the next steps for Linn-Mar. The district continues to explore options regarding college credit, but plan to become full partners in the Iowa BIG program next year with a new site opening within the Linn-Mar District.

**302: Board Learning**

The Board shared highlights and ideas that they brought back from the Metro Joint Board Meeting that was held at Kirkwood and the IASB Convention. Dr. Shepherd then led the Board in a discussion regarding the restructure plan and a timeline for a bond issue. After discussion, it was decided that the district would work towards a June bond vote but, if needed, would hold off until September.

**400: Adjournment**                                      **Motion 99-11-21**

Motion by Nelson to adjourn the work session at 6:40 PM, second by Patterson. Voice vote, all eyes. Motion approved.

\_\_\_\_\_  
Tim Isenberg, Board President

\_\_\_\_\_  
Angie Morrison, Board Secretary



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

## Linn-Mar Community School District Board Meeting November 21, 2016 -- Regular Session Minutes

### **100: Call to Order and Determination of a Quorum**

The Linn-Mar Community School District Board of Education regular session was called to order at 7:00 PM in the boardroom of the Learning Resource by President Isenberg. Roll was taken and it was determined a quorum was present. Board members present: Isenberg, Nelson, Patterson, Weaver, and Gadelha. Absent: AbouAssaly. Administration present: Shepherd, Morrison, Anderson, Bisgard, Breitfelder, Christian, and Ramos.

### **200: Adoption of the Agenda**

### **Motion 100-11-21**

Motion by Patterson for the Board to adopt the regular session agenda as presented, second by Nelson. Voice vote, all ayes. Motion approved.

### **300: Recognitions/Proclamations**

### **400: Audience Communications**

### **500: Resolutions/Opening of Bids/Public Hearings**

### **600: Informational Reports**

#### **601: Finance/Audit Committee (11/10/16)**

Weaver reported that the committee will be reviewing a sampling of bills as part of their regular meetings in response to a suggestion from the auditors. Weaver also stated that the architect proposals were due on November 18th and a recommendation will come to the Board in December.

#### **602: Coffee Conversation (11/12/16)**

Nelson, Abouassaly, and Dr. Shepherd attended the meeting. Nelson shared that it was a small group and most of the discussion was regarding the restructure plan. There were also questions regarding the role of the PTO groups. The Board talked about the possibility of putting together a guidance document to share with these groups.

#### **603: Policy Committee (11/15/16)**

Gadelha shared that the summary from the meeting was on page 3 of the Board Book. Suggested revisions from the meeting will be presented to the Board in December for first reading. The committee also talked about the superintendent evaluation process, which will come to the full board in January. They also discussed possible procedures for community recognitions, which will be discussed in February. The early separation policy will be reviewed in August.

604: School Improvement Advisory Committee (11/16/16)

Associate Superintendent Shannon Bisgard gave an update from the SIAC committee meeting. They have revamped the committee this year and currently have a representative from every building. The committee discussed certified enrollment, which is 7,312.54 (up 114 students from 15-16); federal initiatives and the fact that *Every Student Succeeds* has replaced *No Child Left Behind*; and *Differentiated Accountability* from the Department of Education.

605: Special Education Advisory (11/16/16)

Leisa Breitfelder, Executive Director of Student Services, reported that the committee discussed the restructure plan and the district's Strategic Plan. She also shared that the Special Education Department will be holding a parent night in March entitled, *Making Connections Night*. This will be at the High School from 6:00-9:00 PM on March 7th.

606: Marion City Council (11/17/16)

No one attended the meeting due to the IASB Convention.

607: Board Book

*Exhibit 607.1*

Dr. Shepherd informed the Board that on page 18, of the Board Book, the need for portable buildings was discussed due to the increased enrollment and current lack of space. He commended Matthew May on his efforts in the Communications/Media Department and also highlighted the accomplishments of the students included on page 20.

608: Certified Enrollment Update

*Exhibit 608.1*

Associate Superintendent Shannon Bisgard shared an update on certified enrollment trends over the last several years. Currently, the district is serving 7,670 students which includes the preschool and ECPB students. The 2016-17 school year is the first year that the number of open enrolled *in* students is higher than the open enrolled *out* students.

609: FAST Data Analysis

*Exhibit 609.1*

Shannon Bisgard, Associate Superintendent, shared a data analysis on the FAST (Formative Assessment System for Teachers) results comparing fall of 2016 to fall of 2015. These assessments are done three times per year in grades K-5.

610: High School Program of Studies

*Exhibit 610.1*

Jeff Frost, Director of High School Teaching & Learning, shared an overview of the High School Program of Studies. The recommendation is to add one class, Graphics One, for the 2017-18 school year. He also proposed to bring back AP Calculus AB to the Program of Studies, along with two name changes to coordinate current classes with PLTW terminology.

611: Website Sneak Peek

Jeri Ramos, Executive Director of Technology Services, shared a sneak peek of the district's new website design. Sample pictures were provided on page 13 of the Board Book.

**700: Unfinished Business**

701: Approval of High School Program of Studies

**Motion 101-11-21**

*Refer to Exhibit 610.1*

Motion by Patterson for the Board to approve the High School Program of Studies as presented, second by Nelson. Voice vote, all ayes. Motion approved.

## **800: New Business**

### **801: SBRC Application**

### **Motion 102-11-21**

*Exhibit 801.1*

Motion by Gadelha for the Board to approve the School Budget Review Committee (SBRC) application as presented, second by Patterson. Amounts are as follows: \$755,443.20 for on-time funding; \$56,724.80 for open enrolled out students not on previous count; and \$14,502.40 for ELL students served beyond five years. Voice vote, all ayes. Motion approved.

### **802: Appointment of Board Member**

### **Motion 103-11-21**

Motion by Nelson for the Board to appoint Jim Green to fill the vacancy due to the resignation of Todd Hutcheson as of November 21<sup>st</sup> through the completion of the term in September 2017, second by Gadelha. Roll call vote, all ayes. Motion approved.

### **803: Open Enrollment Requests**

### **Motion 104-11-21**

Motion by Patterson for the Board to approve the open enrollment requests as presented, second by Nelson. Voice vote, all ayes. Motion approved.

### **Approved In**

	<b>Name</b>	<b>Grade</b>	<b>Resident District</b>	<b>Reason</b>
1	Larimer, Sloane	K	Marion Independent	Good Cause
2	Van Beek, Sophia	1 <sup>st</sup>	Cedar Rapids CSD	Good Cause

## **900: Consent Agenda**

### **901: Personnel**

#### **Certified Staff: Resignation**

<b>Name</b>	<b>Assignment</b>	<b>Dept Action</b>	<b>Reason</b>
Wheaton, Renee	HS: Science Teacher	1/13/17	Relocation

#### **Classified Staff: Assignment/Reassignment/Transfer**

<b>Name</b>	<b>Assignment</b>	<b>Dept Action</b>	<b>Salary Placement</b>
Charipar, Deborah	NS: From HS General Help to OR Production Manager	11/29/16	\$19.00/hour
Cope, Cheryl	NS: HS from General Help 5 hrs/day to Cashier 5.5 hrs/day	11/28/16	Same
Erickson, Kathryn	OR: ASSIST Student Support Associate	11/21/16	LMSEAA II, Step 9
Henley, Brianna	BW: Student Support Associate	11/7/16	LMSEAA II, Step 6
Long, Kimberly	NS: From HS Part-Time General Help to EX Production Manager	11/29/16	\$19.00/hour
Moser, Jessica	NS: HS General Help from 5 to 5.5 hrs/day	11/16/16	Same
Reed, Brianna	HS: Student Support Associate	11/17/16	LMSEAA II, Step 6
Taylor, Susan	IC: Student Support Associate	11/14/16	LMSEAA II, Step 10

#### **Classified Staff: Resignation**

<b>Name</b>	<b>Assignment</b>	<b>Dept Action</b>	<b>Reason</b>
Zimmerman, Emily	OR: ASSIST Student Support Associate	11/4/16	Personal

#### **Extra-Curricular: Assignment/Reassignment/Transfer**

<b>Name</b>	<b>Assignment</b>	<b>Dept Action</b>	<b>Salary Placement</b>
James, Chris	HS: Head Varsity Golf Coach – Boys	11/4/16	\$4,261.00
James, Chris	HS: Head Varsity Golf Coach – Girls	11/4/16	\$4,261.00
Wolfe, Jason	HS: Assistant Varsity Tennis Coach – Girls	11/2/16	\$3,195.00

### ***Extra-Curricular: Resignation***

Name	Assignment	Dept Action	Reason
Forsyth, Bob	HS: Head Varsity Football Coach	11/11/16	Personal

902: Approval of Minutes from November 7<sup>th</sup>

*Exhibit 902.1*

903: Approval of Bills

*Exhibit 903.1*

904: Approval of Contracts

*Exhibits 904.1-2*

1. Weather insurance application with HHC Specialty for the Show Choir competition to be held January 13-14, 2017.
2. Iowa cash rent farm lease with RJ Carson beginning March 1, 2017 and ending the last day of February 2018 for 15 acres for \$3,915.00.
3. Special Education instructional program agreements with Cardinal CSD (1), Cedar Rapids (1), Marion Independent (1), and Springville CSD (4). *To protect student confidentiality, no exhibits provided.*

905: Disposition of Obsolete Equipment

Per Iowa Code (§§ 297.22-25) and Board Policy 902.6, the district will list for sale obsolete equipment/furnishings on the [Linn-Mar website>Quick Links>GovDeals](#). *Items currently for sale: lockers (8) and snow blowers (2).*

906: Board Information

*Exhibits 906.1-2*

1. Cash balance report and financials as of 10/31/15.
2. Cash balance report and financials as of 10/31/16.

907: Items Removed from the Consent Agenda for Separate Action

908: Approval of the Consent Agenda ***Motion 105-11-21***

Motion by Nelson for the Board to approve the consent agenda as presented, second by Gadelha. Voice vote, all ayes. Motion approved.

### **1000: Communications, Announcements, and Transmittals**

1001: Board Communications

Nelson commended the cast of the musical *ELF* that she attended at the High School. Gadelha thanked the district and the community for the opportunity to attend the IASB Convention. Weaver commented that his wife's art work was being displayed at Lowe Park. The Board reviewed the calendar for the upcoming month.

1002: Calendar

Date	Time	Event	Location
<i>November 23-25</i>	<i>All day</i>	<i>No School</i>	<i>Thanksgiving Break</i>
November 30 <sup>th</sup>	7:30 AM	Board Visit	O&M/Transportation Building
November 30 <sup>th</sup>	5:00 PM	BIG Open House & XQ Super School Award Winner Celebration	415 12 <sup>th</sup> Ave SE, Cedar Rapids (Geonetric Building)
Date	Time	Event	Location
December 6 <sup>th</sup>	5:30 PM	Technology Committee	Boardroom
December 7 <sup>th</sup>	5:00 PM	Career & Technical Education	Boardroom
December 8 <sup>th</sup>	7:30 AM	Finance/Audit Committee	Superintendent's Conference Room
December 8 <sup>th</sup>	5:30 PM	Marion City Council	City Hall
December 9 <sup>th</sup>	7:00 AM	Board Visit	Oak Ridge Middle School

<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
December 12 <sup>th</sup>	5:00 PM 7:00 PM	Board Work Session Board Regular Session	Boardroom
December 14 <sup>th</sup>	7:30 AM	Board Visit	Bowman Woods Elementary
December 15 <sup>th</sup>	4:00 PM	Health & Human Development	Boardroom
December 21 <sup>st</sup>	5:30 PM	Marion City Council	City Hall
<i>Dec 23-Jan 2</i>	<i>All day</i>	<i>No School</i>	<i>Winter Break</i>
<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
<i>January 2<sup>nd</sup></i>	<i>All day</i>	<i>No School</i>	<i>Winter Break</i>
January 4 <sup>th</sup>	4:00 PM	Equity Advisory	LRC Room 5
January 9 <sup>th</sup>	5:00 PM 7:00 PM	Board Work Session Board Regular Session	Boardroom
January 12 <sup>th</sup>	5:30 PM	Marion City Council	City Hall
January 18 <sup>th</sup>	7:30 AM	Board Visit	Success Center
January 18 <sup>th</sup>	4:30 PM	Special Education Advisory	Boardroom
January 19 <sup>th</sup>	7:30 AM	Finance/Audit Committee	Superintendent's Conference Room
January 23 <sup>rd</sup>	5:00 PM 7:00 PM	Board Work Session Board Regular Session	Boardroom
January 26 <sup>th</sup>	5:30 PM	Marion City Council	City Hall
January 27 <sup>th</sup>	7:30 AM	Board Visit	Linn Grove Elementary

**1003: Committees/Advisories**

<b>Committees/Advisories</b>	<b>Board/Administrative Participants</b>
Finance/Audit Committee	Anderson, Shepherd, Morrison, Abouassaly, Weaver
Policy Committee	Shepherd, Morrison, Gadelha, Nelson, Patterson
Technology Committee	Ramos, Isenberg
Career & Technical Education	Bisgard, Nelson
Equity Advisory	Bisgard, Christian, Ramos, Patterson
School Improvement Advisory	Bisgard, Gadelha
Health & Human Development	Breitfelder, AbouAssaly
Special Education Advisory	Breitfelder, Nelson

**1100: Adjournment**

***Motion 106-11-21***

Motion by Patterson for the Board to adjourn the regular session at 8:00 PM, second by Gadelha. Voice vote, all ayes. Motion approved.

\_\_\_\_\_  
Tim Isenberg, Board President

\_\_\_\_\_  
Angie Morrison, Board Secretary

*Minutes respectfully submitted by Angie Morrison, Board Secretary.*



# Iowa BIG Update to Board of Education

Monday, November 21, 2015

JaLea Horning & Nolan Jessen, Linn Mar Students

Dr. Trace Pickering, BIG Administrator

Iowa BIG Staff



# Student Stories: JaLea Horning & Nolan Jessen



## Prompts:

- ▶ Talk about your projects and some of the advanced things you've learned and been able to engage in.
- ▶ What has the BIG experience been like for you? What value do you feel it is providing you?



# BIG

## A Student's Story: JaLea Horning



JaLea Horning

### Fish cannot eat corn

Posted: Thu, Oct 27 12:35 PM

3

PoliNATION

### Study Plants

Due: 2016-10-10 **-39 Days**

Belongs to JaLea Horning

BIG Food Systems and Ecological Team

Done?

### Email Noelridge park and figure out what fruit and nut trees they have!

Due: 0000-00-00 **-736683 Days**

Belongs to JaLea Horning

HelpWe

Done?

### Look up ACES and take the test

Due: 2016-10-25 **-24 Days**

Belongs to JaLea Horning



PROGRESS

Log 1:1

Last:

**JaLea Horning** ✎

jahorning@student.linnmar.org | 3193501939 | Linn-Mar

# BIG

## A Student's Story: Nolan Jessen



Nolan Jessen

"Pleasure in the job puts perfection in the work." - Aristotle

Posted: Mon, Oct 3 3:03 PM



PROGRESS

Log 1:1

Last

Nolan Jessen

nolanjessen@gmail.com | 3195211063 | Linn-Mar

VR War Train **Active**

Electric Car Charging Station **Active**

Aquadrone and Water Quality Sensor Construction Done?

Order parts for the cuvette tester

Due: 2016-11-08 **-10 Days**

Belongs to Nolan Jessen

VR War Train Done?

Contact (email) museum people

Due: 2016-11-10 **-8 Days**

Belongs to Nolan Jessen

VR War Train Done?

Create oven-type thing for the bakery car

Due: 2016-11-14 **-4 Days**

Belongs to Nolan Jessen

CR Food Environment Alliance Web and App Development Done?

Test pages for access to new account/Registration stuff





## Actively Iterating to Meet the 5 Key Elements of Learner-Centric School Models

- ▶ Competency-Based
- ▶ Personalized, Relevant, and Contextualized
- ▶ Learner Agency
- ▶ Open-Walled
- ▶ Socially Embedded

## Students at Work: Shive-Hattery



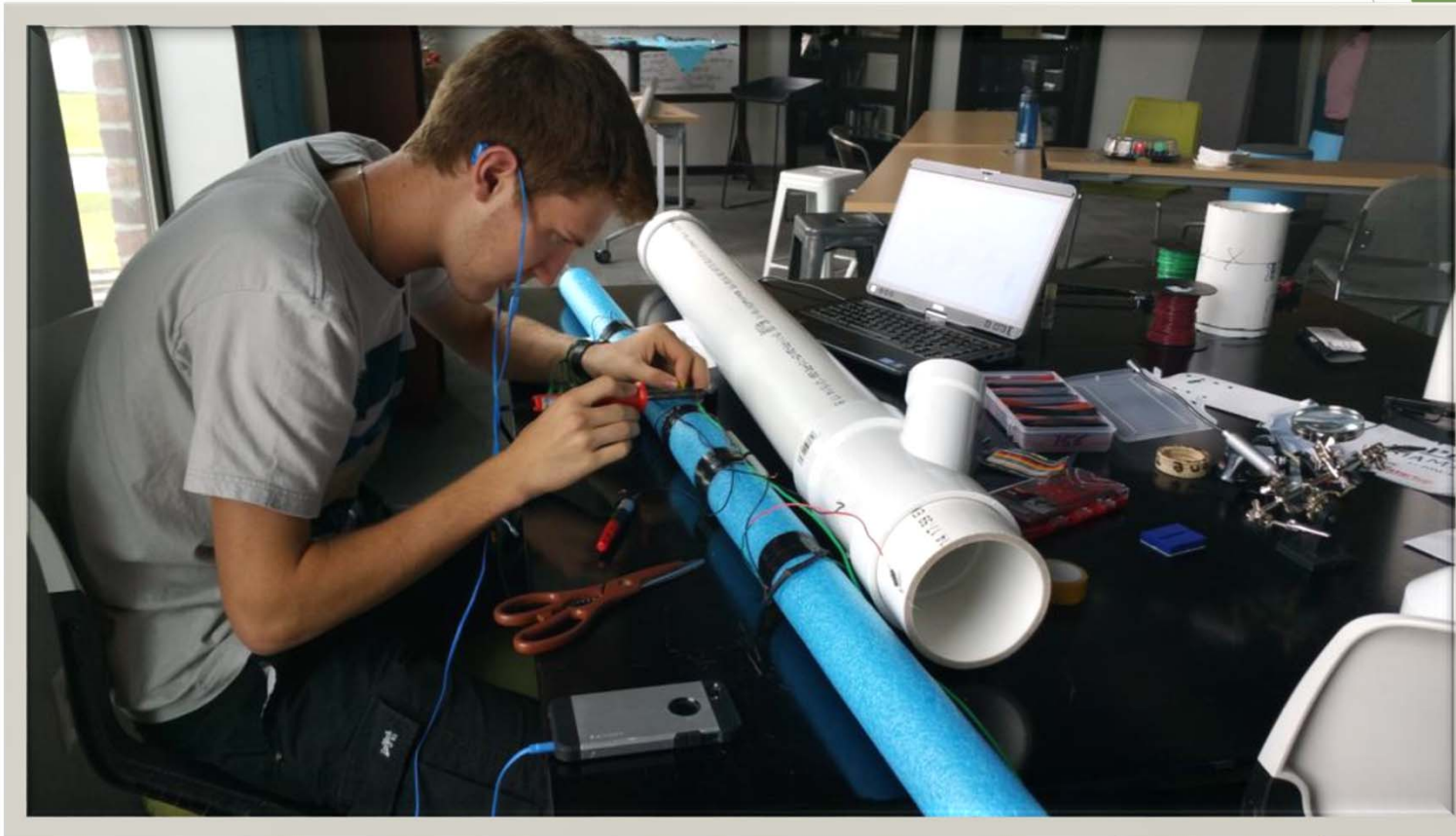
## Students at Work: Shive-Hattery



## Students at Work: Urban Orchard w/ City of CR, Trees Forever, Hughes Nursery

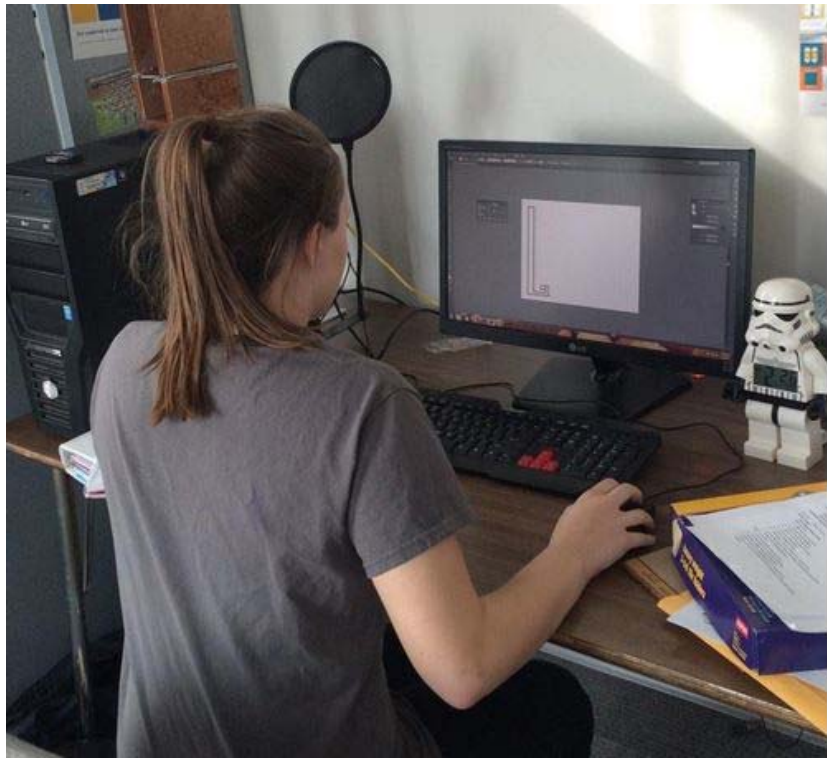


# Students at Work: Prototyping



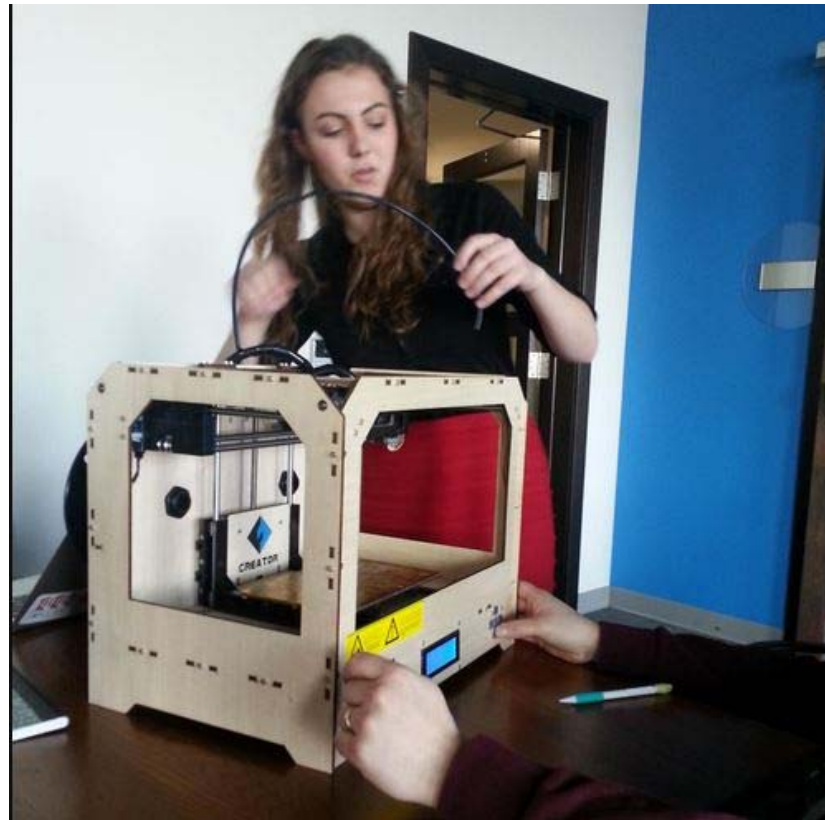
Putting the “public” back into “public education”

## Students at Work: Designing





## Students at Work: 3D Printing Assistance Device for Patients w/Arthritis

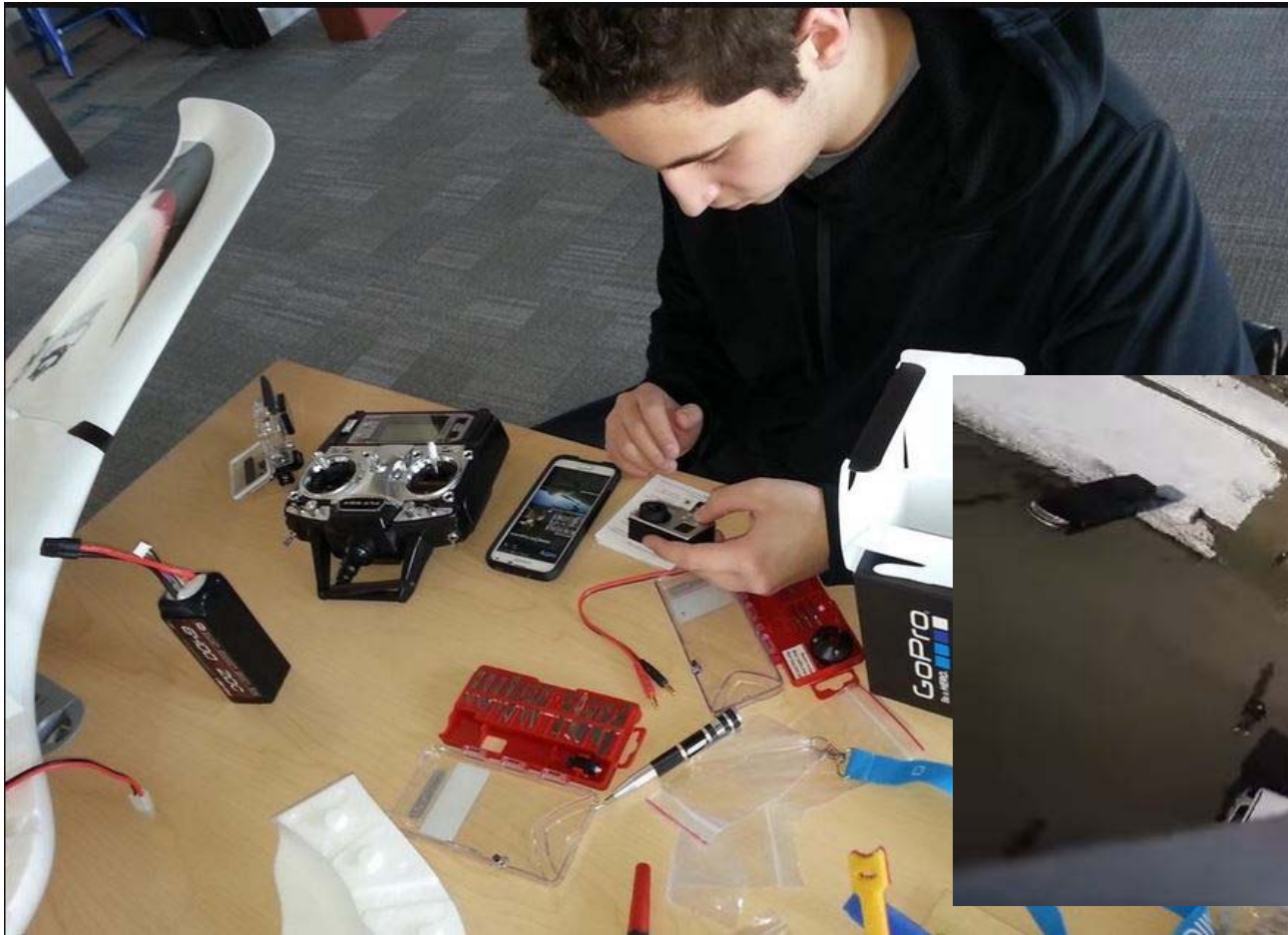


## Students at Work: Computer Coding



“It makes me want to work harder to achieve what I want versus what people expect from me.”

## Students at Work: Ag use drone



“I see there is a bigger world of learning.”

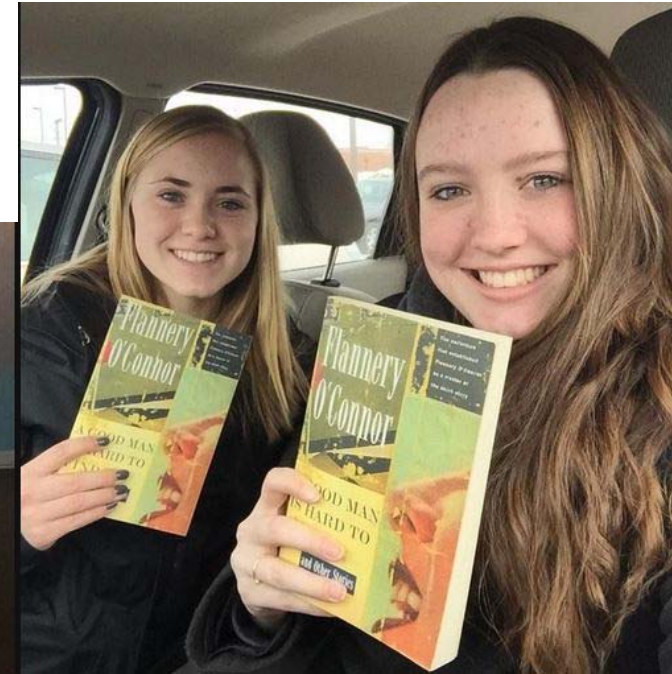
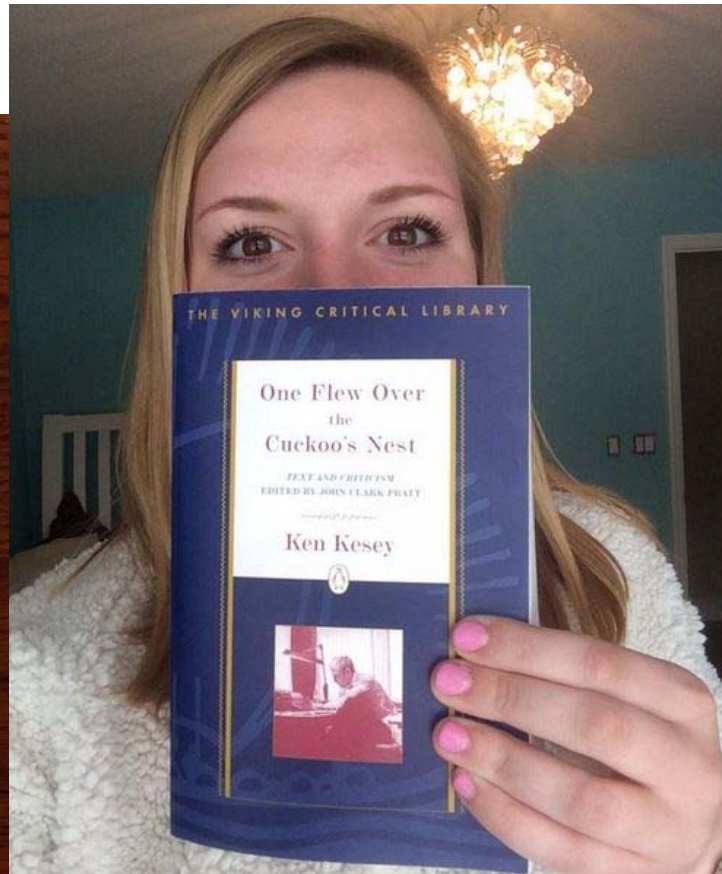
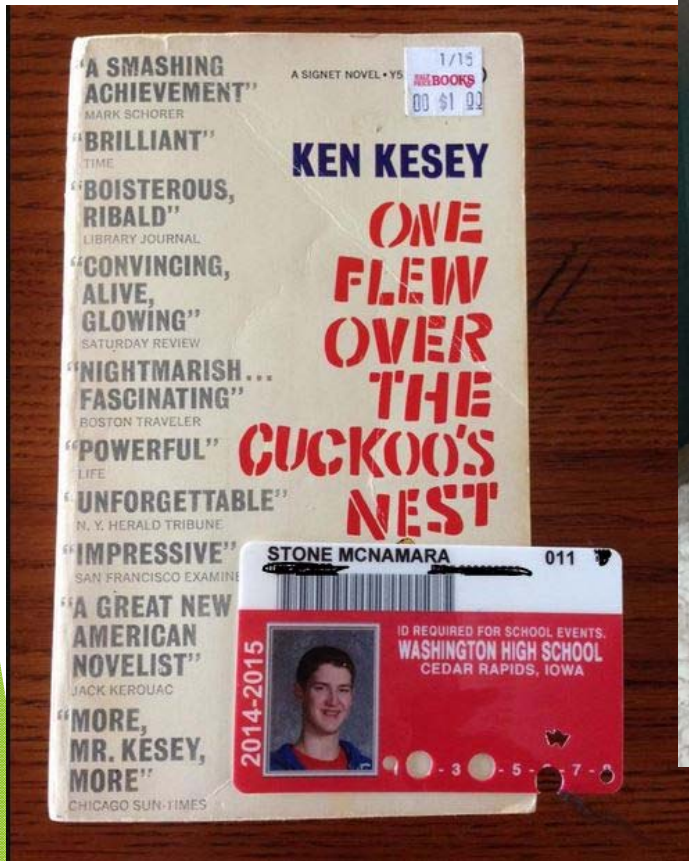


## Academic Rigor: Just-in-Time Science Lecture



2,000+  
verified  
academic  
standards  
met

# Academic Rigor: Lit Fix



“I’ve learned I have a say in how I learn and that makes all the difference.”

# Community Connections: Professional Learning w/ CAPS

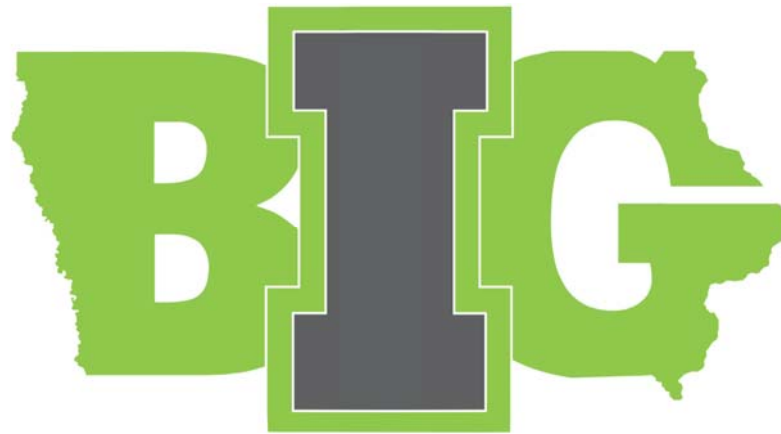




## Results in the First 3 Years

- ▶ 5X increase in student positive perception of their community.
- ▶ 3 students have increased their ACT scores by 5 points.
- ▶ 3 start-up companies spun out.
- ▶ 100% of BIG students report stronger:
  - ▶ Sense of efficacy and ownership of their learning
  - ▶ Ability to communicate effectively in adult settings
  - ▶ Know-how in building and maintaining a professional network
  - ▶ Resiliency - ability to push through seemed failures to success
- ▶ Mutually beneficial relationships - our business and community partners are recognizing financial and performance benefits.
- ▶ Nationally recognized as a program that is breaking the mold for both student learning and community engagement and partnership

# Questions/Conversation



Putting the “public” back into “public education”



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 #4: Unlock Potential (Success):

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### Achievements and Honors:

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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 and 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.*

**High School Program of Studies:** The High School Program of Studies has several proposed changes for the 2017-18 school year. The proposed changes are listed below for board consideration. *Refer to Exhibit 610.1 for the full High School Program of Studies.*

1. Add the following course: ART 410 - Graphics One
2. Rename the following two courses:
  - o IND 650: Computer Science Principles formerly Computer Science & Software Engineering
  - o IND 660: Computer Science A formerly Computer Science Application
3. Bring back the following previously offered course: MAT 510 - AP Calculus AB

Effect on Current FTE: In order for these changes to occur, there will be no need for additional FTE. Any adjustments that would be necessary would be done by the number of sections of other courses within a department that are offered.

### Financial Considerations:

- Only one course consideration has any financial considerations, ART410 Graphics One. The expenses tied to this course are approximately \$6,500. They include: 10 iPads with a writing stylus; approximate cost \$600 each and a color laser printer that can print items up to 11X17 for \$500.
- A breakdown of expected expenses and actual expense to the district for ART410 Graphics One would be \$6,500 for expected and actual.

Paying for the Project 2017-18 LM Expense: The average High School Teaching & Learning budget for the last three years has been \$75,000. The large majority of this has been used to cover the cost of textbooks. The approximate \$6,500 necessary to cover ART410 Graphics One would come out of this budget.

### **Policy Committee Meeting, November 15th:**

- The Policy Committee met and reviewed several IASB Policy Primer suggestions and part of the 400 Policy Series. *Suggested updates to these policies will be presented for first reading at the December 12th board meeting.*
- Policy Series 300 was reviewed with no suggested changes.
- The committee discussed *Policy 302.5 - Superintendent Evaluation* and decided to have a full board discussion during a work session in January on the evaluation process.
- *Policy 401.10 - Early Separation* will be discussed at the August 2017 Policy Committee meeting.
- The committee also discussed a potential new policy for recognition of community partners. It was determined a policy was not needed, but further Board discussion on this subject should occur.

### Updates on Goal #1: Inspire Learning (Articulate) ... continued...

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

#### **Special Education Parent Advisory, November 16th:**

- District Restructure Plan: From a parent's perspective what do we need to focus on for Special Education students during the restructure plan?
- District Strategic Plan: As a group we walked through the Strategic Plan and discussed each item that specifically impacts Special Education students.
- Making Connections Night: Every other year the Special Education Department hosts a parent night. This year the focus will be on making connections. The event will focus on school connections and community connections. The date of the Making Connections Night is March 7th from 6:00-9:00 PM.

#### **School Improvement Advisory Committee, November 16th:**

- District Overview for 2016-17: Certified enrollment for this school year is 7,312.54. This is an increase of 114 students from last year. The district continues to look at ways to address space issues at buildings because of continued growth across the district.
- Federal Initiatives: *No Child Left Behind* is no longer in existence and has been replaced by the *Every Student Succeeds Act*. The State of Iowa has this school year as a planning year. This plan could potentially impact what standardized tests are given and how many standardized tests are given.
- Differentiated Accountability: The Iowa Department of Education is no longer conducting school visits at each district on a rotating basis. They have moved to a new model called Differentiated Accountability. For this school year the focus of the Department of Education is measured completely by the FAST Assessment scores that are given to our kindergarten through 5th grade students.

**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 Administrative Report to the 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.***

## Board Book: Nov 21, 2016

### Updates on Goal #2: Inspire Learning (Support)

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

**PowerSchool Update:** An administration demonstration of the new modules is scheduled December 14th. The new modules being previewed are Learning, Assessments, and Analytics. Grant Wood AEA has partnered with PowerSchool to be the Tier I support and host for these additional modules.

**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 Assessment 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 5 year historical averages, and enhance productivity.</p>
	<p>Reduce employee workers compensation claims from 5-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>School 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)**

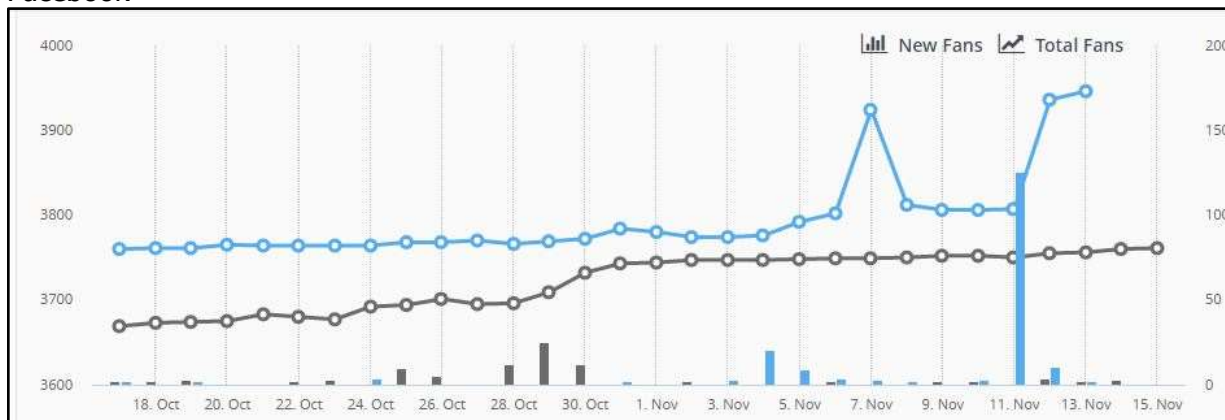
*Become an excellent learning organization through a culture of continuous improvement.*

**Smarter Balanced Assessment:** The district is in the process of transitioning to the Smarter Balanced statewide assessment beginning in the 2017-18 school year. In the past few weeks a group of administrators have been participating in trainings and informational seminars to help them prepare for the transition. This team of administrators will be responsible for providing training for the rest of the district in regards to Smarter Balanced. A brief overview of Smarter Balanced will be provided at each building this spring. More in-depth Smarter Balanced training will take place at the beginning of the 2017-18 school year.

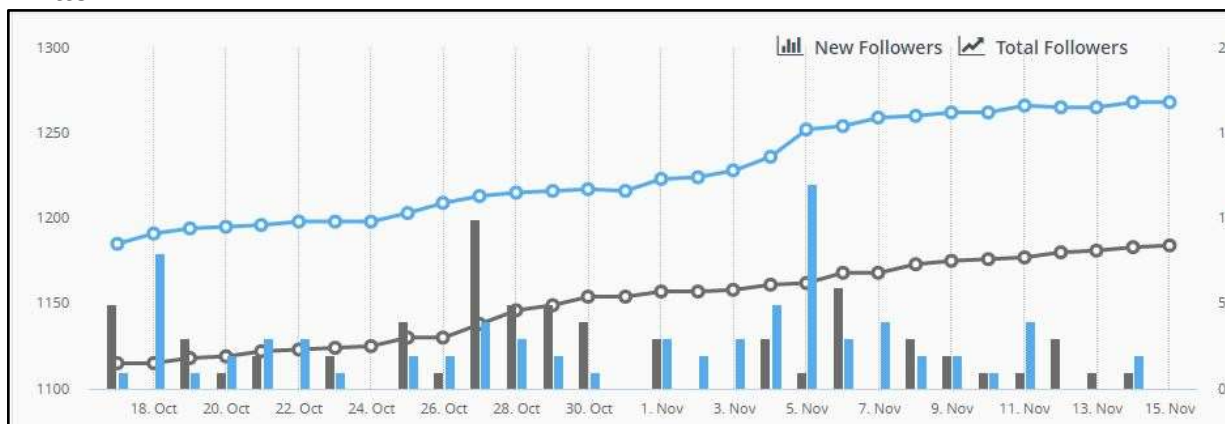
Here is a link to the state website: <https://iowacore.gov/content/smarter-balanced-assessments>

**Communications Efforts:** Communications/Media continues to promote the district’s successes through stories posted on the website, press releases and social media. The team is focused on the district’s social media presence and increasing page views, page likes, post reach, and engagement. The department has increased The Linn-Mar Community Schools Facebook Page Likes from 3,107 to 3,958 (2016 to date). Twitter followers for Linn-Mar News have increased from 237 to 817 and from 0 to 451 for the LM School Board. Average Facebook posts the past month reached an average of 2,355 people; @LinnMarNews Twitter posts had a total of 474 interactions, and @LMSchoolBoard engagement was 38. Videos continue to draw greater impressions/views than images/text. The Wilkins Elementary Veterans Day program at the Marion Hy-Vee received more than 4,000 views and nearly 9,000 impressions.

**Facebook**



**Twitter**



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

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

**Communications Efforts (continued):** The department continues to promote a web page/quick link entitled [Restructuring Plan](#) that outlines the district's restructuring proposal. This page continues to evolve and is being marketed through social media, in addition to handouts that are available at each school's office and the LRC. The team will be reaching out to the Booster Club, Foundation, and PTO groups to further promote the plan.

**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 WiFi 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.*

**Future Ready Schools:** The Leadership Planning Team has met twice in the last month to complete our district assessment. Next steps include reviewing results and implementation plans to move forward.

**Website Update:** The new Linn-Mar website continues to make good progress. On December 6th Juicebox will be onsite to pilot a train the trainer session for staff web pages. The website release date is scheduled for January 24, 2017.



**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.*

**Leadership Team and the Board Book (Internal Partnerships):** At the November Leadership Team meeting Superintendent Shepherd shared that “writing access” for the Board Book will be opened up to the building principals in the next few months. By expanding the document’s authors more details can be provided to both the Board of Education and community. This will also allow the administration to stay focused on the Strategic Plan, as the Board Book is built from that framework. This will keep our efforts calibrated and aligned moving forward. Please understand, this is an evolutionary process and will take many months until we are all comfortable with this new addition.

**Iowa BIG (External Partnerships):**

1. During the work session we are eager to hear a presentation by the Iowa BIG team and some of the Linn-Mar students currently participating in the program. The BIG program continues to grow, adapt and evolve so it will be exciting to hear our students talk about what discussing the district’s next steps as we develop our Innovation Center as an extension of BIG.
  - a. Launch: On track to launch our program at the start of the next school year (August 2017).
  - b. Celebrate: Intend to announce a full partnership on November 30th in tandem with the XQ Super Schools Grant Announcement. This partnership will allow us to:
    - i. Continue sending our students to the BIG campus in Cedar Rapids, now and in the future. This is something we feel strongly and passionately needs to happen.
    - ii. Develop our Linn-Mar Innovation Center as an extension of BIG. In true partnership form, our site would be open to the students of Cedar Rapids and College Community.
  - c. Staffing: As part of our program development for the Innovation Center, we intend to post and hire a teacher for this program by Jan/Feb so they can immerse themselves in the BIG culture in Cedar Rapids for the remainder of the year. We anticipate two teachers (minimum) dedicated to the Innovation Center. One must be an ELA teacher as that is the single-most acquired credit as every project hits on those standards. The second certification is far more open. Because this is a full partnership with Cedar Rapids and College Community, each district will be ‘financing’ two teachers (four at the Cedar Rapids site and two at the Innovation Center).
  - d. Location: We are still working with local businesses to host our program. These details have not been finalized at this point.
  - e. College Credit: After some initial progress, followed by confusion, we are back on track to being able to offer college credit to the students who participate in the program. There are still numerous details to be worked out, but we are cautiously optimistic.
  - f. Curriculum: Iowa BIG is an initiative-based High School where students spend half of their day at their traditional high school and the second half of the day at Iowa BIG. While at Iowa BIG the core design principals are:
    - i. Use student passion to drive deep learning and deliver core academic credits.
    - ii. Engage students in authentic community projects, problems, and opportunities.
    - iii. Connect students more deeply to the people and resources of their community.

### Updates on Goal #5: Empower Achievement (Involve) ... continued...

*Enhance engagement opportunities through focused strategic partnerships.*

**Linn County Juvenile Detention and Diversion Services (JDDS) (External Partnerships):** Leisa Breitfelder, Executive Director of Student Services, has been asked and accepted to be a committee member on the Linn County Juvenile Detention and Diversion Services Advisory Committee. This Committee was organized for the following purposes:

- To observe the general performance and operation of Linn County JDDS.
- To act as an advocate for the programs provided by JDDS and for the youth involved.
- To provide budget oversight of the JDDS programs
- To review and monitor the governing principles and the general course of action of JDDS programs and provide input into program policy changes (in areas not preempted by mandates regarding confidentiality, collective bargaining, program administrative rules, accounting, and legal issues).
- To increase communication and promote positive, professional working relationships between JDDS and Juvenile Court, the schools, law enforcement, and other organizations, groups, or departments that are concerned with juvenile justice and child welfare issues.



**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 Applied Innovation Center.
	Occupy Westfield 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.*

**SBRC Application Fall 2016:**

Based on our certified enrollment for October 2016, we qualify for:

- \$755,443.20 in modified supplemental amount for one-time funding due to our increased enrollment;
- \$56,724.80, for open enrolled out students that were not on our October 2015 count; and
- \$14,502.40 for ELL (English Language Learner) students that are served beyond 5 years in ELL.

Item 801 on the board agenda is the motion to approve the School Budget Review Committee application (SBRC) for this modified supplemental amount. This will give the district the increased spending authority for these dollars. In the spring, when we certify the budget, is when the Board actually determines whether or not to receive the funds through our cash reserve levy.

**Planning for Growth at Linn-Mar:** We continue to see growth in student enrollment as well as in our housing within the Linn-Mar boundaries. The addition to Westfield Elementary will help alleviate some of our space concerns on the west side of the district. To help prepare for this continued growth on the east side of the district we anticipate placing a portable building at Indian Creek for the 2017-18 school year. The portable building will house two classrooms. This additional classroom space will alleviate some of the space concerns at Indian Creek. The location and final details of the portable building have not been determined at this time. More information to come on this topic in upcoming Board Books.

**November Finance/Audit Committee Meeting:**

The Finance/Audit committee met on November 10th and discussed the following topics:

- Reviewed the monthly financial statements for October 2016.
- Implemented a new internal control procedure whereby committee members physically reviewed a sampling of the bills that would be approved at the next regular board meeting. Members reconciled invoices and other documentation to the list of bills.
- Discussed the *Business Office Quarterly* communication that is distributed to all staff and highlights pertinent business procedures and information that staff need to be aware of.
- Answered follow-up questions committee members had from the November 7th work session. These included the district operational areas of Transportation, Nutrition Services, and O&M.
- Reviewed the SBRC application for fall of 2016 (see above for more detail).
- Updated the committee on status and communication of the DE Student Activity Fund clarifying guidance, noting that a meeting with other area schools has been scheduled for November 30th.
- Informed the committee that prospective architect firms (to assist in the restructuring plan) will be submitting their statement of qualifications to the district by November 18th. The selection committee will review and interview the firms and make a recommendation to the Board by December 12th.
- Discussed two farm leases that will be coming to the Board for approval in November or December. One farm (approximately 80 acres of tillable ground) is located at the intersection of C Avenue extension and Echo Hill Road and is farmed by the Airy family. The other farm (15 acres) is located east of Highway 13 and is farmed by the Carson family. Price per acre is based on the 2016 Iowa State University Cash Rental Rate Survey. For Linn County the average price per acre is \$261.

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

*Construct physical learning environments using fiscally responsible and sustainable practices.*

#### Construction Report

##### High School Renovations:

- Punch list work continues in classrooms (18 total), Media Center, Weight/Fitness Room, corridors, exterior, south addition, north addition, nurse's station, Area C classroom (phase #1 and #2), Area F, and restrooms.
- Lower level restrooms will be completed by 11/25 (partition and finishes remain).
- Area C (phase #3) demo has started, wall paint scheduled for 11/21-11/25, ceiling grid replacement scheduled for completion on 12/8, and flooring scheduled on 12/6.
- C1 restrooms ceramic tile completed 12/9, ceiling work has started, finishes are scheduled for completion on 12/16, and flooring completion scheduled for 12/16.
- C1 corridors (upper and lower level) paint completed on 11/22, ceiling grid and tile completed on 12/7, and flooring scheduled for completion on 12/16.
- Conference room wall work completed on 11/17, ramp concrete scheduled for 11/18, drywall finish scheduled on 11/25, paint scheduled for 12/2, drop ceiling to be completed on 12/16, and flooring scheduled for completion on 12/30.
- Lecture hall ceiling scheduled for completion on 11/25, paint exposed structure on 12/2, ceiling grid completion scheduled for 12/9, concrete ramps and risers are scheduled for completion on 1/6, flooring completion date 1/20, seating scheduled for 1/27, and finishes are scheduled for 2/10.

##### Westfield Addition:

- Exterior grading is complete.
- Window installation is scheduled to start on 11/17.
- Cabinets and casework installation has started in all classrooms.
- Electrical has been run to all classrooms.
- Restroom flooring has been installed and fixture installation has started.
- Mechanical ductwork is installed and insulated.
- Dry erase boards are hung in classrooms.
- Doors to all classrooms have been installed.

**Achievements and Honors:**



**Girls' Swimming & Diving:** During the recent State Swimming and Diving Championships, Kelsey Drake won the 100 Butterfly for the second time and took second in the 100 Breaststroke. Kelsey was also named the Iowa Swimming and Diving Coaches Association Scholastic Award winner. The 200 Medley Relay Team of Emma Behrens, Shannon Kelley, Kelsey Drake, and Katie Dennis placed 17th. Our girls placed 15th overall. In diving, Brooklyn Corey placed 7th, Katie Culver placed 10th, and Lauren Fasnacht placed 25th.

**College Letters of Intent:** The following six Linn-Mar athletes signed their College Letters of Intent on November 9th in a ceremony at the High School. Congratulations to all of these athletes!

- Ellie Anderson - University of Denver- Volleyball
- Morgan Braughton - Mount Mercy University- Softball
- Kelsey Drake - University of Iowa - Swimming
- Emilee McGowan - North Dakota State University - Volleyball
- Elison Ollinger - Belmont University, Nashville, TN - Softball
- Andrew Wood - University of Northern Iowa - Golf



**State Honors for POMs & Cheerleading:** Congratulations to the following LMHS Poms for placing at the State Individual POMs contest: Kennedy Hannan (2nd place), Maddie Driscoll (4th place), and Cassidy Burns (10th place). All LMHS POMs received Division I ratings! Congratulations are also extended to LMHS Competition Cheer, and Coach Erin Taylor, for placing 4th at the State!

**Elf the Musical:** Congratulations to Mrs. Fry and the talented high school and elementary students who shared a great performance of *Elf the Musical (junior version)* on November 11th and 12th. Non-perishable food items were donated by attendees in support of the Marion Food Pantry.



**New Golf Coach Named:** Chris James, Third Grade Teacher at Indian Creek Elementary, has been named the new Head Coach for the Linn-Mar Boys' and Girls' Golf Teams. James continued to work on his golf game after attending college and won three city amateur championships. "Chris is a great addition to our athletic department," said Athletic Director David Brown, "he is an experienced golfer and golf coach who has new ideas and direction for our golf program." Brown feels James will be a key component to the success and positive experiences for Linn-Mar's student athletes.

**104.5 KDAT Teacher of the Week:** Jennifer Hammes, 4th Grade Teacher at Linn Grove Elementary, was named Teacher of the Week by 104.5 KDAT. Ms. Hammes was nominated by Jessica Jones who thanked Ms. Hammes for her generosity of time, giving, and devotion to the students of Linn Grove Elementary.



# Linn-Mar Enrollment History

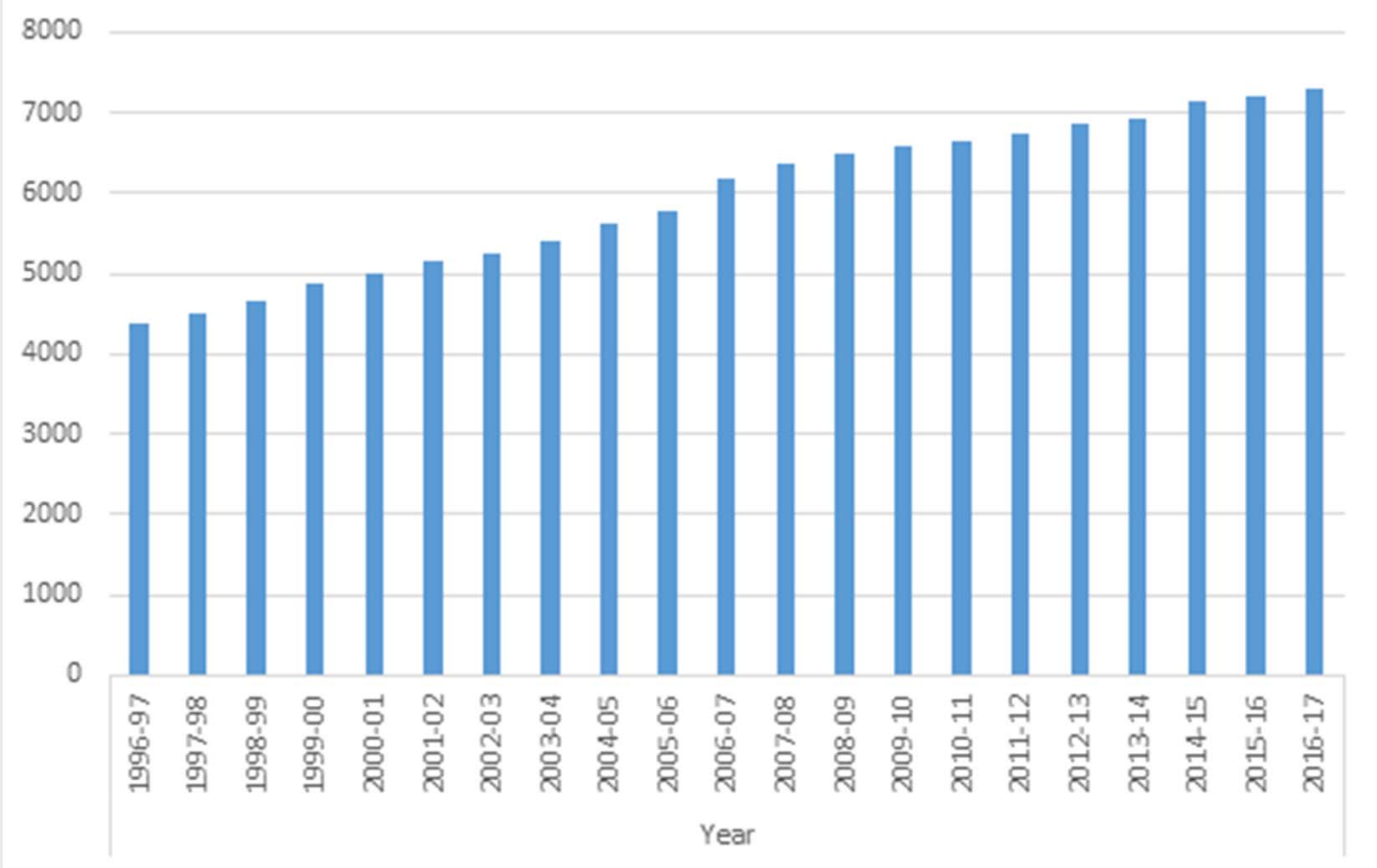
## 2016-17

**WE ARE  LINN-MAR<sup>®</sup>**

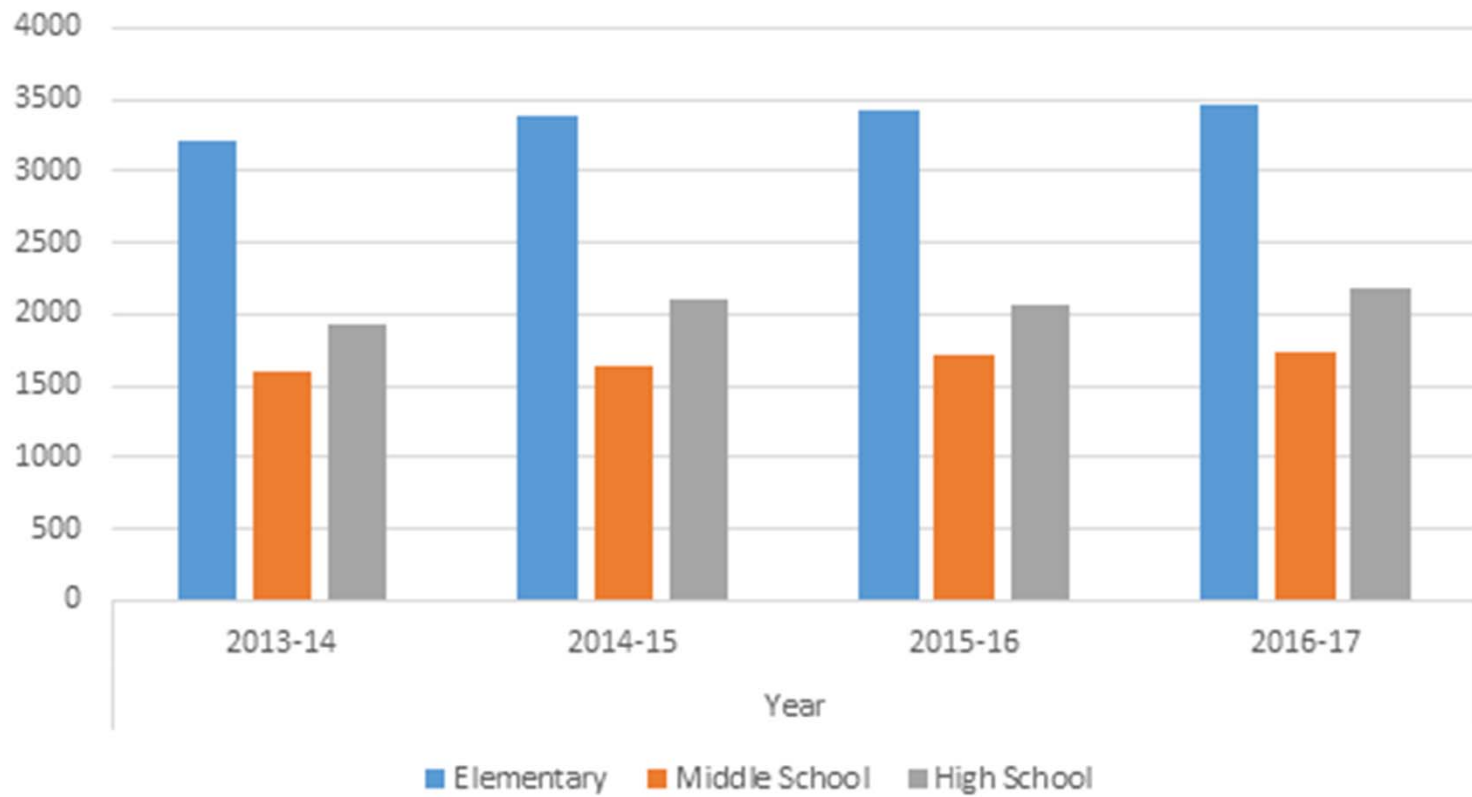
# Current Enrollment by Grade

PK/ECBP	341	7th	565
K	516	8th	594
1st	546	9th	572
2nd	590	10th	518
3rd	565	11th	559
4th	589	12th	483
5th	583	Compass	77
6th	572	Total	7670

### Certified Student Enrollment

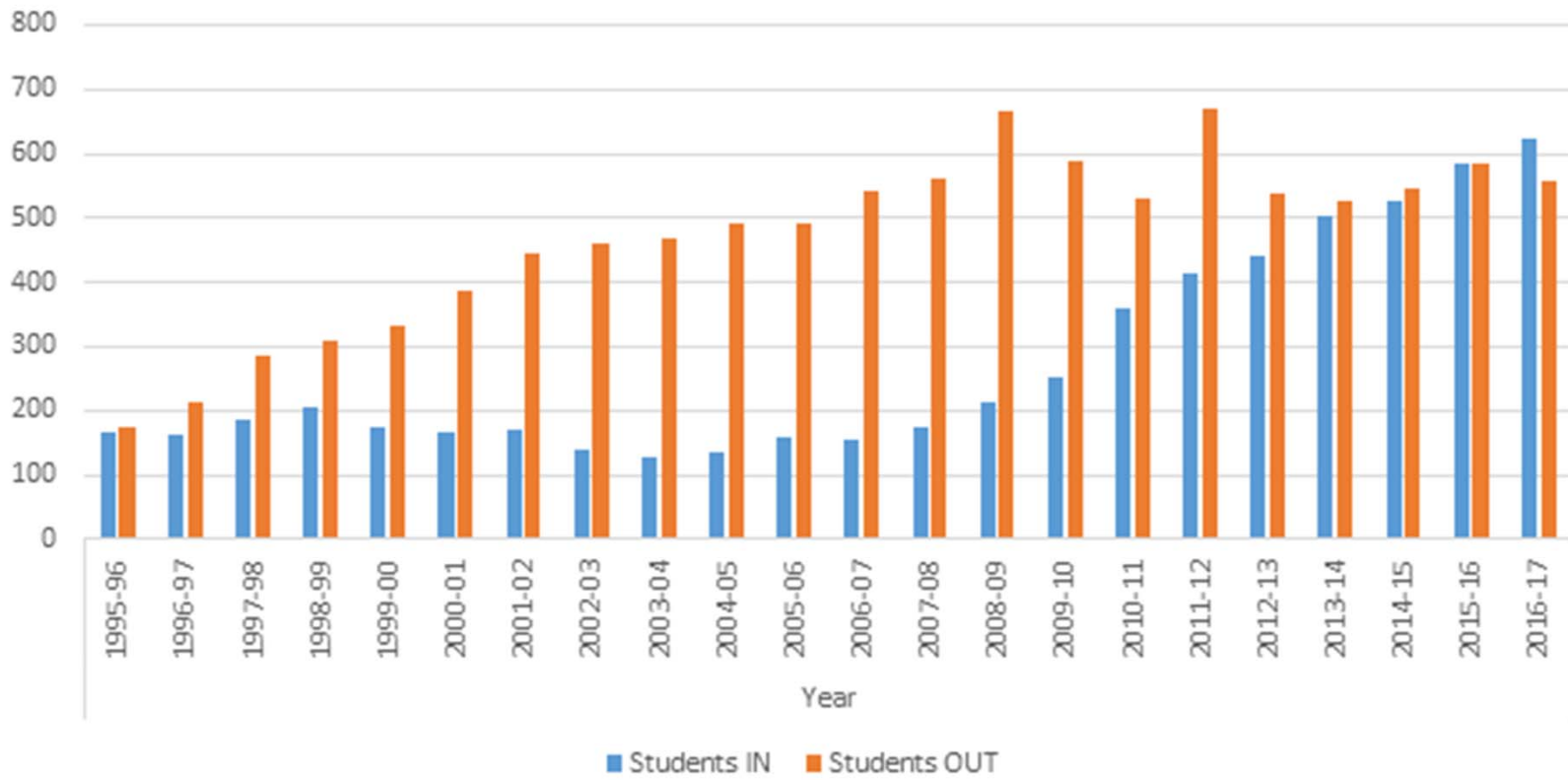


## Instructional Level Enrollment





## Historical Open Enrollment



# Questions?

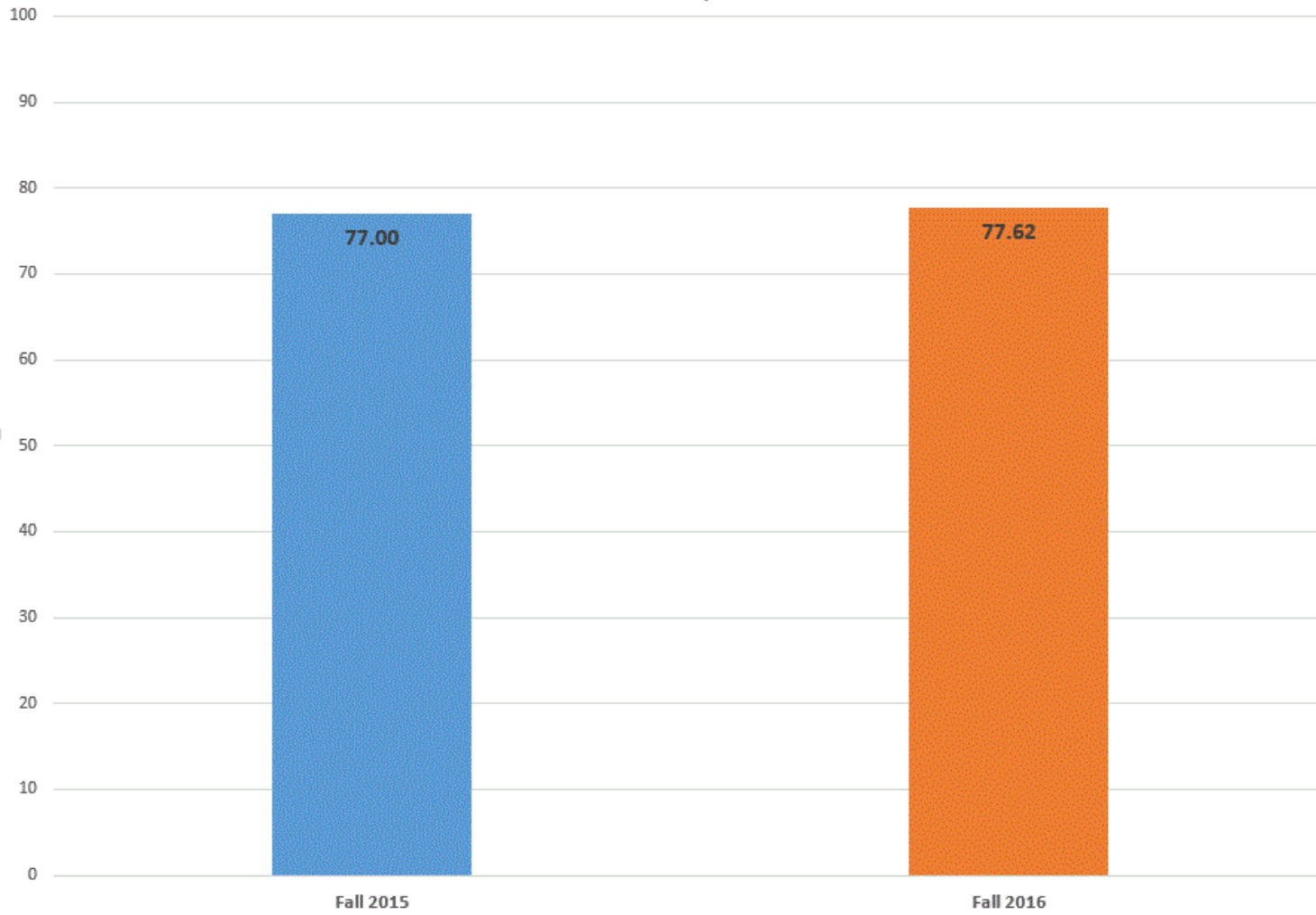




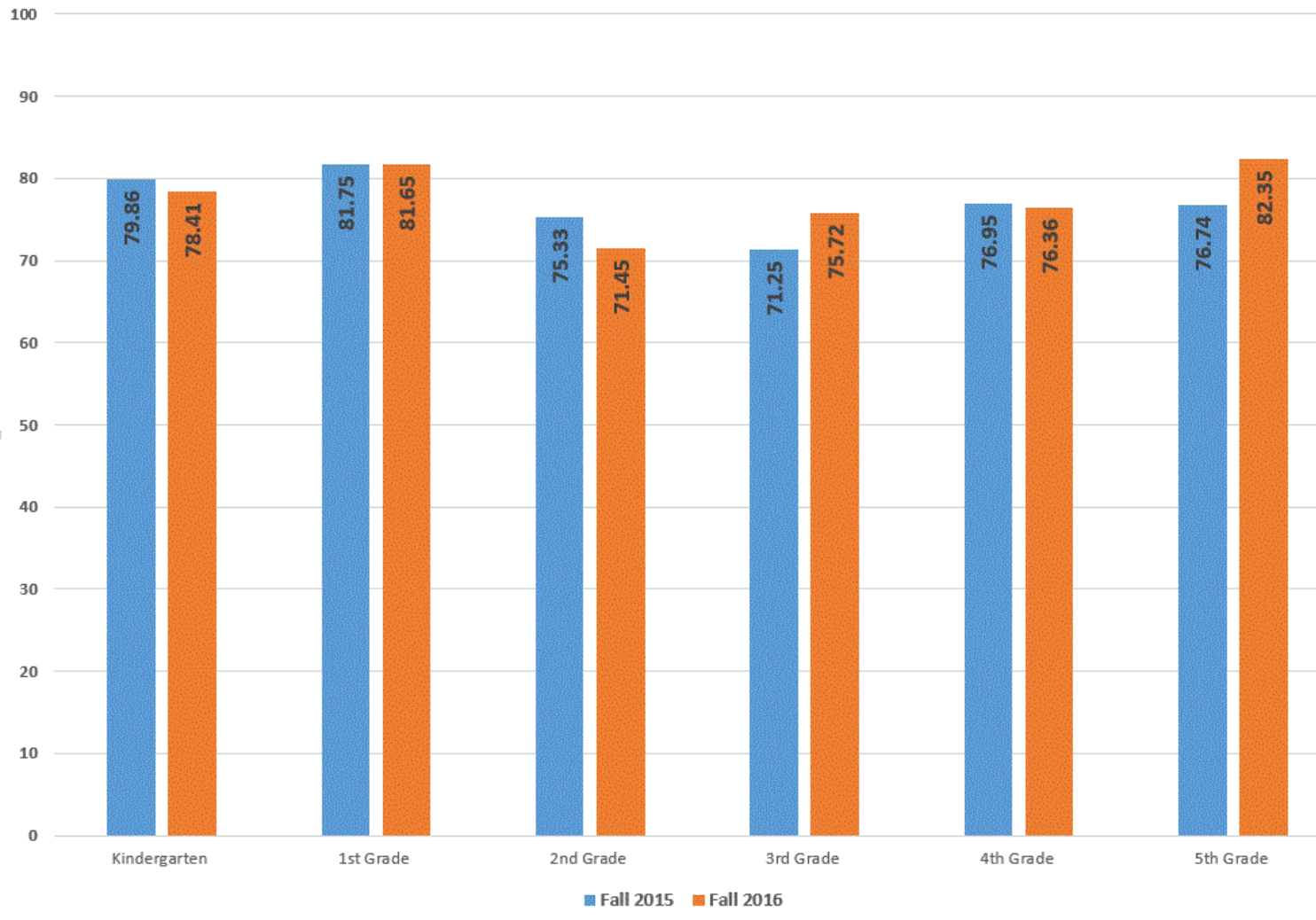
# Linn-Mar FAST Data

FORMATIVE ASSESSMENT SYSTEM FOR TEACHERS

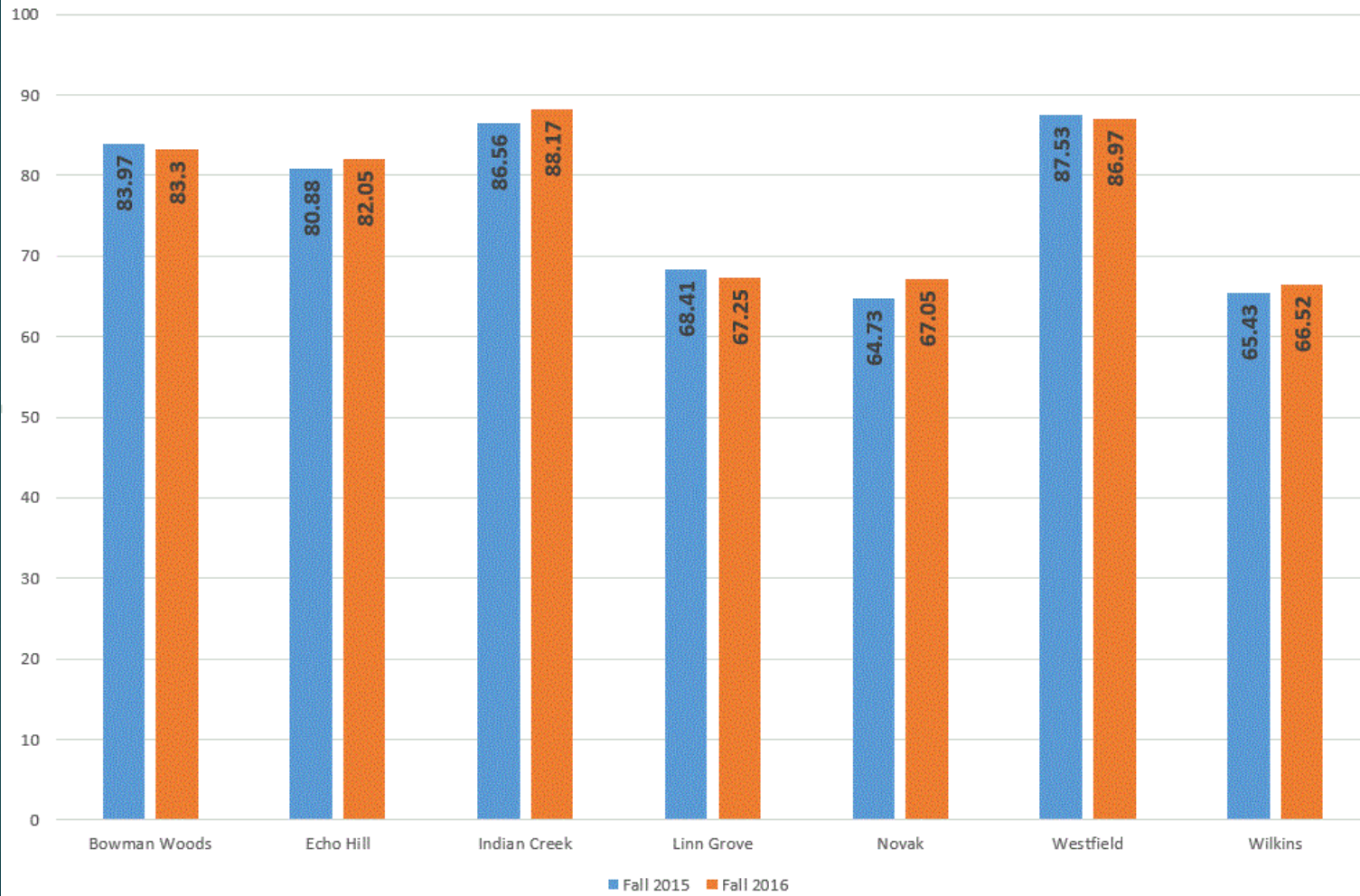
### District Comparison



### Grade Level Comparison



### Within Building Comparison



Conceptual Area	Healthy Indicator	Ideal Cut Scores	Data Source	Spring 2016 (Percentages per DE letter)	Fall 2017
Assessment and Data-Based Decision-Making	Percent of learners screened with a valid and reliable universal screening tool	Intensive: 0-79% Targeted: 80-94% Universal: 95-100%	Spring 2016 Screening	95.10%	94.99
Assessment and Data-Based Decision-Making	Percent of learners not at benchmark assessed with a valid and reliable progress monitoring tool at least 90% of the weeks between screening periods	Intensive: 0-69% Targeted: 70-89% Universal: 90-100%	Winter – Spring 2016 Progress Monitoring	78.75%	94.45% (Oct. 3 - Nov. 7)
Universal Instruction	Percent of learners at benchmark	Intensive: 0-59% Targeted: 60-79% Universal: 80-100%	Spring 2016 Screening	78.26%	77.62
Universal Instruction	Percent of learners at or above benchmark in the fall and remaining at or above benchmark	Intensive: 0-84% Targeted: 85-94% Universal: 95-100%	Fall 2015 – Spring 2016 Screening	87.02%	N/A

# Questions?





Exhibit 610.1

**Linn-Mar  
2017-2018  
Program of Studies  
November 21, 2017**

**LINN-MAR** 2020

Spirit. Opportunity. **Future**>>

## **Four Action Items**

- 1) Add- Graphics One (ART410)
- 2) Bring Back AP Calculus AB (MAT510)
- 3) Name Change- Computer Science Principles (CSP)
  - \* Was Computer Science and Software Engineering (CSE)
- 4) Name Change- Computer Science A (CSA)
  - \* Was Computer Science Applications (CSA)

## **Graphics One**

Course #	ART410
Grade Level:	11-12
Credits:	5
Length	1 Quarter
Format	Block
Prerequisite	Design Art Basics

**Considerations:** The coursework relies heavily on the use of the Adobe Creative Suite as well as emerging technologies. The class requires students to be creative, independent, focused, and project driven.

**Course Description:** Graphics One will explore several areas of the current graphics industry. The class will provide rigorous, real world situations where students utilize professional programs from the Adobe Creative Suite along with their knowledge of the fine arts to create high end, visually stunning art and presentations. Projects will stem from the graphically visual world we live in today and pull from such topics as Brand Identity, Marketing, and Web Presence. We will also discuss the benefits of digital portfolios as well as the importance of the creative mind in today's technology driven society.

## **Advanced Placement** **Calculus (AB)**

Course #:	MAT510
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Pre-Calculus

**Considerations:** Students may take the AP Calculus exam in May. Graphing calculator is required. TI84 is recommended.

**Course Description:** AP Calculus AB is roughly equivalent to a first semester college Calculus I course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## **Affect on Current FTE:**

In order for these changes to occur, there will be no need for additional FTE. Any adjustments that would be necessary would be done by the number of sections of other courses within a department that are offered.

## Financial Considerations:

- Only one course consideration has any financial considerations, Graphics One. The expenses tied to this course are approximately \$6,500. They include:
- 10 iPads with a writing stylus-  
approximate cost \$600 each
- A color laser printer that can print items  
up to 11X17 \$500

Paying for the Project 17-18 L-M Expense:

**The average High School Teaching and Learning budget for the last three years has been \$75,000. The large majority of this has been used to cover the cost of textbooks. The approximate \$6,500 necessary to cover this courses will come out of that budget.**

Questions?



## 2017-2018 High School Program of Studies

### **Proposed Considerations:**

The proposal for your consideration are as follows:

- Adding one course
  - ART410- Graphics One
- Renaming two courses
  - IND650- Computer Science Principles (CSP) formerly Computer Science and Software Engineering (CSE)
  - IND660- Computer Science A (CSA) formerly Computer Science Application (CSA)
- Bringing back a course that was previously taught
  - MAT510- AP Calculus AB

### **Affect on Current FTE:**

In order for these changes to occur, there will be no need for additional FTE. Any adjustments that would be necessary would be done by the number of sections of other courses within a department that are offered.

### **Financial Considerations:**

Only one course consideration has any financial considerations, Graphics One. The expenses tied to this course are approximately \$6,500. They include:

- 10 iPads with a writing stylus- approximate cost \$600 each
- A color laser printer that can print items up to 11X17 \$500

A breakdown of expected expenses and actual expense to the Linn-Mar district.

Course	Expense	Probable L-M Expense
ART410	\$6,500	\$6,500

### **Paying for the Project 17-18 L-M Expense:**

The average High School Teaching and Learning budget for the last three years has been \$75,000. The large majority of this has been used to cover the cost of textbooks. The approximate \$6,500 necessary to cover this courses will come out of that budget.

**2016-2017 High School Program of Studies- PROPOSED CHANGES:**

<b>Department</b>	<b>Proposal</b>	<b>Potential Expense</b>
DEM	<b>NEW-</b> IND670 PLTW Aerospace Engineering (AE)	\$11,000+
ART	<b>NEW-</b> ART410- Graphics One	\$6,400
MAT	<b>RETURN-</b> MAT510 AP Calculus AB * Will supplement AP Calculus BC	\$ - 0 -
IND	<b>Name Change-</b> IND650 Computer Science Principles (CSP) * Was Computer Science and Software Engineering (CSE)	\$ - 0 -
IND	<b>Name Change-</b> IND660 Computer Science A (CSA) * Was Computer Science Application	\$ - 0 -

**2017-2018**



**LINN-MAR**  
**High School**

Linn-Mar High School  
Program of Studies

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

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# KEY



Regents Admissions Index (RAI) approved course



NCAA approved course



Weighted course graded on a 5.0 scale



Kirkwood Community College credit course

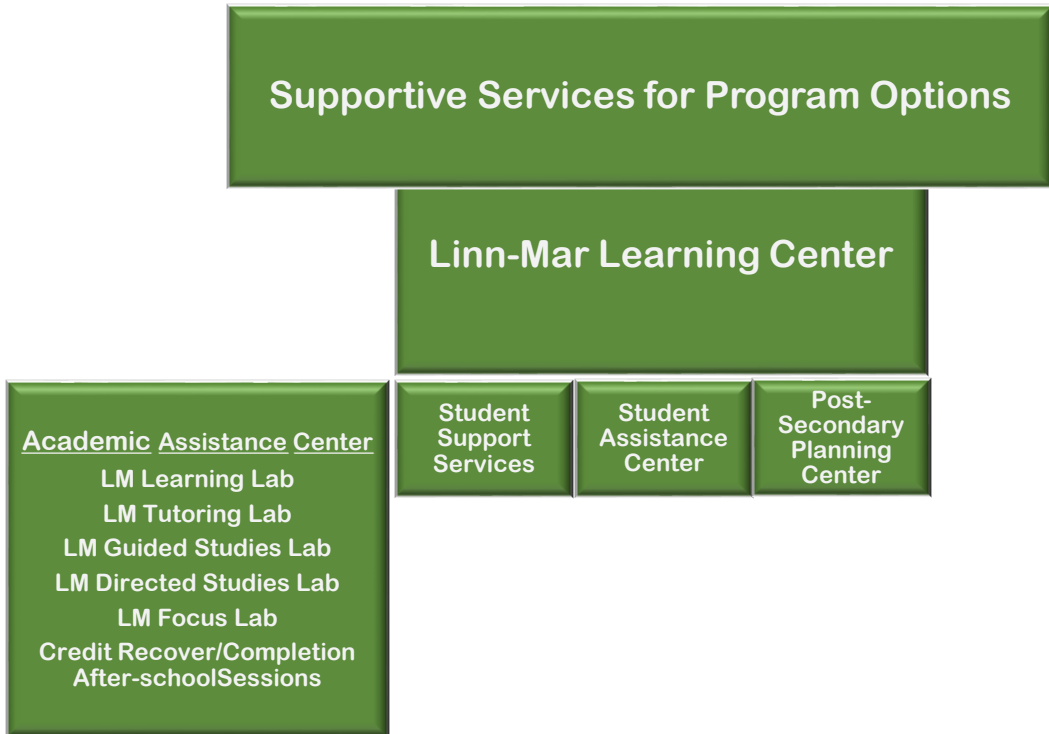
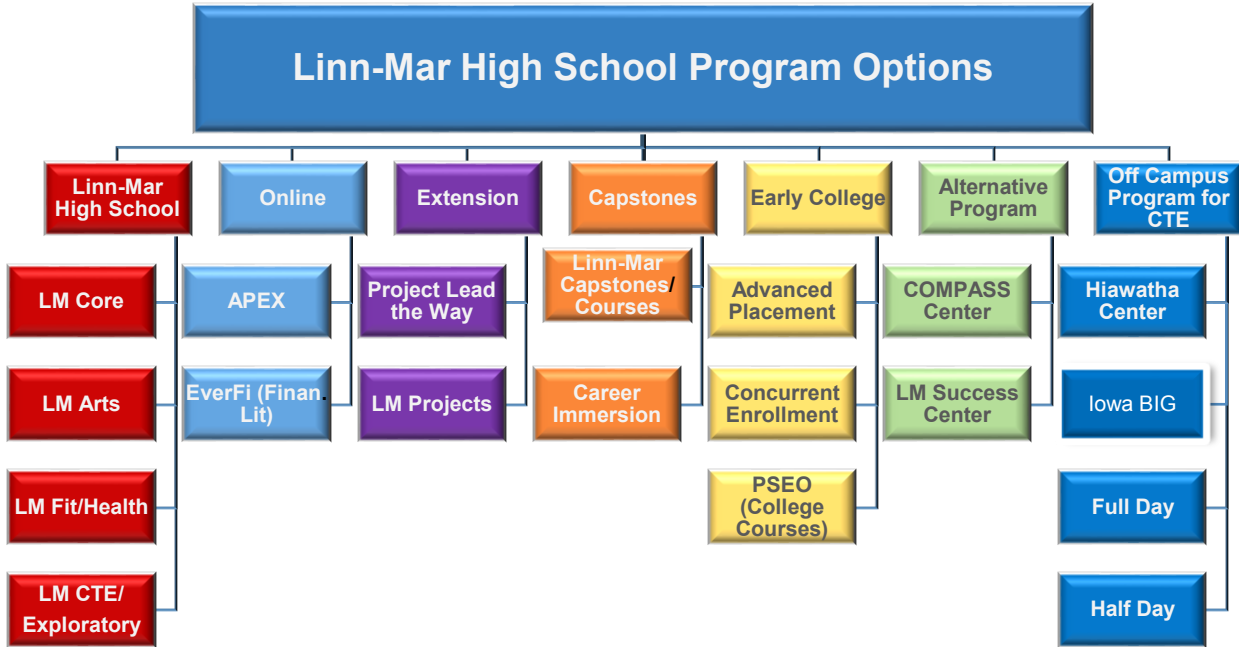


Talented and Gifted Program Course



Curriculum for Agricultural Science Education

Linn-Mar High School Program of Studies  
Academic Guidelines



# Linn-Mar Academic Guidelines

## Academic Letter

Students who achieve a 3.33 or higher grade point average during a given school year are eligible for a Linn-Mar High School academic letter. Academic letters are presented to students at an assembly each fall. Students must have been in attendance at Linn-Mar High School during both semesters of the previous school year to qualify. Academic Letter recipients who achieve a GPA of 4.00 or higher during a given school year are eligible to receive a Linn-Mar High School Academic Letter *with Distinction*. Recipients with a GPA of 3.75-3.99 during a given school year are eligible to receive a Linn-Mar High School Academic Letter *with Honors*.

## Course Load

Students in grades 9-11 must enroll in 70 credit hours per year. Students in grade 12 must enroll in 60 credit hours per year.

## Credit Hours

Most block courses (which meet 95 minutes per day) are worth five credits per quarter (9 weeks). Most other courses (which meet for 45 minutes per day) are worth five credits per semester (18 weeks).

## Credit/Fail Option

Students in grades 10-12 may elect to take a course "Credit/Fail". **Courses needed to satisfy graduation requirements in Math, Science, Social Studies, and English may not be taken Credit/Fail.** A limit of 25 credits may be taken Cr/F during the high school career. A grade C- (70%) or higher must be earned to receive credit. Grades lower than C- will receive an F grade. Students must choose this option by the end of the 5<sup>th</sup> week for block classes and by the end of the 10<sup>th</sup> week for semester/traditional classes.

## Drop/Add Deadlines

A student must add a new block course before the end of the 3<sup>rd</sup> day of a new grading period. A new Math, Music, Foreign Language, or **early-bird** course must be added before the end of the 5<sup>th</sup> day of a new semester. A student must drop a block course before the end of the 4<sup>th</sup> week of a given grading period. A 45 minute "skinny" course must be dropped before the end of the 8<sup>th</sup> week.

Linn-Mar High School Program of Studies  
Academic Guidelines

### **Grading**

Linn-Mar High School uses a standard grading scale: A+ (99%); A (93%); A- (90%); B+ (87%); B (83%); B- (80%); C+ (77%); C (73%); C- (70%); D+ (67%); D (63%); D- (60%); F+ (55%). Percentages are rounded to the nearest whole percentage (0.5 or higher is rounded up and 0.49 or lower is rounded down). Extra credit or same test re-takes may raise a grade to no more than an A-.

### **Grade Point Calculation**

Grade point averages (GPA) are computed on a 4.33 scale as follows: A+ (4.33); A (4.0); A- (3.67); B+ (3.33); B (3.0); B- (2.67); C+ (2.33); C (2.0); C- (1.67); D+ (1.33); D (1.0); D- (0.67). Transfer GPA will be computed using the Linn-Mar High School grade point calculation values.

### **Graduation – Early**

Students meeting all requirements for graduation and **electing to graduate early must apply for early graduation at least one month prior to the student’s final quarter**. Applications can be picked up in the Counseling Office and submitted to the Principal’s Office. The Principal will meet with each early graduation applicant prior to recommending candidates to the Board of Education for approval.

### **Graduation Requirements**

Linn-Mar High School students are required to earn 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 technical offerings: Agriculture, Food and Natural Resources, Principles of Agricultural Science- Plant, Animal and Plant Biotechnology, Agriculture Research and Development, Principles of Agricultural Science- Animal, Natural Resources and Ecology, Food Science and Safety, and Aquaculture Science.
- Social Studies – 30 credits. Must include U.S. History 9 (10 credits), 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), and one social studies elective (5 credits).
- Health/Fitness – 20 credits. Must include Health I (5 credits).

Graduation requirements for students with an Individual Education Program (IEP) will be in accordance with the prescribed course of study as written in their IEP. Prior to graduation, the IEP team shall determine whether the graduation requirements have been met.



Linn-Mar High School Program of Studies  
Academic Guidelines

**Standards Reporting**

Linn-Mar High School reports on Priority Standards of the Iowa Core and content standards in subject areas not included in the Iowa Core. Standards reporting is based off of proficiency scales used for assessing student progress for each priority standard. Standards will be reported in addition to traditional percentage grading. For teachers who convert a proficiency scale score to a percentage score, the following conversion scale will be used:

**Curriculum Maps Proficiency Scales**

4	Advanced	In addition to proficient, in-depth inferences and applications that go beyond what was taught
3.5	High Proficient	
3	Proficient	No Major errors or omissions regarding <b>any</b> of the simple or complex concepts taught
2.5	Proficient with Support	
2	High Progressing	An understanding of the simpler details and processes taught, but requires support
1.5	Low Progressing	
1	Capable of 2.0 with Support	With help, partial understanding of details and processes taught
0.5	Limited Success	
0	Not Attempted	Not Attempted

**Proficiency Scale Conversion**

4	100	A+
3.5	95	A
3	90	A-
2.5	80	B-
2	70	C-
1.5	65	D
1	60	D-
0	50	F

Linn-Mar High School Program of Studies  
Academic Guidelines

**Standardized Testing Program**

Standardized testing plays a significant part in the planning process for post-high school transition. The counseling staff, homeroom teachers, parents, and students will collaborate to develop an appropriate four-year academic plan for each student. The LMHS testing plan is designed to comply with Iowa Department of Education requirements. In addition, these tests provide helpful information about students' strengths and interests. Finally, test results are analyzed to provide feedback regarding the effectiveness of curriculum, instruction, and assessment.

*\* Required assessments are subject to change each year.*

**9<sup>th</sup> Grade**

- Smarter Balanced (required)

**10<sup>th</sup> Grade**

- Smarter Balanced (required)
- NWEA MAP test (math and reading assessment) (required)

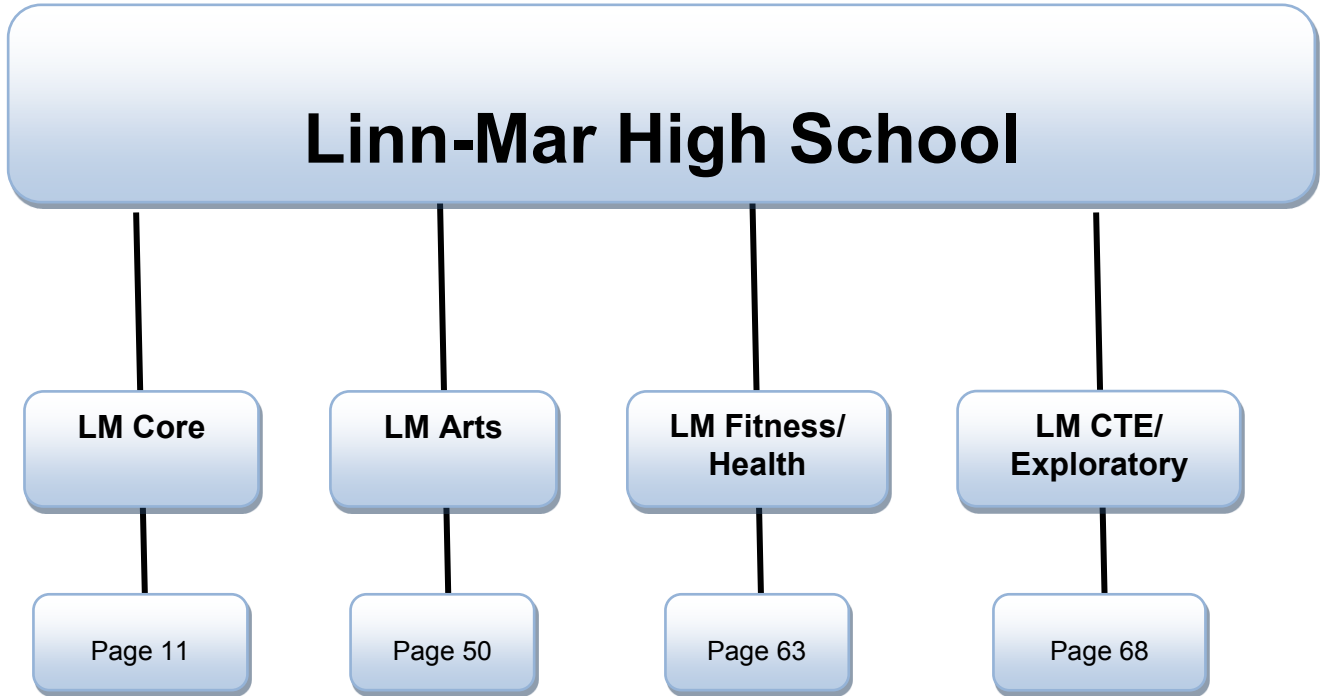
**11<sup>th</sup> Grade**

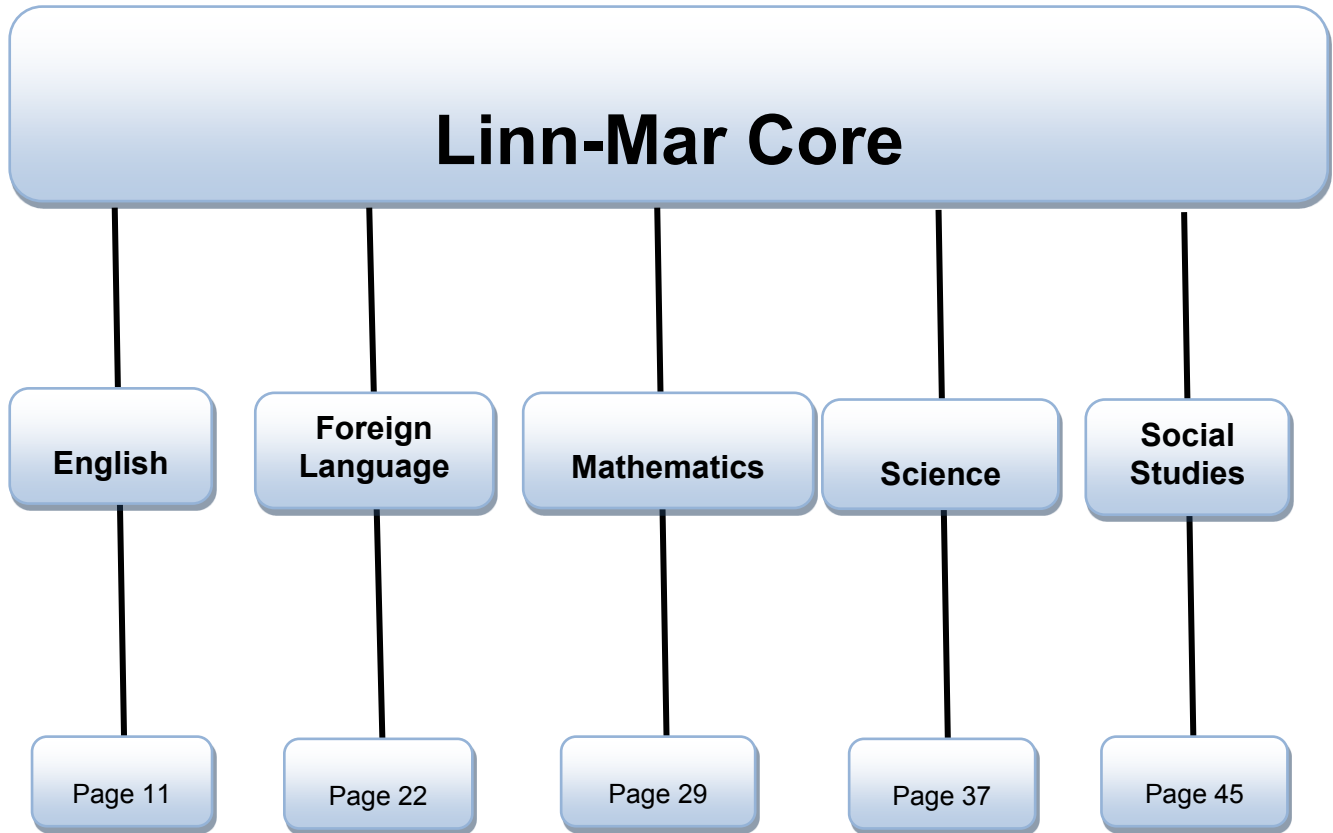
- Smarter Balanced (required)
- ASVAB – military career inventory (optional)
- ACT (optional) *\*\* fee required*
- SAT I and SAT II (optional) *\*\* fee required*
- PSAT: Pre-SAT/National Merit Scholarship Qualifying Test (optional) *\*\* fee required*

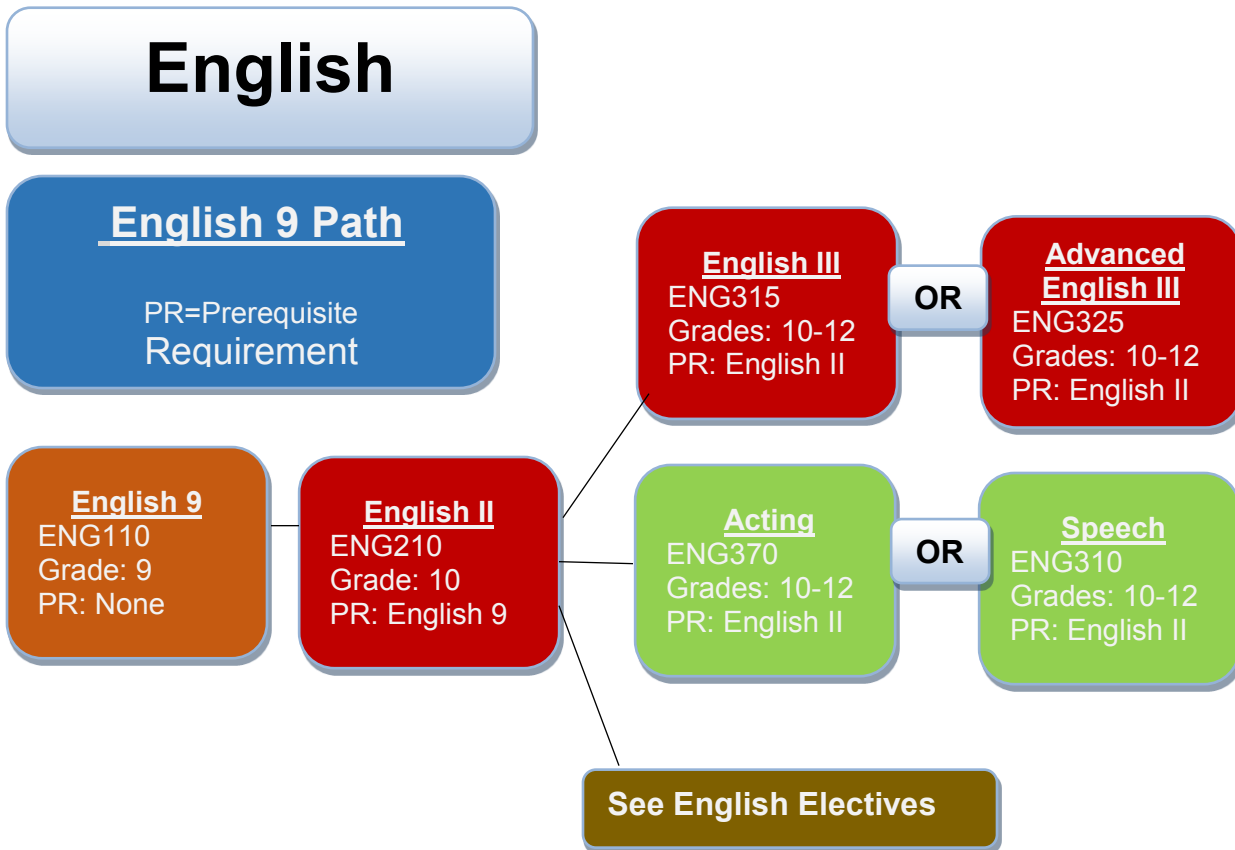
**12<sup>th</sup> Grade**

- ACT (optional) *\*\* fee required*
- SAT I and SAT II (optional) *\*\* fee required*
- COMPASS (Kirkwood placement) (optional)
- ASVAB- military career inventory (optional)

*\* If any test is required by state legislative or Department of Education action, it will be added to this listing for the year required.*

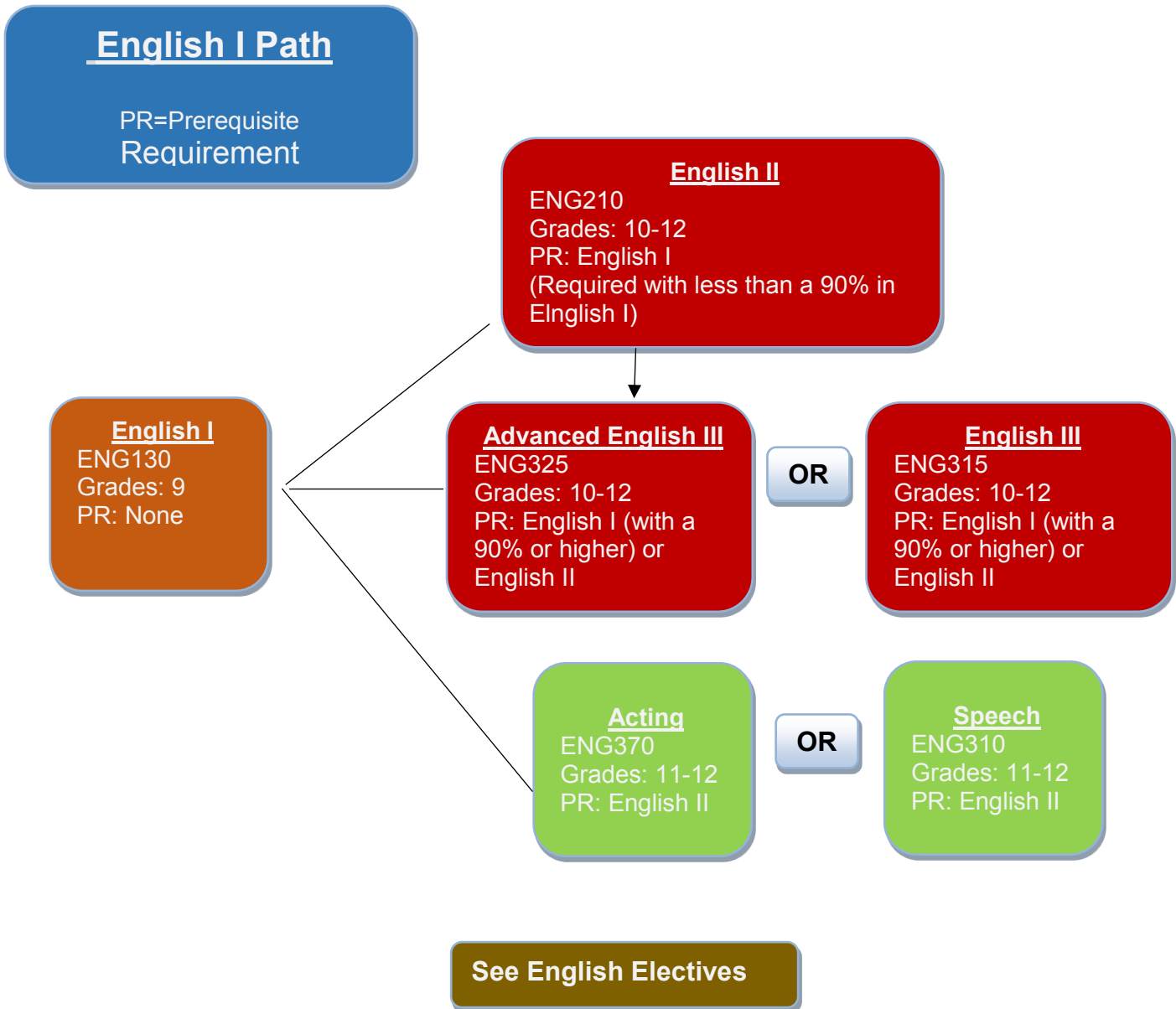






### Graduation Requirements

- 40 credits of English (Will include at least 1 elective)
- English 9 or English I
- English II (May opt out w/ 90% in English I)
- English II or Advanced English III
- Speech or Acting



- Graduation Requirements**
- 40 credits of English (Will include at least 1 elective)
  - **English 9** or **English I**
  - **English II** (May opt out w/ 90% in English I)
  - **English II** or **Advanced English III**
  - **Speech** or **Acting**

**English Electives**

PR=Prerequisite Requirement

**Academic Literacy I**

ENG105  
Grades: 9  
PR: Placement

**Academic Literacy II**

ENG205  
Grades: 10  
PR: Placement

**Academic Literacy III**

ENG305  
Grades: 11-12  
PR: Placement

**The above courses may be required for individual students**

**Journalism I**

ENG220  
Grades: 10-12  
PR: English I or English II

**British Literature**

ENG340  
Grades: 11-12  
PR: English II or Approval

**Classics**

ENG350  
Grades: 11-12  
PR: English II or Approval

**Contemporary Literature**

ENG360  
Grades: 10-12  
PR: English II or Approval

**Literature of a Selected Author**

ENG380  
Grades: 10-12  
PR: English II

**Creative Writing**

ENG410  
Grades: 10-12  
PR: English I or English II

**Intro to College Writing**

ENG420  
Grades: 11-12  
PR: English III or Advanced Eng III

**College Grammar**

ENG430  
Grades: 10-12  
PR: English II or Approval

**College Reading**

ENG450  
Grades: 10-12  
PR: English II or Approval

**Composition I**

ENG460  
Grades: 11-12  
PR: English III or Advanced Eng III and qualifying placement score

**Composition II**

ENG465  
Grades: 11-12  
PR: Composition I

**Writing Tutor Lab**

ENG500- Under development

**AP English**

ENG511 & ENG512  
Grades: 11-12  
PR: English III or Advanced English III

### Academic Literacy I

Course #: ENG105  
 Grade Level: 9  
 Credits: 2.5  
 Length: 1 Quarter  
 Format: Skinny  
 Prerequisite: approval



**Considerations:** Students are placed in this course per recommendation of the 8<sup>th</sup> grade language arts teachers, Iowa Assessment scores and other indicators. This course is designed for students reading significantly below grade level.

\* May be required for individual students.

**Course Description:** This course develops reading rate and comprehension skills of material presented in all content areas. Each unit will include the reading process, independent reading and vocabulary. Specific units will focus on reading textbooks, fiction, non-fiction, internet, graphics and tests.

### English 9

Course #: ENG110  
 Grade Level: 9  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** English 9 or English I required for graduation.

**Course Description:** This course develops communication skills in reading, speaking, listening, thinking and writing. It includes units in the short story, the novel, poetry, drama and research. The student will practice various forms of writing and will work toward improving grammar, mechanics, and vocabulary.

### English I

Course #: ENG130  
 Grade Level: 9  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** English I or English 9 required for graduation. Students need to be highly motivated in reading and writing. Expectations are high regarding motivation and achievement, reflected in the pace and rigor of the curriculum. Additionally, good basic writing and research skills are expected.

**Course Description:** This is an accelerated class which emphasizes analytical reading and writing. Students should be independent learners. Students will read several novels, non-fiction, drama and short stories.

### Academic Literacy II

Course #: ENG205  
 Grade Level: 10  
 Credits: 2.5  
 Length: 1 Quarter  
 Format: Skinny  
 Prerequisite: Academic Literacy OR English 9

**Considerations:** Students are placed in this course per recommendation of 9<sup>th</sup> grade English teachers, Iowa Assessment scores, and other indicators. This course is designed for students reading significantly below grade level. \*May be required for individual students.

**Course Description:** This course continues to develop reading rate and comprehension of material presented in all content areas. This course reinforces strategies learning in Academic Literacy I.



### English II

Course #: ENG210  
 Grade Level: 10  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: English 9 OR  
 English I



**Considerations:** See prerequisite. Fulfills the 10<sup>th</sup> grade English requirement for graduation.

**Course Description:** This course continues to develop and refine student skills in the areas of reading, writing, listening, and speaking. In English II work continues on student responsibility, respect for each other, intellectual curiosity, and tolerance for varying viewpoints.

### Journalism

Course #: ENG220  
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: Passed English II OR  
 passed English I with 90%  
 or higher



**Considerations:** See prerequisite.

**Course Description:** This course is an introductory, overview class which teaches basic journalism skills while examining the role of newspapers in our society. Areas explored include newspaper interviewing, writing, and editing. Students are also introduced to the concepts of Press Law. This course DOES NOT meet the composition requirement for admission to UNI.

### Academic Literacy III

Course #: ENG305  
 Grade Level: 11-12  
 Credits: 2.5  
 Length: 1 Quarter  
 Format: Skinny  
 Prerequisite: none

**Considerations:** Students are placed in this course per recommendations of 10<sup>th</sup> grade English teachers, Iowa Assessment scores, and other indicators. This course is designed for students reading below grade level. \*May be required for individual students.

**Course Description:** This course continues to develop reading rate and comprehension of material presented in all content areas. This course reinforces strategies learned in Academic Literacy I and II.

### Speech



Course #: ENG310  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English II OR  
 passed English I  
 with 90% or higher



**Considerations:** See prerequisite. Speech or Acting is required for graduation.

**Course Description:** Speech is designed to make students more effective communicators by emphasizing a variety of real-life speaking situations and building self-confidence in all of these settings. Because this is a performance based class, students should carefully consider conflicts which may result in absences. Sophomores who have passed English 1 with 90% or better may ask their counselor to be put on a waiting list for this class. Admission to the class is subject to availability.



### **English III**

Course #: ENG315    
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: English II OR  
passed English I  
with 90% or higher

**Considerations:** See prerequisite.

**Course Description:** Students will analyze and interpret a variety of American literature, including selections from our earliest writers to our foremost contemporaries. This class will also introduce various writing styles. This is a process oriented class where students will revise and edit their own work.

### **Advanced English III**

Course #: ENG325    
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Passed English II OR  
English 9 or passed  
English I with 90% or  
higher



**Considerations:** Fulfills the literature and writing requirement for graduation and is encouraged for students planning to take AP English.

**Course Description:** This is an accelerated version of English III where students will analyze/interpret a variety of American literature with an emphasis on analytical writing and interpreting literary pieces. Students will also write informative, persuasive, research and personal essays. Students should be highly self-motivated and independent and should expect homework each night. This course has a high level of rigor and expectations. The following text will be covered in class:

- Billy Budd
- The Awakening
- The Jungle
- The Adventures of Huckleberry Finn

- The Great Gatsby
- I Know Why the Caged Bird Sings
- The Crucible
- Selections of poetry from Walt Whitman, Emily Dickinson and other American poets
- Short pieces of fiction and nonfiction from American authors



### **British Literature**

Course #: ENG340    
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: English II OR passed  
English I with 90% or  
higher

**Considerations:** See prerequisite.

**Course Description:** This course is designed to broaden a student's reading and writing experiences. Students will read approximately five novels, excerpts from classic British works, historical overviews of the literary periods and articles related to Britain. Students will do individual and group presentations. Among these are: serve on a discussion group for a novel, present their research project, and design and discuss their coat-of-arms.


### Classics

Course #: ENG350    
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English II OR passed English I with 90% or higher

**Considerations:** See prerequisites.

**Course Description:** Students in this course will analyze selected works of literature that speak compassionately of the human experience, that relate human values and that represent some of the best of the literary traditions in order to gain new awareness of themselves and others.

### Contemporary Literature

Course #: ENG360   
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English II OR passed English I with 90% or higher

**Considerations:** See prerequisites.

**Course Description:** Students will read a variety of selected contemporary titles in multiple genres, including fiction, non-fiction, memoir, short stories, essays and poetry. Specific attention will be devoted to identifying classifications, and the study of theme, author voice and specific author intent within the writing. Students will complete multiple projects to promote lifelong literacy and will discover how technology and the internet can enhance reading selections. Some selections in this course have a more mature theme.


### Acting

Course #: ENG370  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English II OR passed English I with 90% or higher

**Considerations:** See prerequisites. Acting or Speech is required for graduation. Acting DOES NOT meet the Board of Regents criteria for the RAI. Sophomores who have passed English 1 with 90% or better may ask their counselor to be put on a waiting list for this class. Admission to the class is subject to availability.

**Course Description:** Acting is designed to make students more effective communicators by emphasizing a variety of speaking situations and building self-confidence in all these settings. Because this is a performance based class, students should carefully consider potential conflicts that may result in absences.

### Literature of a Selected Author

Course #: ENG380   
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English II OR pass English I with 90% or higher

**Considerations:** See prerequisites. This is an advanced, college preparatory literature course.

**Course Description:** Students will read, discuss, and analyze a variety of texts surrounding a selected author. Students will relate historical events and their impact on the literature, will relate the author's life, world/regional events of the time, and social conditions of the works of the author. Students will respond to common elements and themes in the author's major body of work.

### Creative Writing

Course #: ENG410  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: English II OR pass English I with 90% or higher



**Considerations:** See prerequisites.

**Course Description:** This course is designed for students who genuinely like to write in a variety of forms. Students will take writing from the initial idea through the developmental and polishing stages.

### Intro to College Writing

Course #: ENG420  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: English III or Adv. English III



**Consideration:** Students should take this class if they need to improve their writing skills, and do not yet feel comfortable taking a college-level writing class.

**Course Description:** This course is designed for any student who is considering college, interested in improving general writing skills, and/or considering taking Composition I. Students will improve organizational skills in writing, learn how to develop their ideas, improve their skills in word choice and sentence structure, improve their mechanics in writing, improve their research skills, and learn how to better develop and write a research paper in MLA style. Papers may include the following essays: Personal, Definition, Division/Classification, Comparison/Contrast, and Persuasive. In addition, students will write a research paper in which they will support their position on a contemporary issue.

### College Grammar

Course #: ENG430  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: English II OR passed English I with 90% or higher



**Considerations:** See prerequisites.

**Course Description:** This course develops skills in analyzing sentences and applying rules of standard written English. Included are units on vocabulary development, grammatical punctuation, and editing written products.

### College Reading




Course #: ENG450  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: English II



**Considerations:** See prerequisites.

**Course Description:** This course is designed for students who wish to improve their reading rate and comprehension skills in order to be successful in their studies beyond high school.




### Advanced Placement English 1 & 2

Course #: ENG511 & ENG512   
Grade Level: 11-12  
Credits: 15   
Length: 3 Quarters   
Format: Block  
Prerequisite: Advanced English III is  
Strongly  
recommended

**Considerations:** See prerequisite. Students MUST sign up for both sections listed above. This course is a three-quarter class beginning the second quarter of the year. Students may take the AP English exam in May.

**Course Description:** This course is for highly motivated students capable of college level work. Students will further develop critical thinking skills through the study of complex literature and writing numerous literary analyses. Students will be expected to have read one text prior to the beginning of the course, and should check with their instructor for further information.




### Composition I

Course #: ENG460   
Grade Level: 11-12  
Credits: 5 (LM), 3 (KW)  
Length: 1 Quarter  
Format: Block  
Prerequisite: English III OR  
Adv. English III AND  
qualifying placement  
score

**Considerations:** See prerequisite. Basic writing and research skills are expected and needed. This is a dual-credit course, and the expectations reflect those of college courses.

**Course Description:** This course strengthens students' writing skills that have been developed in previous English courses. Particular emphasis is on furthering skills in argument writing. The course also seeks to develop a student's ability to think critically. Students will complete several formal papers, impromptu essays in response to current events, and two papers involving research. Additionally, students will make presentations and frequently conduct peer review. This class is combination of seminar and lab time.

### **Composition II**

Course #: ENG465     
Grade Level: 11-12  
Credits: 5 (LM), 3 (KW)  
Length: 1 Quarter  
Format: Block  
Prerequisite: Composition I

**Considerations:** See prerequisite. This is a dual-credit course, and the expectations reflect those of college courses.

**Course Description:** This course continues to develop writing skills and critical thinking skills introduced in Composition I, with a particular emphasis on argument analysis. The course requires critical analysis of reading materials, audience and self, and further emphasizes precise and effective use of research tools while honing a student's ability to analyze and construct logical arguments. This class is a combination of seminar and lab time.

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### **English Language Learners I**

Course #: ENG140  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the IPT English language tests.

**Course Description:** This course is designed to develop students' speaking, listening, reading and writing skills in the English language and develop the skills that students need to be successful at L-M and beyond.

### **English Language Learners II Reading**

Course #: ENG245R  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the IPT English language tests.

**Course Description:** This course is designed to continue to develop students' speaking, listening, reading, and writing skills in the English language. This course focuses on academic reading, analyzing and interpreting different genres which build academic vocabulary and grammar skills.

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### **English Language Learners II Composition**

Course #: ENG245C  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the IPT English language tests.

**Course Description:** This course is designed to develop students' composition skills in the English language. This course will focus on reading, analyzing and interpreting different genres which build academic vocabulary and grammar skills.

### **English Language Learners III**

#### **Reading**

Course #: ENG255R  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the IPT English language tests.

**Course Description:** This course is designed to continue to develop students' speaking, listening, reading, and writing skills in the English language. This course focuses on academic reading, analyzing and interpreting different genres which build academic vocabulary and grammar skills as well as texts that relate to American history and culture in order to increase students' background knowledge on these subjects while honing their reading skills.

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### **English Language Learners III**

#### **Composition**

Course #: ENG255C  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Considerations:** Students are placed in the course based on the Home Language Survey, their scores on the IPT English language tests, and school performance.

**Course Description:** This course is designed to continue to develop students' composition skills in the English language. This course focuses on the writing process, a variety of essay styles and writing research papers.

### **English Language Learners III**

#### **College Prep**

Course #: ENG001CP  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Considerations:** Students are placed in the course based on the Home Language Survey, their scores on the IPT English language tests, and school performance.

**Course Description:** This course is designed to continue to develop students' composition skills in the English language. This course will focus on preparing for the ACT and SAT exams through extensive grammar, reading and composition practice. Focus will also be given to the college admissions process, financial aid concerns, and scholarship opportunities.

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### **English Language Learners**

#### **Directed Studies**

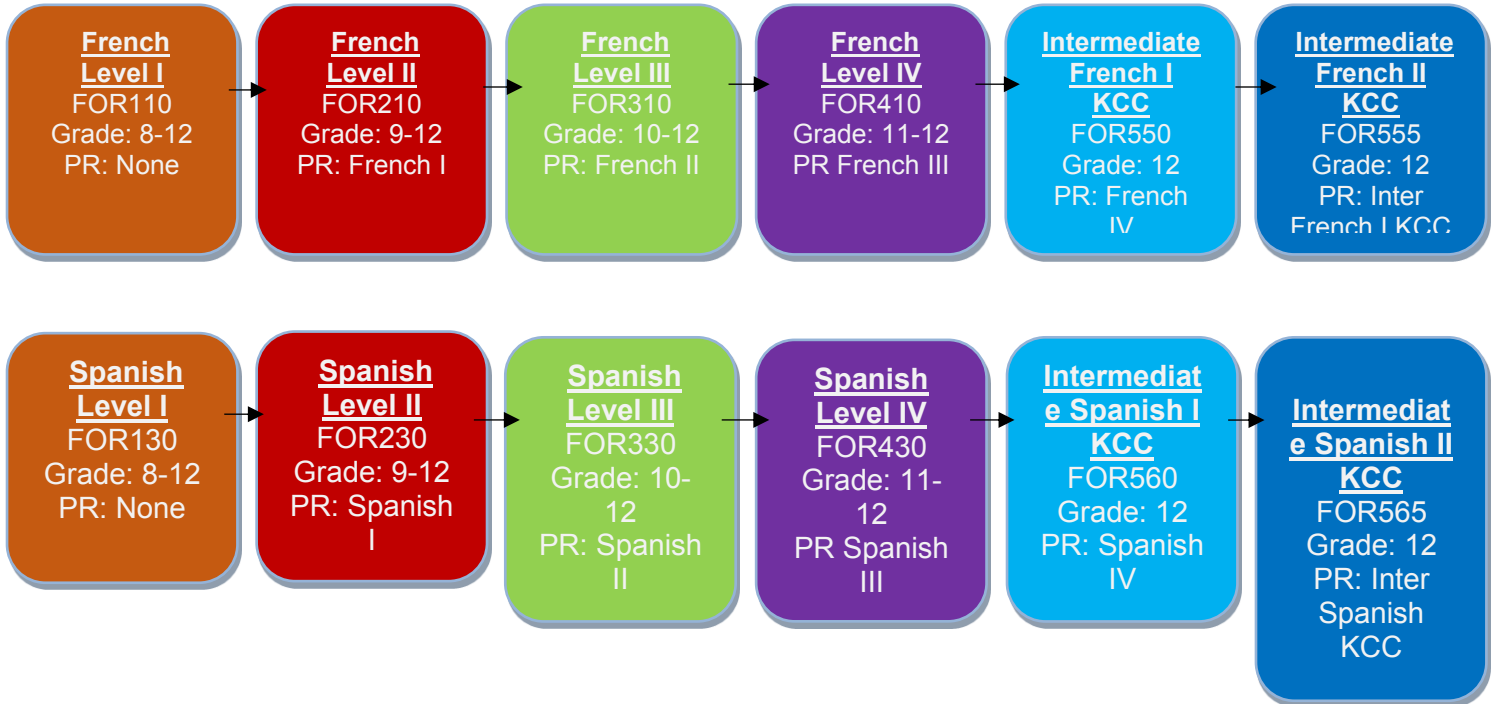
Course #: ENG001DS  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Considerations:** Students are placed in the course based on the Home Language Survey, their scores on the IPT English language tests, and school performance.

**Course Description:** This course is designed to assist students with their other academic classes. Supports provided include help with understanding the expectations and assignments for classes, one-on-one tutoring and administration of assessments when necessary.

# Foreign Language

PR=Prerequisite Requirement





### Level I French



Course #: FOR110  
 Grade Level: 8-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: none

**Considerations:** none

**Course Description:** This course develops the communicative skills of reading, writing, speaking, and listening. Basic grammar concepts and vocabulary are introduced. The target language is used during class time.

Topics include school schedules and subjects, pastimes and activities, likes and dislikes, places, weather, time, family and Paris. Grammar concepts include adjectives and agreement, present tense of –er verbs, and irregular verbs avoir, etre, faire, aller, venir as well as stem changing verbs acheter and preferer and the –re group of verbs. Students also learn possessive adjectives and the near future.

### Level I Spanish



Course #: FOR130  
 Grade Level: 8-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: none

**Considerations:** none

**Course Description:** This course develops the communicative skills of reading, writing, speaking, and listening. Basic grammar concepts and vocabulary are introduced. The target language is used during class time.

Topics include school schedules and subjects, food and beverages, and pastimes. Grammar concepts include adjectives and agreement, me gusta, present tense ar, er, ir verbs, and irregular verbs estar, ser, ir, tener, and jugar.

### Level II French



Course #: FOR210  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: French I

**Considerations:** Second semester grade of 60% or higher in Level I is required.

**Course Description:** This course continues to emphasize the communicative skills of reading, writing, speaking, and listening. Grammar concepts, vocabulary, and use of target language are expanded.

Topics include eating in a café, clothing and shopping, household chores and parts of the house, shops and stores and travel. Additional units include provinces of France and a cinematographic unit on Marcel Pagnol. Grammar concepts include passe compose, demonstrative adjectives, interrogative adjectives, the partitive and prepositions with places. New verbs are mettre, boire, voir, prendre, savoir, connaitre, appeler, dormir, partir, sortir, vouloir, pouvoir as well as –ir verbs. Student also learn command forms.

## **Level II Spanish**



Course #: FOR230  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: Spanish I

**Considerations:** Second semester grade of 60% or higher in Level I is required.

**Course Description:** This course continues to emphasize the communicative skills of reading, writing, speaking, and listening. Grammar concepts, vocabulary, and use of target language are expanded.

Topics include families, parties, and restaurants, rooms in the house, clothing, stores, and vacation.

Grammar concepts include possessive adjectives, comparatives and superlatives, direct object and indirect object pronouns, affirmative tu commands, present progressive and preterite tense. The irregular verbs tener, venir, ser, estar, poder, dormer, pensar, preferir, querer, and decir are introduced.

## **Level III French**



Course #: FOR310  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: French II

**Considerations:** Second semester grade of 60% or higher in level II is required.

**Course Description:** This course continues to develop and refine the communicative skills of reading, writing, speaking, and listening. Complex grammar concepts are introduced. The target language will be widely utilized.

Topics include expansion on prior topics and prior preparation and francophone holidays and cuisine, school places and events, morning routine, childhood memories and activities, animal vocabulary. Grammar topics addressed are direct and indirect object pronouns as well as y and en, extension of passe compose and learning of the imperfect tense, negative expressions, reflexive verbs, comparative and superlative adjectives and nouns. Students should be able to use the near future, present tense and both past tenses. There is also a cinematographic unit with two additional Pagnol films. Students begin to write more extensive and styles of communication in French.

### Level III Spanish

Course #: FOR330  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: Spanish II



**Considerations:** Second semester grade of 60% or higher in Level II is required.

**Course Description:** This course continues to develop and refine the communicative skills of reading, writing, speaking and listening. Complex grammar concepts are introduced. The target language will be widely utilized.

Topics include school, extracurricular activities, special events, clothing, errands, places in the city, and childhood. Grammar concepts include stem changing verbs, negative and affirmative words, reflexive verbs, demonstrative adjectives, direct and indirect object pronouns, affirmative tu commands, present progressive, preterite, and the imperfect tense. The irregular verbs of saber and conocer are introduced.

### Level IV French

Course #: FOR410  
Grade Level: 11-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: French III



**Considerations:** Second semester grade of 60% or higher in Level III is required.

**Course Description:** Level IV expands the communicative skills of reading, writing, speaking, and listening. Complex grammar concepts are introduced. Class will be conducted extensively in the target language.

Topics include outdoor activities, fitness and health, professions, travel plans, movies and reading, the Renaissance. Informal speech register, slang and texting language is also taught. Grammar concepts include the future, the conditional and subjunctive verb tenses, demonstrative, interrogative and possessive pronouns. Present participles and relative pronouns are also learned. There is also a Victor Hugo poetry unit. Students will study current events of the francophone world on a weekly basis.

### Level IV Spanish



Course #: FOR430  
Grade Level: 11-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: Spanish III

**Considerations:** Grade of 60% or higher for second semester in Level III is required.

**Course Description:** Level IV expands the communicative skills of reading, writing, speaking, and listening. Complex grammar concepts are introduced. Class will be conducted extensively in the target language.

Topics include natural disasters, accidents, emergency room, TV programs, and sporting events, movies, cooking, and camping. Grammar concepts include preterite vs. imperfect, reflexive verbs, gustar-like verbs, impersonal se, por vs. para, imperfect progressive, present perfect, and commands.

### Intermediate French I KCC



Course #: FOR550  
Grade Level: 12  
Credits: 5 (LM), 4 (KW)  
Length: 1 Semester  
Format: Skinny  
Prerequisite: French IV

**Considerations:** see prerequisite. Class is conducted in French.

**Course Description:** This course continues to develop the “5 Cs” of second language acquisition (communication, cultures, connections, comparisons, and communities) by providing intensive practice in the fundamental communicative skills of listening, speaking, reading and writing, with a methodic study of different cultural contexts and a review of the basic grammar. This class offered the opportunity for language use beyond the limited sphere of the elementary courses. Discussion of the cultural practices and products of francophone countries presented in the readings and viewing materials constitute an important part of the course. Comparisons and connections between francophone and Anglophone cultures and language will also be examined.

**Intermediate  
French II KCC**



Course #: FOR555  
Grade Level: 12  
Credits: 5 (LM), 4 (KW)  
Length: 1 Semester  
Format: Skinny  
Prerequisite: Intermediate  
French I

**Considerations:** see prerequisite. Class is conducted in French.

**Course Description:** This course continues to develop the “5 Cs” of second language acquisition (communication, cultures, connections, comparisons, and communities) by expanding the repertoire of realia (movies, readings, Internet explorations) and class activities. The class provides continuous practice in developing the communicative skills and encourages group discussion. Examining the practices and products of francophone cultures as well as recognizing the importance of comparisons and connections between French and American culture and language is an important class component.

**Intermediate  
Spanish I KCC**



Course #: FOR560  
Grade Level: 12  
Credits: 5 (LM), 4 (KW)  
Length: 1 Semester  
Format: Skinny  
Prerequisite: Spanish IV

**Considerations:** see prerequisite. Class is conducted in Spanish.

**Course Description:** In this class, students will continue to develop their ability to communicate in Spanish in everyday, practical situations that they might encounter both in the U.S. and abroad. Along with the development of oral skills, students will also work on the other 3 vital components of language: reading, writing and listening comprehension. Students will actively engage themselves in pair/group activities to express themselves in basic situations. Classroom time will be used for intensive language practice in meaningful contexts (i.e. applying important grammatical concepts, essential vocabulary, and cultural norms needed to maintain basic communication.) Class time will consist of communication activities following grammatical explanations. Students are expected to study and complete assigned workbook, video, lab and textbook activities outside of class.

**Intermediate**  
**Spanish II KCC**

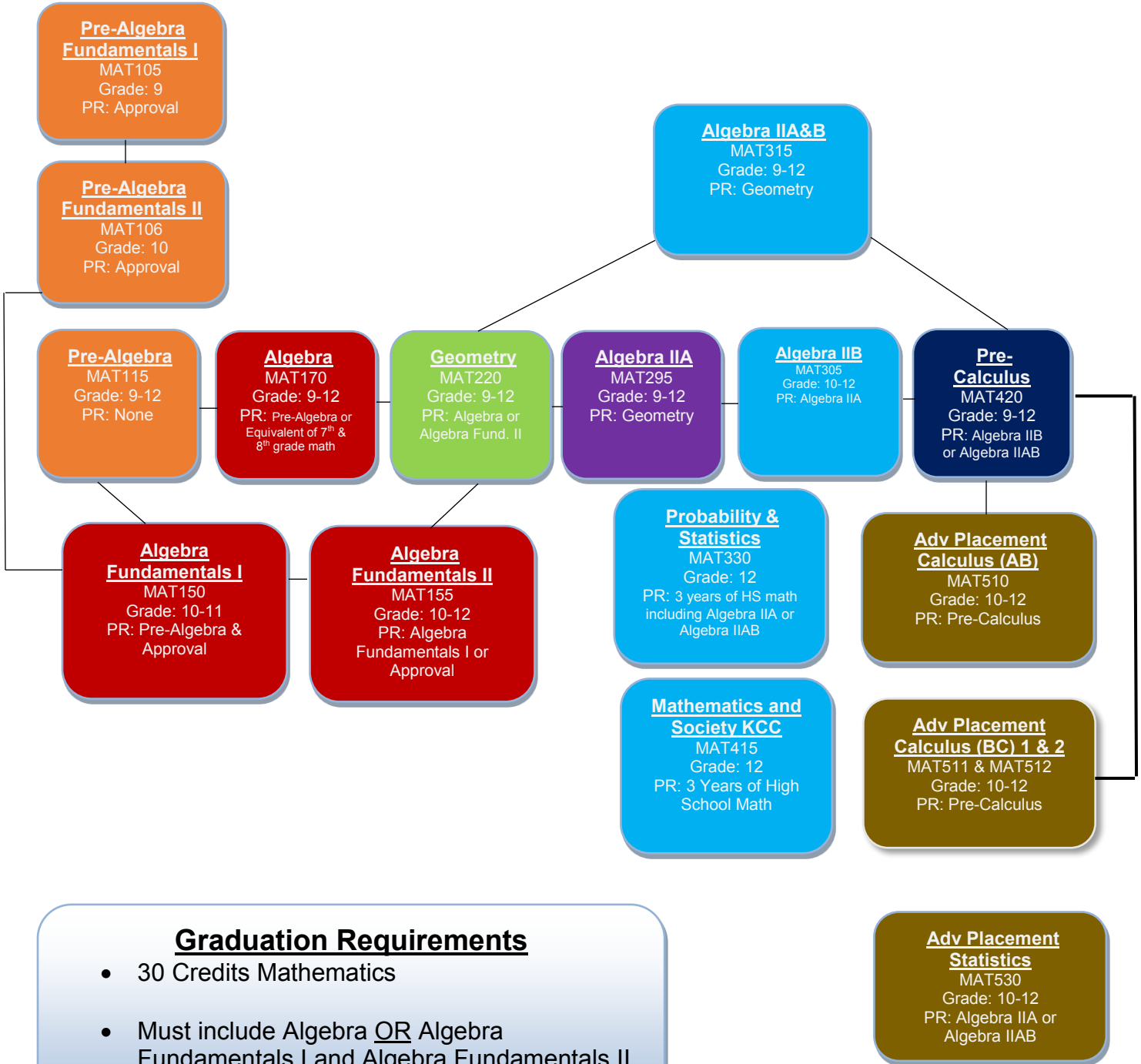


Course #: FOR565  
Grade Level: 12  
Credits: 5 (LM), 4 (KW)  
Length: 1 Semester  
Format: Skinny  
Prerequisite: Intermediate  
Spanish I

**Considerations:** see prerequisite. Class is conducted in Spanish.

**Course Description:** In this class, students will continue to develop their ability to communicate in Spanish in everyday, practical situations that they might encounter both in the U.S. and abroad. Along with the developments of oral skills, students will also work on the other 3 vital components of language: reading, writing and listening comprehension. Students will actively engage themselves in pair/group activities to express themselves in basic situations. Classroom time will be used for intensive language practice in meaningful contexts. (i.e. applying important grammatical concepts, essential vocabulary, and cultural norms needed to maintain basic communication.) Class time will consist of communication activities following grammatical explanations. Students are expected to study and complete assigned workbook, video, lab and textbook activities outside of class.

# Mathematics



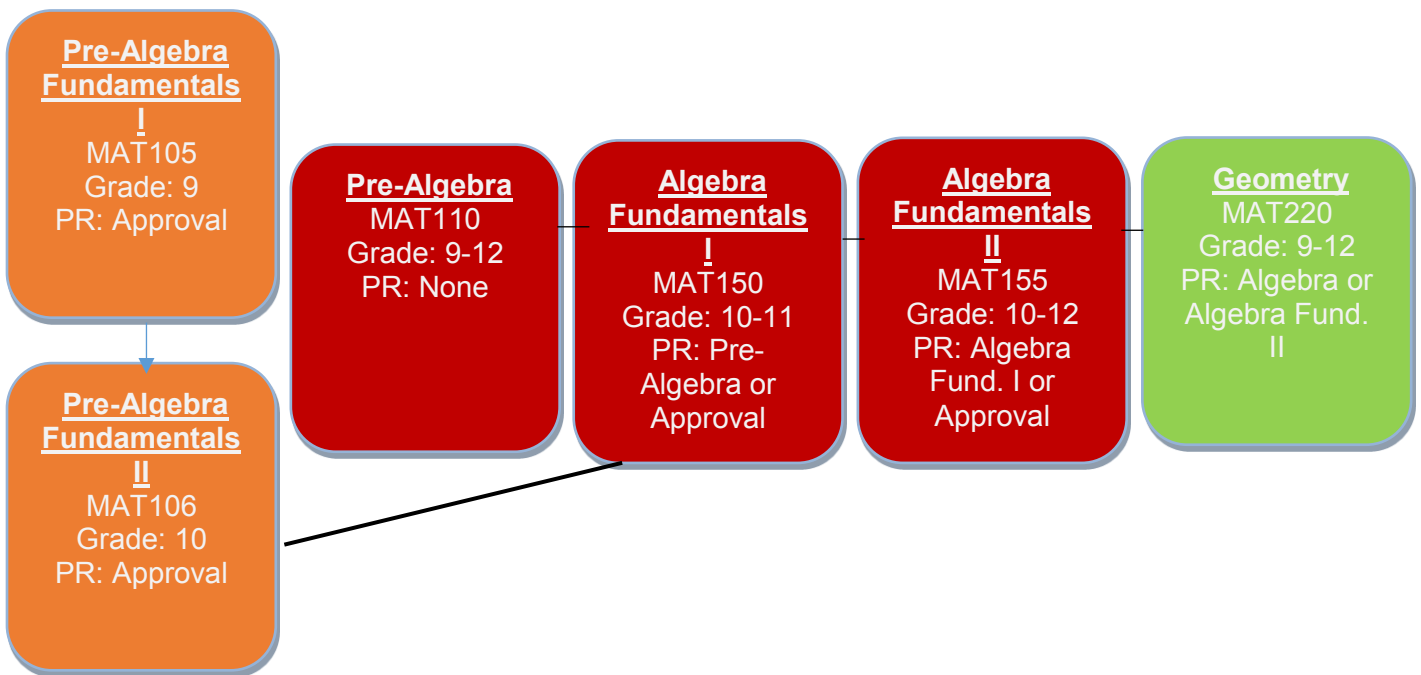
## Graduation Requirements

- 30 Credits Mathematics
- Must include Algebra OR Algebra Fundamentals I and Algebra Fundamentals II

# Mathematics

## Alternative Pathway

PR=Prerequisite Requirement

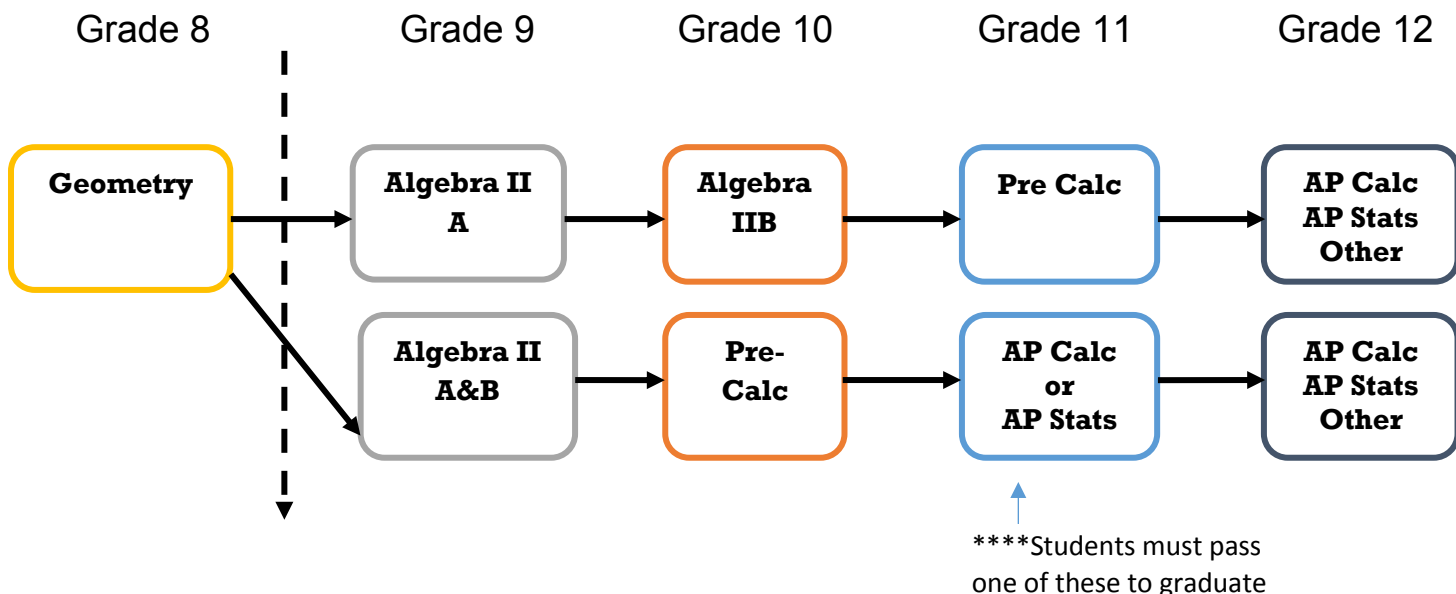


## Graduation Requirements

- 30 Credits Mathematics
- Must include Algebra OR Algebra Fundamentals I and Algebra Fundamentals II



### 2017-18 Math Path

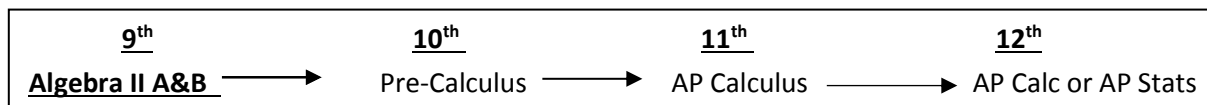


## Algebra II A&B

This course is a combination of Algebra II A and Algebra IIB in one course.

### Things to consider before selecting Algebra II A&B in 9<sup>th</sup> grade:

Incoming 9<sup>th</sup> grade students taking the Algebra II A&B course will be accelerating in math for a second time and this can result in some serious graduation concerns if they struggle with Algebra II A&B, Pre-Calculus, AP Calculus, or AP Statistics (Three years of math is required for graduation).



- 1) Math skill level and effort: Students should have earned high level grades for Algebra and Geometry.
- 2) Students taking Algebra II A&B in 9<sup>th</sup> grade **must** take and pass AP Calculus or AP Statistics (taken their junior year) to get the three years of math required for graduation.
- 3) Students that struggle in Algebra II A&B after the first three days of school must stay in the Algebra II A&B course **or** they can drop it and take Algebra II the following year (Sophomore year). The last option means that they would not be in a math class their freshman year and would eliminate the option of taking AP Calculus in high school.
- 4) Please choose the appropriate course based on the students future math goals and for their passion for the subject matter.

### Pre-Algebra Fundamentals I

Course #: MAT105  
 Grade Level: 9th  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: approval

**Considerations:** Students are placed in this course per approval of the math department based on 8<sup>th</sup> grade math results, NWEA Map Test, and Iowa Assessment scores. A TI-30x scientific calculator or equivalent is required. Graphing calculators are not allowed in this course.

**Course Description:** This course is an introductory class for Pre-Algebra Fundamentals II. It is designed to review basic skills and math concepts. Elementary algebra skills with variables and problem-solving techniques will be reinforced.

### Pre-Algebra Fundamentals II

Course #: MAT106  
 Grade Level: 10th  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: approval

**Considerations:** Students are placed in this course per approval of the math department based on Pre-Algebra Fundamental I results, NWEA Map Test, and Iowa Assessment scores. A TI-30x scientific calculator or equivalent is required. Graphing calculators are not allowed in this course. High School Pre-Algebra results could be used for placement in this course.

**Course Description:** This course is an introductory class for Algebra Fundamentals I or Algebra. It is designed to review basic skills and math concepts. Elementary algebra skills to include material from second semester Pre-Algebra

### Pre-Algebra

Course #: MAT115  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: none

**Considerations:** TI-30x scientific calculator or its equivalent required. Graphing calculators are not allowed in this course.

**Course Description:** This course is an introductory class for Algebra. It is designed to review basic skills and math concepts. Elementary algebra skills with variables and problem-solving techniques will be imperative to the curriculum.

### Algebra Fundamentals I

Course #: MAT150  
 Grade Level: 10-11  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Pre-Algebra and approval



**Considerations:** Students are placed in this course per approval of the math department based on Pre-Algebra performance. A TI-30x scientific calculator or equivalent is required. Graphing calculators are not allowed in this course. *Algebra Fundamentals I and Algebra Fundamentals II together meet the algebra graduation requirement.*

**Course Description:** This course is designed to include material covered in the first semester of Algebra. Topics include negative numbers, absolute values, opposites, linear equations, and inequalities in word problems.

## Algebra Fundamentals II



Course #: MAT155  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Algebra  
 Fundamentals I or  
 approval

**Considerations:** Students are placed in this course per approval of the math department based on Algebra, and Iowa Assessment scores. A TI-30x scientific calculator or equivalent is required. Graphing calculators are not allowed in this course. *Algebra Fundamentals I and Algebra Fundamentals II together meet the algebra graduation requirement.*

**Course Description:** This course is designed to include material covered in the second semester of Algebra. Topics include negative numbers, absolute values, opposites, linear equations, and inequalities in one variable word problems, factoring, graphing, and quadratic equations.

## Algebra



Course #: MAT170  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Pre-Algebra or the  
 equivalent of 7<sup>th</sup>  
 and 8<sup>th</sup> grade math

**Considerations:** Scientific calculators are required. Graphing calculators are not allowed in this course.

**Course Description:** Algebra deals with variables, properties of operations and formulas. Topics include negative numbers, absolute value, opposites, linear equations in one variable, inequalities in one variable, work problems, factoring, graphing, and quadratic equations.

## Geometry



Course #: MAT220  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Algebra OR  
 Algebra Fund. II

**Considerations:** Scientific calculators are required. Graphing calculators are not allowed in this course.

**Course Description:** Geometry introduces the study of points, lines, planes, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the description and use of inductive, deductive, and intuitive reasoning skills. Power of abstract reasoning, spatial visualization and logical reasoning patterns are improved through this course. Focus on comparisons between figures concerning surface areas, volumes, congruency, similarity, transformations, and coordinate Geometry is also studied through two and three dimensions.

### Algebra IIA



Course #: MAT295  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Geometry  
 Subsequent: Algebra IIB

**Considerations:** A TI83 or TI84 (preferred) graphing calculator is required. TI89 or TI-Nspire calculators are NOT allowed.

**Course Description:** This course includes a variety of topics, including equations, inequalities, linear functions and relations, systems of equations and inequalities, quadratic functions and relations, polynomials and functions, inverse functions and relations, radical functions and relations, exponential functions and relations, logarithmic functions and relations, and rational functions and relations. This course fulfills minimum requirement for entry into most regent universities.

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### Algebra IIB



Course #: MAT305  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Algebra IIA  
 Subsequent: PreCalculus

**Considerations:** A TI83 or TI84 (preferred) graphing calculator is required. TI89 or TI-Nspire calculators are NOT allowed.

**Course Description:** This course covers all topics in Algebra IIB, not included in Algebra IIA: conic sections, sequences and series, statistics and probability, trigonometric functions, identities, and equations.

### Algebra II A&B



Course #: MAT315  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Geometry  
 Subsequent: PreCalculus

**Considerations:** Recommendation from a mathematics teacher. A TI83 or TI84 (preferred) graphing calculator IS required. TI89 or TI-Nspire calculators are NOT allowed.

**Course Description:** This course includes a variety of topics, including equations, inequalities, linear functions and relations, systems of equations and inequalities, quadratic functions and relations, polynomials and functions, inverse functions and relations, radical functions and relations, exponential functions and relations, logarithmic functions and relations, and rational functions and relations; and also included in this course is an extension of the above topics, as well as the new additional topics. These include factoring, solving equations, logarithmic functions and relations, conics (including rotations and transformations), sequences and series, trigonometry functions, trigonometry identities, and trigonometry equations.

### Probability and Statistics

Course #: MAT330  
 Grade Level: 12  
 Credits: 5  
 Length: 1 Semester  
 Format: Skinny  
 Prerequisite: 3 years of high school math, including Algebra IIA or Algebra IIB



**Considerations:** Graphing calculators are required.

**Course Description:** This course is intended to develop statistical literacy and thinking by developing skills to interpret results, write explanations, find patterns, and make decisions. Included are units on data classification, frequency distribution and their graphs, and measures of central tendency.

### Pre-Calculus

Course #: MAT420  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Algebra IIB or Algebra IIAB



**Considerations:** Graphing calculator is required. TI84 is recommended. TI89 and TI-Nspire calculators are not allowed.

**Course Description:** This course is designed for students who want to be better prepared for College Calculus or AP Calculus. This course has been enhanced with additional materials that promote a deeper mathematical understanding of the topics, extend known topics and present new topics that are generally not included in a high school curriculum. These topics will prepare the student for subsequent courses by improving their understanding of algebra and geometry concepts.

### Advanced Placement Calculus (AB)

Course #: MAT510  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Pre-Calculus



**Considerations:** Students may take the AP Calculus exam in May. Graphing calculator is required. TI84 is recommended.

**Course Description:** AP Calculus AB is roughly equivalent to a first semester college Calculus I course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### Advanced Placement Calculus (BC) 1 & 2

Course #: MAT511 & MAT512  
 Grade Level: 10-12  
 Credits: 15  
 Length: 2 Semesters  
 Format: Skinny-1<sup>st</sup> semester  
 Block-2<sup>nd</sup> semester  
 Prerequisite: Pre-Calculus



**Considerations:** Students MUST sign up for both sections listed above. Students may take the AP Calculus exam in May. Graphing calculator is required. TI84 is recommended.

**Course Description:** AP Calculus BC is equivalent to a full year of college Calculus. It covers both Calculus I and Calculus II. Students will analyze and solve non-trivial mathematical problems related to calculus. Mathematical modeling and communication will be emphasized. The course surveys the mathematics of change from elementary derivatives through sophisticated integrals to infinite series.

### Advanced Placement Statistics



Course #: MAT530  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: Algebra IIA or Algebra IIAB

**Considerations:** Students may take the AP Statistics exam in May. Graphing calculator is required. TI84 is recommended.

**Course Description:** This course is a typical introductory college statistics course. It is divided into 4 major themes: exploratory data analysis, probability, statistical inference and planning, and conducting a study. Students will use both graphical and numerical techniques, probability to anticipate the distribution of data to be collected, design ways to collect data while avoiding bias, and make inferences from samples of data.

### Mathematics and Society KCC



Course #: MAT415  
Grade Level: 12  
Credits: 5 (L-M) 3 (KCC)  
Length: 1 Semester  
Format: Skinny  
Prerequisite: Three years of High School math

**Considerations:** See prerequisite. This is a dual-credit course, and the expectations reflect those of a college course.

**Course Description:** This course introduces selected areas of mathematics in familiar settings and develops students' conceptual and problem-solving skills. The course includes a study of mathematical concepts selected from finance, statistics, probability, growth patterns and voting techniques.

# Science

## Physical Science Options

PR=Prerequisite Requirement

## Electives

**Physical and Earth Science I**  
 SCI135  
 Grade: 9-12  
 PR: Pre-Algebra

**AP Environ Science 1&2**  
 SCI 541    SCI542  
 Grade: 10-12  
 PR: General Biology,  
 Earth/Physical, Algebra

**Astronomy**  
 SCI390  
 Grade: 11-12  
 PR: Geometry

**Meteorology**  
 SCI395  
 Grade: 11-12  
 PR: Geometry

**Physical Science**  
 SCI115  
 Grade: 9-12  
 PR: None

**AP Chemistry 1&2**  
 SCI521    SCI522  
 Grade: 10-12  
 PR: Algebra & Chemistry I

**Geology**  
 SCI380  
 Grade: 11-12  
 PR: Geometry

**Biotechnical Engineering**  
 SCI615  
 Grade: 10-12  
 PR: Algebra &

**Earth Science**  
 SCI125  
 Grade: 9-12  
 PR: Physical Science

**AP Physics 1&2**  
 SCI531    SCI532  
 Grade: 10-12  
 PR: Chemistry I AND  
 Algebra IIA

**Computer Science Software Engineering**  
 IND650  
 Grade: 9-12  
 PR: Pre-Algebra

**Chemistry I**  
 SCI320  
 Grade: 9-12  
 PR: Algebra

**Computer Science Applications**  
 IND660  
 Grade: 10-12  
 CR: Algebra

**Physics I/  
General Physics**  
 SCI350  
 Grade: 10-12

**General Chemistry**  
 SCI310  
 Grade: 10-12  
 PR: Algebra

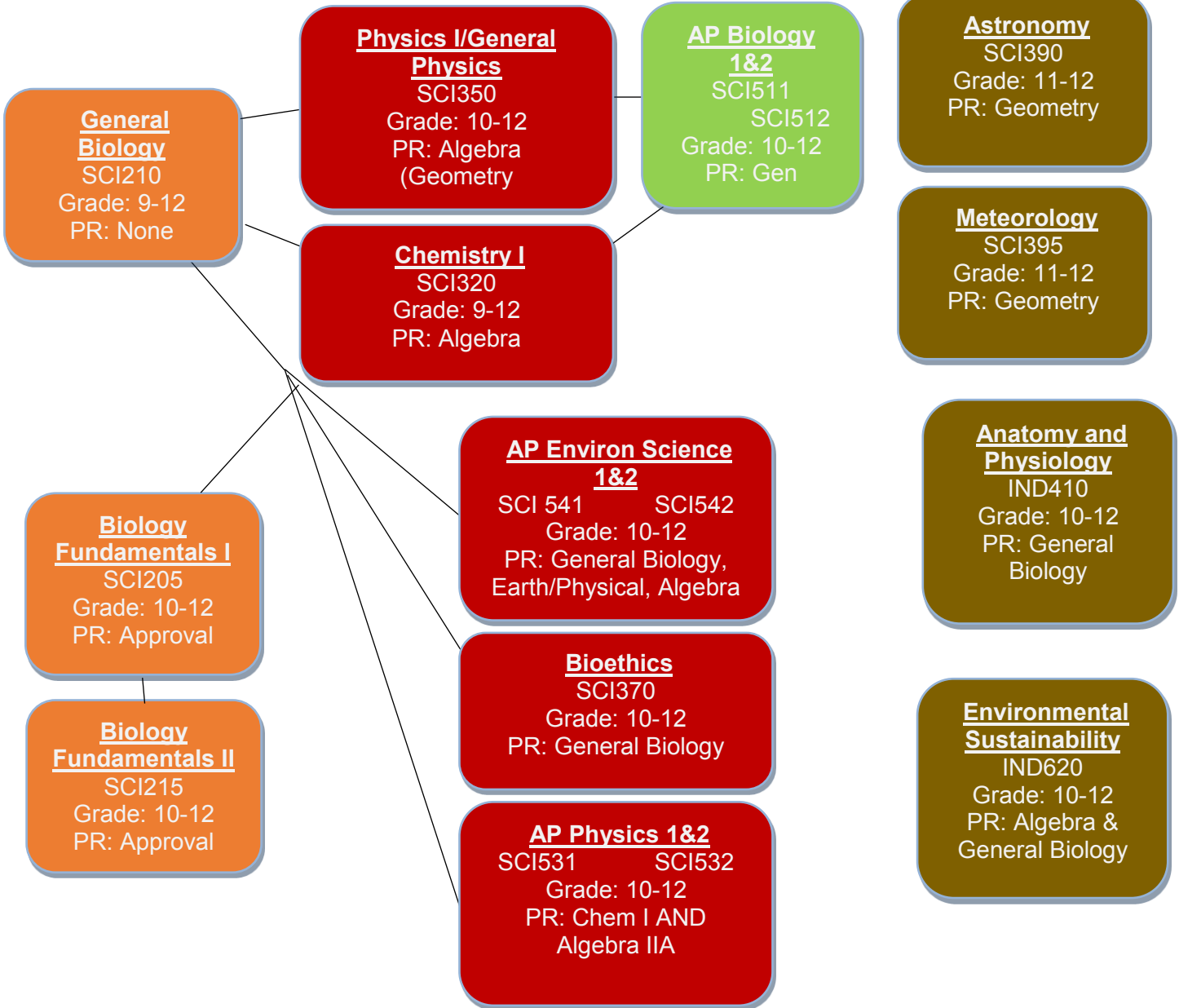
## Graduation Requirements

- 30 Credits of Science
- Must include General Biology or Biology Fundamentals I and Biology Fundamentals II and a Physical Science Course

**Life Science Options**

PR=Prerequisite Requirement

**Electives**



**Graduation Requirements**

- 30 Credits of Science
- Must include General Biology or Biology Fundamentals I and Biology Fundamentals II and a Physical Science Course



### Physical Science

Course #: SCI115  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: none

**Considerations:** Recommended for students not planning on pursuing science as a possible career field and should be taken before Biology. Also recommended for students who have not taken Algebra yet or are currently enrolled in Algebra. This course meets the physical science requirement for graduation.

**Course Description:** Physical Science is an introduction to the topics of beginning chemistry and physics. Units covered include the nature, diversity and the interaction of matter, energy forces, motion electricity and magnetism.

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### Earth Science

Course #: SCI125  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Physical Science

**Considerations:** Recommended for students not planning on pursuing science as a possible career field and should be taken before Biology. Also recommended for students who have not taken Algebra yet or are currently enrolled in Algebra. This course meets the physical science requirement for graduation.

**Course Description:** Earth Science is an introduction to topics of concerns to human society and the interaction with nature, as well as topics focused on both earth and astronomical origins.

### Physical and Earth Science I

Course #: SCI135  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Pre-Algebra



**Considerations:** Recommended for students with a stronger interest in science and/or math, and are planning on taking higher level science courses (Biology, Chemistry, or AP courses). This course meets the physical science requirement for graduation.

**Course Description:** Physical Science is an introduction to the topics of beginning chemistry and physics. Units covered include: the nature, diversity and interaction of matter, energy, electricity and magnetism. Earth Science is an introduction to topics of concern to human society and the interaction with nature, as well as topics focused on both earth and astronomical origins.

### General Biology

Course #: SCI210  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: none



**Considerations:** Strong comprehensive vocabulary, reading and study skills.

**Course Description:** This course is a survey class in life science. The areas investigated are: biological structure and function; heredity; life's continuity and change; diversity of life.

### Biology Fundamentals I

Course #: SCI205  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: approval

**Considerations:** *Biology Fundamentals I and Biology Fundamentals II together meet the life science graduation requirement*

**Course Description:** This course will investigate scientific processes, chemistry of life, biological structures and function, and heredity.

### Biology Fundamentals II

Course #: SCI215  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: approval

**Considerations:** *Biology Fundamentals I and Biology Fundamentals II together meet the life science graduation requirement*

**Course Description:** This course will investigate life's continuity and change, the diversity of life (including viruses, bacteria, protists, fungi and animals)

### General Chemistry

Course #: SCI310  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Algebra



**Considerations:** See prerequisites. This course meets the physical science requirement.

**Course Description:** This course is designed to explore the nature of matter and how it changes. It emphasizes the relationship between chemistry and real-world applications. General Chemistry covers the same topics as Chemistry I and is suitable for all students with a variety of career interests.

### **Chemistry I**



Course #: SCI320  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Algebra

**Considerations:** See prerequisites. This course meets the physical science requirement. (required for AP Chemistry)

**Course Description:** This course is designed to explore the nature of matter and how it changes. It emphasizes the relationship between chemistry and real-world applications. Chemistry I covers the same topics as General Chemistry and is intended for students with a strong interest in science, math, or engineering careers.

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### **Physics I/General Physics**



Course #: SCI350  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Algebra  
(Geometry recommended)

**Considerations:** See prerequisites. This course meets the physical science requirement.

**Course Description:** This course examines the fundamental properties and laws of the physical world. These properties include motion, forces, momentum, energy and waves.

### **Bioethics**



Course #: SCI370  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: General Biology

**Considerations:** See prerequisites. This course meets the science elective requirement.

**Course Description:** This course examines contemporary ethical issues in genetics, medicine, health, animal use, and the environment, reflecting on the ways in which technology and varying perspectives have resulted in conflict within society.

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### **Geology**





Course #: SCI380  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Geometry and General Chemistry or Chemistry I

**Considerations:** See prerequisites. This course meets the physical science requirement.

**Course Description:** Students will receive an intense, in-depth look into the core subjects of geology, which include: physical, structural and environmental geology, crystallography, mineralogy, stratigraphy, and geomorphology.



### Astronomy

Course #: SCI390    
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: Geometry and  
 General Chemistry  
 or Chemistry I

**Considerations:** See prerequisites. This course meets the science elective requirement.

**Course Description:** Students will receive an intense, in-depth look at astronomy topics. This includes: astronomical history, stellar measuring, stellar evolution, forces (gravitational, inertial, nuclear, magnetic, etc.) and the universe (theories, black matter, quasars, etc.).



### Meteorology

Course #: SCI395    
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: Geometry and  
 General Chemistry  
 or Chemistry I

**Considerations:** See prerequisites. This course meets the science elective requirement.

**Course Description:** Students will receive an intense, in-depth look at topics relating to the atmosphere. Students will focus on forecasting weather, using severe weather as its guideline.




### Anatomy & Physiology

Course #: SCI410    
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: General Biology

**Considerations:** See prerequisites. This course meets the science elective requirement.

**Course Description:** This course provides students with the fundamental concepts of human structure and function as it pertains to their bodies. It is designed to lead students into a basic career in the health field and prepare students for post-secondary education.

### Advanced Placement Biology 1 & 2

Course #: SCI511 & SCI512     
 Grade Level: 10-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: Gen. Biology AND  
 Gen. Chemistry OR  
 Chemistry I

**Considerations:** See prerequisites. Students MUST sign up for both sections listed above. Anatomy and Physiology is recommended. Students may take the Biology AP exam in May.

**Course Description:** This course is an in-depth study of the field of biology. Areas of emphasis include energy pathways; cell, genetics and genetic engineering; and organisms and their environments.

**Advanced Placement  
Chemistry 1 & 2**



W

Course #: SCI521 & SCI522  
 Grade Level: 10-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: Chemistry I AND  
 Advanced Algebra IIA

**Considerations:** See prerequisites. Students MUST sign up for both sections listed above. A scientific calculator is required. Students may take the Chemistry AP exam in May.

**Course Description:** This course covers the basics of chemistry at the college level. Areas of emphasis include atomic structure, molecular bonding, thermochemistry, kinetics, and chemical equilibria.

**Advanced Placement Physics 1 & 2**

Course #: SCI531 & SCI532  
 Grade Level: 10-12  
 Credits: 20  
 Length: 4 Quarters  
 Format: Block  
 Prerequisite: Chemistry I AND  
 Algebra IIA



W

**Considerations:** See prerequisites. Students MUST sign up for both sections listed above. General Physics is NOT a prerequisite for this class. A scientific calculator is required. Students may take the Physics AP exam in May.

**Course Description:** This course covers the basics of physics at the college level. Students taking this course should have a strong interest in engineering or other related science areas. Areas of emphasis include electricity, magnetism, atomic and nuclear physics, motion, thermodynamics and optics.

**Advanced Placement  
Environmental  
Science 1 & 2**



W

Course #: SCI541 & SCI542  
 Grade Level: 10-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: General Biology;  
 Earth/Physical; Algebra

**Considerations:** See prerequisites. Students must sign up for both sections listed above. Course adheres to the objectives instituted by the College Board for all AP Environmental sciences. Students may take the AP exam in May.

**Course Description:** This interdisciplinary course emphasizes critical thinking and application of scientific process skills in the identification, analysis, and evaluation of environmental problems, associated risks, and alternative solutions. Content includes: Earth systems and resources; living

## **Environmental Sustainability**



(Previously was Biotechnical Engineering)

Course #: IND620  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Algebra AND  
General Biology

**Considerations:** See prerequisites. This is course in the Project Lead the Way engineering sequence. Students will earn credit for this course from Kirkwood Community College upon successful completion.

**Course Description:** Students will investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students' research and design potential solutions to these true-to-life challenges.

**Elective Science credit can also be found in the Agriculture Department section.**

# Social Studies

PR = Prerequisite Requirement

## Electives

US History 9  
SOC110  
Grade: 9-12  
PR: None

OR

US History I  
SOC130  
Grade: 9-12  
PR: None

OR

AP US History  
SOC521  
SOC522  
Grade: 10-12

Economics  
SOC310  
Grade: 11-12  
PR: None

World History  
SOC270  
Grade: 10-12  
PR: None

OR

AP World History  
SOC541 &  
SOC542  
Grade: 10-12

Law and the  
Constitution  
SOC320  
Grade: 11-12  
PR: None

Sociology  
SOC330  
Grade: 11-12  
PR: None

Government  
SOC400  
Grade: 12  
PR: None

OR

AP American  
Government  
SOC500  
Grade: 10-12  
PR: None

AP Comparative  
Government  
SOC550  
Grade: 11-12  
PR: US Govt. or  
AP US Govt.

Introduction  
Psychology  
SOC340  
Grade: 11-12  
PR: None

AP Psychology  
I and AP  
Psychology II  
SOC530  
Grade: 11-12  
PR: Intro  
Psychology OR  
Approval

## Graduation Requirements

- 30 Credits of Social Studies
- US History 9, US History I, or AP US History
- Government
- One Social Studies Elective

### US History 9

Course #: SOC110  
 Grade Level: 9  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** Required for graduation.

**Course Description:** US History 9 examines American history from the Gilded Age to the present, focusing on the people, ideas and events that have helped create the nation and world we live in today. Students are required to examine why events happened as they did and explain how our past is related to our present. A variety of learning activities, requiring both group and individual effort, allow students to become actively involved learners.

### US History I

Course #: SOC130  
 Grade Level: 9  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** Recommended for students with a strong interest in reading and writing in history. Students successful in this course may move into the AP World History elective to satisfy their world history requirement. US History 9, US History I, OR AP US History is required for graduation.

**Course Description:** This course explores the Gilded Age to present focusing on people, ideas, and events that have helped to create the nation and world we live in today. Strong emphasis is placed on developing skills in writing, interpretation and analysis of primary historical documents. Students will examine events and ideas from a variety of perspectives as they learn how to take a position on an issue, develop a thesis statement and use evidence to defend their position.

### World History

Course #: SOC270  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None



**Considerations:** See prerequisites. World History OR AP World History is required for graduation.

**Course Description:** This course investigates the foundations of our modern world. This will be done by researching various civilizations from ancient civilizations through modern times. Students will evaluate the changing nature of the world's political, economic and social systems.

### Economics

Course #: SOC310  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: none



**Considerations:** Students should be comfortable working with charts and tables.

**Course Description:** This course will focus on economic concepts (scarcity, choice, incentives); supply, demand, and markets; microeconomics (production, productivity, competitive markets); and macroeconomics (the economy in the aggregate, inflation, unemployment).



### **Law and the Constitution**

Course #: SOC320  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none



**Considerations:** Meets the social studies elective graduation requirement.

**Course Description:** This course focuses on the origins of legal rights in the United States. With a particular focus on Constitutional structure and the Bill of Rights, students will examine the development, structure and operation of the American legal system including citizen rights and responsibilities, the role of the US Supreme Court and the Iowa court system, the Iowa Code and the functions of the courts by experiencing a mock trial.

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### **Sociology**

Course #: SOC330  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none



**Considerations:** Meets the social studies elective graduation requirement.

**Course Description:** This course is a study of human group behavior and social problems. The course will explore the following concepts: culture, socialization, deviance and social control, social stratification, minority groups, marriage and family.

### **Introductory Psychology**

Course #: SOC340  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none



**Considerations:** Meets the social studies elective graduation requirement. This course is taught at the college-prep level and requires higher order thinking skills and work outside of the class room to be successful.

**Course Description:** This course is designed to help students understand human behavior. Students will learn about psychology as a science, career options, methods of learning, human development, personality development and psychological illness.

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### **Government**

Course #: SOC400  
Grade Level: 12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none



**Considerations:** Government or AP American Government is required for graduation.

**Course Description:** Course highlights will include a study of the three branches of government, political voting behavior, political party membership, interest groups and elected officials. Students will study the underlying principles upon which the US government is based: limited government, rules of law, federalism and protection of individual rights.

**Advanced Placement  
American Government**



Course #: SOC500  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters during  
 second semester  
 Format: Block  
 Prerequisite: none

**Considerations:** Instructor approval for 10<sup>th</sup> graders. Fulfills the government graduation requirement. Students may take the American Government AP exam in May.

**Course Description:** Several topics covered in this course include: Constitutional underpinnings, political beliefs & behaviors, political parties, interest groups & mass media, institutions of national government, public policy & civil rights and civil liberties.

**Advanced Placement  
Comparative Government**



Course #: SOC550  
 Grade Level: 11-12  
 Credits: 5  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: US Govt. or  
 AP US Govt.

**Considerations:** Could be linked with AP US Government for a year-long AP Government course. AP exam would be optional.

**Course Description:** AP Comparative Government is a semester-long (block) course comparing governmental systems of Great Britain, Russia, China, Mexico, Nigeria and Iran. It is intended to follow US Government in greater depth and introduce students to more global international relations concepts and a broader, current understanding of the world we live in.

**Advanced Placement  
US History 1 & 2**



Course #: SOC521 & SOC522  
 Grade Level: 10-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: US History 9 OR  
 US History I is  
**recommended**

**Considerations:** Instructor approval for 10<sup>th</sup> graders. Students MUST sign up for both sections listed above. Fulfills the US history graduation requirement. This course begins in 2<sup>nd</sup> quarter. Students may take the US History AP exam in May.

**Course Description:** Students will participate in reading primary and secondary history materials, lectures, research projects, and group and individual presentations. College level work is expected in this survey course which covers the full range of US history from the early European explorations to the present.

**Advanced Placement  
Psychology 1 & 2**



Course #: SOC530  
 Grade Level: 11-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Intro. Psychology  
 OR approval

**Considerations:** Textbooks are available for purchase online but one will be provided in class. Class is geared to prep students to take the National Psychology AP exam in May.

**Course Description:** Areas studied: history and approaches, states of consciousness, biological bases of behavior, cognition, testing and individual differences, sensation and perception, motivation and emotion, abnormal psychology and treatment, and social psychology. College level work is expected, as this is a college level course.

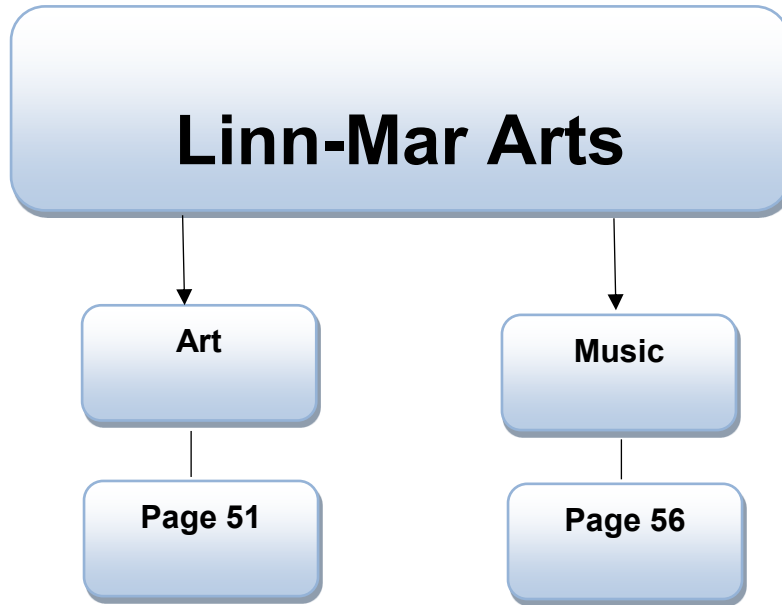
**Advanced Placement  
World History 1 & 2**



Course #: SOC541 & SOC542  
Grade Level: 10-12  
Credits: 15  
Length: 3 Quarters  
Format: Block  
Prerequisite: none

**Considerations:** Students MUST sign up for both sections listed above. Fulfills the required world history requirement. Duration is three quarters beginning in 2<sup>nd</sup> quarter. Students may take the World History AP exam in May.

**Course Description:** This course is a broad survey of the major periods of human history from a global comparative perspective. Students will study the events and trends that have shaped the world into what it is today, while refining their study, writing and critical thinking skills.



# Art

PR=Prerequisite Requirement



Design Art Basics  
ART110  
Grade: 9-12  
PR: None

Beginning Drawing  
ART115  
Grade: 9-12  
PR: None

3D Mixed Media  
ART145  
Grade: 9-12  
PR: None

Beginning Ceramics  
ART125  
Grade: 9-12  
PR: None

Beginning Painting  
ART135  
Grade: 9-12  
PR: None

Expressive Drawing  
ART215  
Grade: 9-12  
PR: Beg. Drawing & Design or AP Art History

Construction in Clay  
ART225  
Grade: 9-12  
PR: Beg. Ceramics & Design or AP Art History

Drawing in Style  
ART 315  
Grade: 10-12  
PR: Beg. Drawing & Design or AP Art History

Exploration in Ceramic Technique  
ART325  
Grade: 9-12  
PR: Beg. Ceramics & Design or AP Art History

2D Mixed Media  
ART235  
Grade: 9-12  
PR: Design or AP Art History

Digital Photography  
ART400  
Grade: 11-12  
PR: None

Advanced Art  
ART450  
Grade: 11-12  
PR: Application

AP Art History 1 & 2  
ART511 & ART512  
Grade: 10-12  
PR: None – Design Highly Recommended

Graphics One  
Grade: 9-12  
PR: None

Graphics Two  
Grade: 9-12  
PR: Computer Graphics I For 2018-19

### **Design Art Basics**

Course #: ART110  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: None

**Considerations:** This course is a basic design course which is **highly recommended** before taking any art course.

**Course Description:** This is a design course that teaches basic visual literacy. By learning about the elements and principles of art, students will learn what visual images communicate. Students will gain a better understanding of how and what they are communicating in their art work through direct application of the elements and principals. Students will develop technical skills through the use of a variety of mediums including computer-generated images.

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### **Beginning Drawing**

Course #: ART115  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: None

**Considerations:** This course is for the student that wants to improve their drawing skills. Design or AP Art History highly recommended.

**Course Description:** Students will draw from both life and photographic images. Emphasis will be placed on tone, line, value, and proportion. Students will also learn linear perspective drawing. The works of other artists, past and present, will be studied.

### **Beginning Ceramics**

Course #: ART125  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: None

**Considerations:** Design and/or AP Art History is strongly encouraged before taking this course. Students will be required to take a written midterm, as well as a written final. Students may need to spend extra time in the studio to complete all of their course work. This class is for motivated, hands-on students.

**Course Description:** Like getting dirty? Working with your hands? Then Beginning Ceramics is right for you. Beginning Ceramics allows students to dig into clay and learn the basic handbuilding methods: pinch, soil slab and sculpting. Students will also learn how to use the potter's wheel to create simple forms. Students will learn the scientific principle of clay and glazes. Class will be spent learning these skills and applying these skills to specific projects over the course of the quarter. Creativity is a must as well as using fundamentally sound techniques.

### **Beginning Painting**

Course #: Art135  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: None

**Considerations:** Design or AP History is strongly recommended but not required.

**Course Description:** Students will be introduced to a variety of water-based paints: water color, tempera and acrylic. Students will explore the history, vocabulary, and process used in this type of painting. Students will learn how art is used for personal expression and as social statements.

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### **3-D Mixed Media**

Course #: ART145  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: None

**Considerations:** Design or AP Art History highly recommended. This class will involve written work as well as art work projects. Presentations and class discussions are regular occurrences in this class.

**Course Description:** Students will learn a variety of techniques related to 3-D Art, such as, sculpture in the round, relief, assemblage, mobiles, and installations. Students will learn to create art by reflecting on their own personal experiences and by researching other cultures.

### **Expressive Drawing**

Course #: ART215  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Beg. Drawing and Design or AP Art History

**Considerations:** Students will draw everyday developing ideas, revising compositions and creating projects. Students will participate in oral class critiques.

**Course Description:** Students will continue to build on the skills learned in Beginning Drawing. Emphasis will be placed on composition and mood of each drawing. Human figure studies and experimentation of a variety of media will be stressed throughout the quarter. The works of the artists, past and present, will be studied.

### Construction in Clay

Course #: ART225  
Grade Level: 9-12  
Credit Hours: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Beg. Ceramics and Design or AP Art History

**Considerations:** This class is for the more serious ceramic student. More in-depth work will be done on the wheel as well as handbuilding. Beginning Ceramic and Art Basics are required for taking this class.

**Course Description:** Students will review and expand on techniques learned in Beginning Ceramics. Emphasis in this class will be placed on alternative firings and construction methods. Students will investigate new ways of handbuilding, firing, artists and styles. Skills will continue to be developed on the wheel to create bowls and cylinders. Students will use clay as an expressive medium to communicate ideas, feelings, thoughts, emotions and moods in their work.

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### 2-D Mixed Media

Course #: ART235  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Design or AP Art History

**Considerations:** Beginning Painting highly recommended.

**Course Description:** Students will continue to develop the skills learned in Art Basics and experiment new techniques using a wide variety of materials, including oil paint, collage, and Xerox transfer. Students will learn how to communicate their ideas in creative ways by combining paint with other materials to create their art work.

### Drawing In Style

Course #: ART315  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Beginning Drawing and Design or AP Art History

**Considerations:** This course will require drawing on a daily basis and researching a variety of topics to provide inspiration for artwork. This course is recommended to be taken after ART215.

**Course Description:** This course is for students who desire to create in-depth drawings in a variety of media including ink, charcoal, pencil, chalk, and computer. Students will begin to develop a personal style and applying their imagination to create unique and original works of art. The works of other artist, past and present, will be studied.

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### Exploration in Ceramic Technique

Course #: ART325  
Grade Level: 9-12  
Credits: 5  
Length: 1Quarter  
Format: Block  
Prerequisite: Beg. Ceramics and Art Basics or AP Art History

**Considerations:** Construction in Clay is highly recommended before this course. This class is for the serious, dedicated ceramic student looking to develop a portfolio, considering art as a career or highly interested in ceramic arts.

**Course Description:** This class places an emphasis on the wheel and requires the production of wheel throwing portfolio. Students will also select different hand-building techniques to communicate visual ideas in clay. This class allows for deeper exploration of ceramic techniques, glazing and firings. Students will experiment using various new ways of working with clay.



### Advanced Art

Course #: ART450  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: 1) Design or AP Art History; 2) Painting, 3-D or Ceramics; 3) Drawing

**Considerations:** 11<sup>th</sup> and 12<sup>th</sup> grade students only

**Course Description:** This class will emphasize preparing a portfolio for scholarship, college admission, and learning about art-related careers. Students will learn attitudes that promote independent idea development and problem solving. They will explore selected ideas and media in depth in their development as beginning artist.

### Digital Photography

Course #: ART400  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: None

**Considerations:** Design Art Basics or AP Art History is strongly recommended before taking this class.

**Course Description:** In this class students will become familiar with the fundamentals of digital photography. Topics will include: basic workings of a digital camera, compositions for photography, how lighting affects photographs and use of Adobe Photoshop editing programs. Students will participate in various photo shoots including: portrait, landscape, still life and various others. Critiques and regular class discussions are the norm for this class. Digital photography will change your way of seeing; taking pictures will become more than just capturing a moment in time, but creating visual communication through the use of a camera.

### AP Art History 1 & 2

Course #: ART511ART512      **W**  
 Grade Level: 10-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: None  
 Design highly Recommended

**Considerations:** Students MUST sign up for both sections listed above. Instructor approval for 10<sup>th</sup> graders. Students may take the AP Art History exam in May. Students scoring a 3 or above will earn college course credit at most universities, which will satisfy a general education requirement.

**Course Description:** This course will engage students at the same level as an introductory college art history survey. Students will develop an understanding and knowledge of diverse historical, religious, political, and sociological contexts of architecture, sculpture and painting. The students will examine and critically analyze works from the past and present from all corners of the World. The essential question for this class is, "What does it mean to be Human?"

### Graphics One

Course # ART410  
 Grade Level: 11-12  
 Credits: 5  
 Length 1 Quarter  
 Format Block  
 Prerequisite Design Art Basics

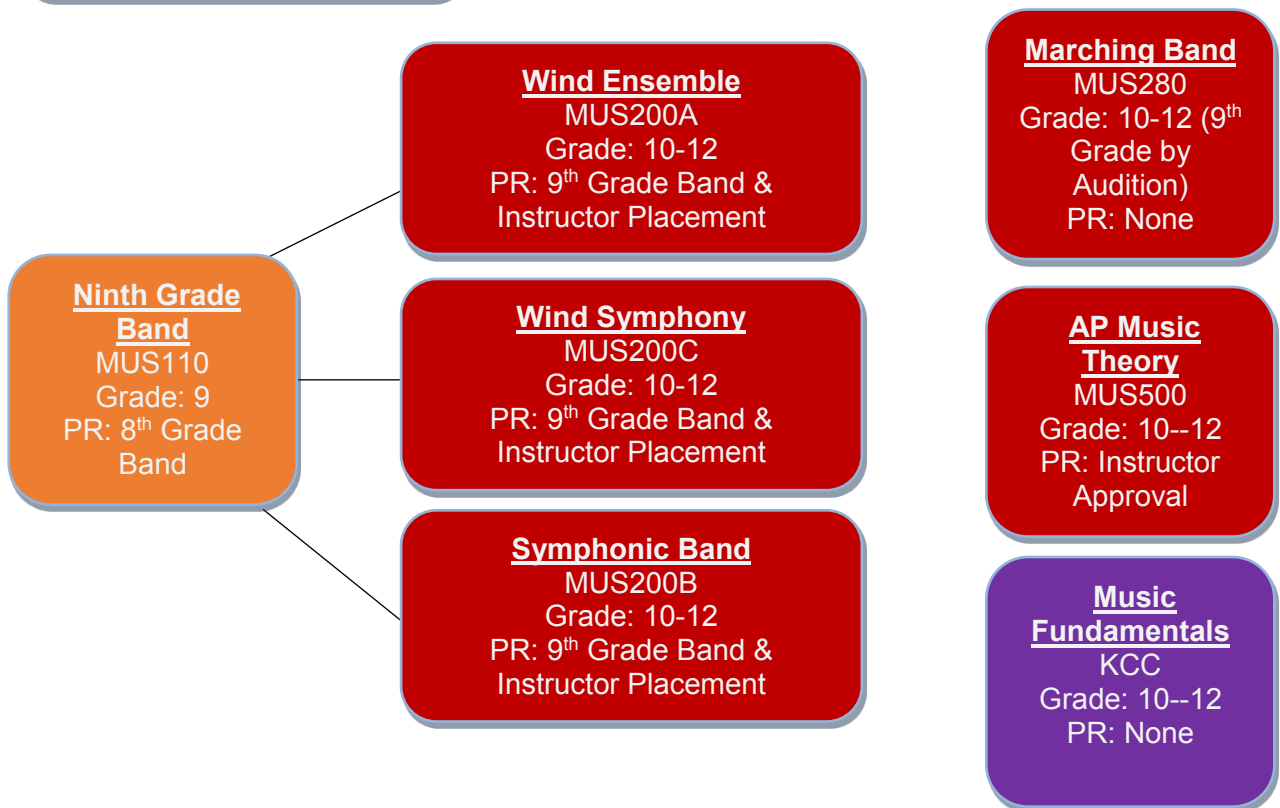
**Considerations:** The coursework relies heavily on the use of the Adobe Creative Suite as well as emerging technologies. The class requires students to be creative, independent, focused, and project driven.

**Course Description:** Graphics One will explore several areas of the current graphics industry. The class will provide rigorous, real world situations where students utilize professional programs from the Adobe Creative Suite along with their knowledge of the fine arts to create high end, visually stunning art and presentations. Projects will stem from the graphically visual world we live in today and pull from such topics as Brand Identity, Marketing, and Web Presence. We will also discuss the benefits of digital portfolios as well as the importance of the creative mind in today's technology driven society.

# Music

PR=Prerequisite Requirement

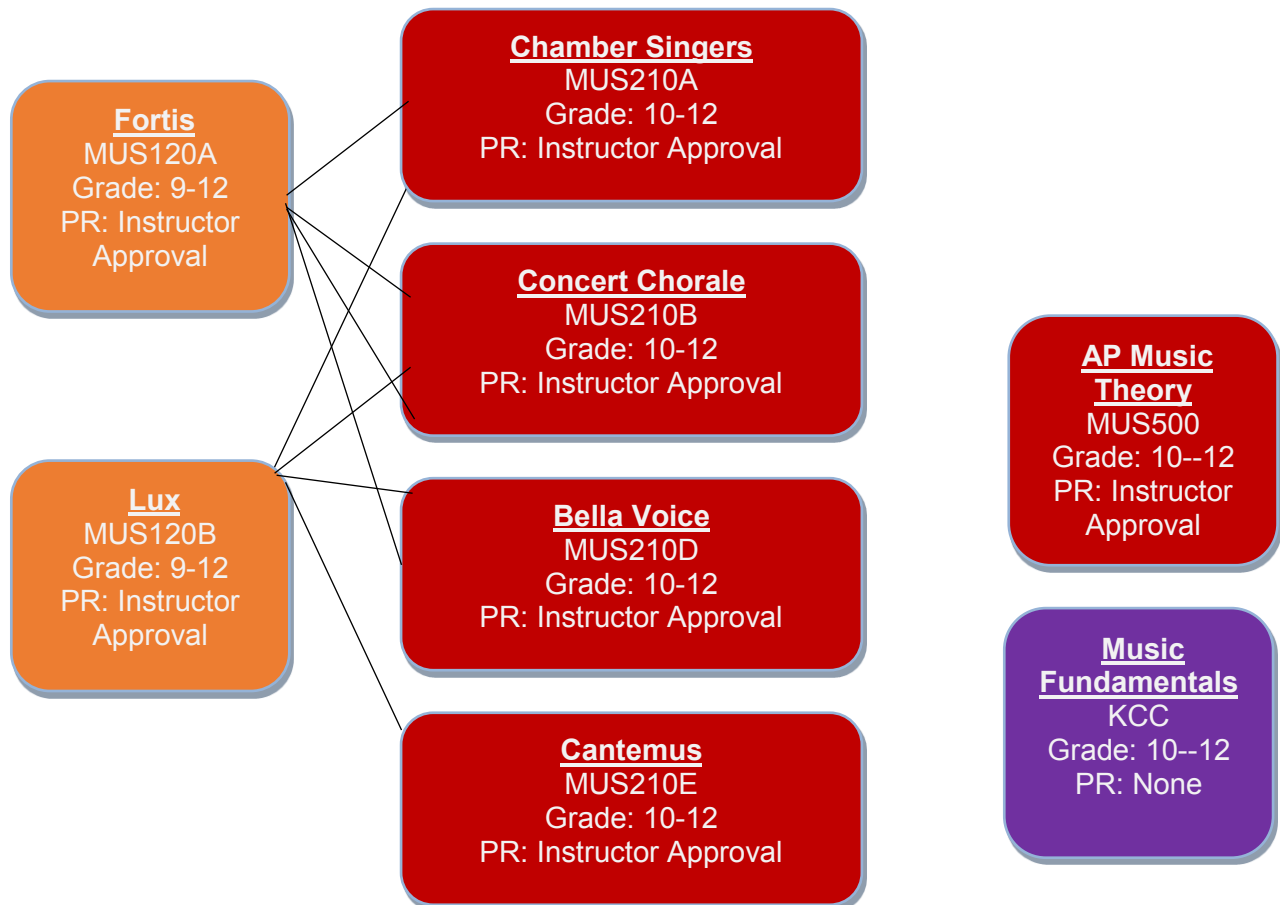
## Linn-Mar High School Band Program



# Music

PR=Prerequisite Requirement

## Linn-Mar High School Choral Program



# Music

PR=Prerequisite Requirement

## Linn-Mar High School Orchestra Program

### Concert Orchestra

MUS230

Grade: 9-11

PR: Instructor Placement

### Symphony Strings

MUS240

Grade: 9-12

PR: Instructor Placement

### Philharmonic Orchestra

MUS290

Grade: 9-12

PR: Approval

### AP Music Theory

MUS500

Grade: 10--12

PR: Instructor  
Approval

### Music Fundamentals

KCC

Grade: 10--12

PR: None

### **Ninth Grade Band**

Course #: MUS110  
Grade Level: 9  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 8<sup>th</sup> grade band OR  
Instructor approval

**Fees:** \$45.00 rental if using a school wind instrument. \$35.00 rental if using school percussion instrument.

**Considerations:** Some instruments are provided. Most students own their own instrument.

**Course Description:** This course is a concert band which rehearses daily. The group learns and performs concert band music. In addition, members will learn fundamentals of marching. Each member receives a lesson each six day cycle.

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### **Fortis**

Course #: MUS120A  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: Instructor Approval

**Considerations:** 10-12 grade Tenor and Bass voices must audition to be placed in this choir. 9<sup>th</sup> grade Tenor and Bass voices are automatically placed in this choir.

**Course Description:** The choir of Tenor and Bass voices rehearses and performs four concerts locally each school year. Fundamentals of good singing, musical literacy, and group dynamics are stressed. Each student will receive a private lesson every week of the school year starting the 2<sup>nd</sup> quarter.

### **Lux**

Course #: MUS120B  
Grade: 9-12  
Credits: 10  
Length: 2 semesters  
Format: Skinny  
Prerequisite: Instructor Approval

**Considerations:** 10-12 grades Sopranos and Altos must audition to be placed in this choir. 9<sup>th</sup> grade Soprano and Alto voices are automatically placed in this choir.

**Course Description:** The choir of only Soprano and Alto voices rehearses and performs four concerts locally each school year. Fundamentals of good singing, musical literacy, and group dynamics are stressed. Each student will receive a private lesson every week of the school year starting 2<sup>nd</sup> quarter.

### **Wind Ensemble**

Course #: MUS200A  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 9<sup>th</sup> grade band OR  
Instructor approval

**Fees:** \$45.00 rental if using a school wind instrument. \$35.00 rental if using school percussion instrument.

#### **Course Description:**

Emphasis is on the preparation and performance of college/university level quality music literature. 10-11 grade students receive at least one lesson per six day cycle. Private lessons are recommended.

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### **Symphonic Band**

Course #: MUS200B  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 9<sup>th</sup> grade band OR  
Instructor approval

**Fees:** \$45.00 rental if using a school wind instrument. \$35.00 rental if using school percussion instrument.

**Course Description:** Emphasis is on the preparation and performance of high school level quality music literature. 10-11 grade students receive at least one lesson per six day cycle. Private lessons are recommended.

### **Wind Symphony**

Course #: MUS200C  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 9<sup>th</sup> grade band OR  
Instructor approval

**Fees:** \$45.00 rental if using a school wind instrument. \$35.00 rental if using school percussion instrument.

#### **Course Description:**

Emphasis is on the preparation and performance of advanced high school and college level music literature. 10-11 grade students receive at least one lesson per six day cycle. Private lessons are recommended.

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### **Chamber Singers**

Course #: MUS210A  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 9<sup>th</sup> grade choir OR  
Instructor approval

**Considerations:** All registrants will complete a vocal audition and be placed in the appropriate ensemble by the instructors.

**Course Description:** Emphasis will be on the preparation of choral works for smaller groups, i.e. madrigals, early music, and contemporary music. Private lessons are recommended.

### **Concert Chorale**

Course #: MUS210B  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 9<sup>th</sup> grade choir OR  
Instructor approval

**Considerations:** All registrants will complete a vocal audition and be placed in the appropriate ensemble by the instructors.

**Course Description:** Emphasis will be on the preparation of choral works for larger groups, i.e. music for double choir, major choral works with orchestra, music for operatic choruses, as well as standard acapella literature.

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### **Bella Voice**

Course #: MUS210D  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 9<sup>th</sup> grade choir OR  
Instructor approval

**Considerations:** All registrants will complete a vocal audition and be placed in the appropriate ensemble by the instructors.

**Course Description:** Emphasis will be on preparation of advanced quality choral music by established and emerging composers for this genre. Soloist voice as well as strong choral singers will be the foundation of the group. Students will receive a weekly lesson in each nine week period. Private lessons are recommended.

### **Cantemus**

Course #: MUS210E  
Grade Level: 10-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: 9<sup>th</sup> grade choir OR  
Instructor approval

**Considerations:** All registrants will complete a vocal audition and be placed in the appropriate ensemble by the instructors.

**Course Description:** Emphasis will be on preparation of advanced quality choral music by established and emerging composers for this genre. Soloist voice as well as strong choral singers will be the foundation of the group. Private lessons are recommended.

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### **Concert Orchestra**

Course #: MUS230  
Grade Level: 9-12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: approval

**Fees:** \$45.00 rental instrument fee.

**Considerations:** Entry-level ensemble no audition required. Cellos and Bases are provided for daily rehearsal only. Most students own their own instrument.

**Course Description:** Emphasis is on the preparation and performance of high school level quality music literature for the string instruments. Lessons are offered during a six day cycle and scheduled based on schedule availability. Private lessons are recommended.

### **Symphony Strings**

Course #: MUS240  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: approval

**Fees:** \$45.00 rental instrument fee.

**Considerations:** All students must audition for the director to be enrolled in this ensemble. Specific audition materials are required for the audition and can be acquired from the director.

**Course Description:** Emphasis is on the preparation and performance of college/university/professional level quality music literature for string instruments. Students also participate along with the wind, brass, and percussion to form the Full-Symphony Orchestra. Lessons are offered during a six day cycle and are scheduled based on schedule availability. Private lessons are recommended.

### **Orchestra**

Course #: MUS290  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: approval

**Fees:** \$45.00 rental instrument fee.

**Considerations:** All students must audition for the director to be enrolled in this ensemble. Specific audition materials are required for the audition and can be acquired from the director.

**Course Description:** Emphasis is on the preparation and performance of high school level quality music with some literature for string instruments. Lessons are offered during a six-day cycle and scheduled based on schedule availability. Private lessons are recommended.

### **Marching Band**

Course #: MUS280  
 Grade Level: 10-12  
 (9<sup>th</sup> by audition)  
 Credits: 2.5  
 Length: 1 Quarter  
 Format: Early-Bird (7:15-8:00)  
 Prerequisite: none

**Course Description:** Meets daily during 1<sup>st</sup> quarter and is recommended for all grade 10-12 band members. The color guard is open to non-band members with dance experience, or students who have the desire to perform. Auditions for the color guard and incoming 9<sup>th</sup> graders will be during the 2<sup>nd</sup> semester of the previous school year. The Marching Lions perform at the Swamp Fox and Linn-Mar Homecoming parades, all home football games, 4-5 contests, the IndoMarching Band Classic, and the Band Extravaganza.

### **Advanced Placement Music Theory**

Course #: MUS500 **W**  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Music Fundamentals or Instructor approval

**Considerations:** Students may take the Music Theory AP exam in May. This course is strongly recommended for students considering studying music at the college/university level.

**Course Description:** This college-level class is progressive with each unit building on the previous. Major areas of study include the basic materials of music, time classification, notation, intervals, scales, time signatures, structure of tonality, triads, phrase structure and harmonization, seventh chords, musical style, exploration of arranging, composing, sight-singing, melodic and harmonic dictation.

**MUSIC FUNDAMENTALS HIGHLY RECOMMENDED (See p. 104)**



## **Linn-Mar Fitness/Health**

Physical education is required for every student in Iowa (Department of Education regulations, chapter 12). The focus of Fitness at Linn-Mar High School is activity in the core component areas of cardiovascular fitness, strength training, endurance fitness, flexibility, competitive fitness activities and CPR certification/water safety. All students are required to work toward a goal in each component area. Lifetime Fitness (in grades 11 and 12) will use credit/no credit grading.

# Fitness/Health

PR=Prerequisite Requirement

## Electives

Health I  
HPE250  
Grade: 10  
PR: None

Health II  
HPE260  
Grade: 11-12  
PR: Health I, Biology,  
Anatomy, & 2 Fitness  
Classes

Super Sport  
HPE400  
Grade: 9-12  
PR: Approval

Fundamentals of  
Lifetime Fitness  
HPE110  
Grade: 9-10  
PR: None

Lifetime Fitness  
HPE310  
Grade: 11-12  
PR: None (Both years  
are required for  
graduation)

Health Careers  
HPE450  
Grade: 12  
PR: None

## Graduation Requirements

- 20 Credits of Fitness/Health
- Must include Health I
- Will include a Lifetime Fitness Course each school year

### **Health I**

Course #: HPE250  
Grade Level: 10  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** This course is **required** for graduation.

**Course Description:** This course is designed to lead students to healthy lifestyle choices through use of decision making processes. Students are encouraged to assess their attitudes and behavior patterns and to understand the impact their lifestyle choices have on their communities and on their own well-being. Topics covered include: fitness and wellness, CPR/choking/AED for infant, child and adult; nutrition; eating disorders; sexual education; substance abuse; STDs; HIV/AIDS; cancer; infectious and non-infectious diseases.

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### **Health II**

Course #: HPE260  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Health I  
AND Biology  
AND Anatomy AND  
2 P.E. courses

**Considerations:** none

**Course Description:** This is an in-depth course for students interested in the health related field. This broad spectrum includes but is not limited to: nutrition, sports medicine, sports management, exercise science, sports psychology, and mental/emotional health.

### **Super Sport**

Course #: ALT400  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Approval

**Considerations:** Specific skills taught and assessed are determined by a student's individualized education plan. Must have administrative approval to enroll.

**Course Description:** This adaptive physical education course focuses on individual and team activities to promote an active and healthy lifestyle. This course will adapt the activities to meet the physical needs of all students.

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### **Fundamentals of Lifetime Fitness**

Course #: HPE110  
Grade Level: 9-10  
Credits: 5 (Each Year)  
Length: 1 Quarter  
Format: Block  
Prerequisite: none  
Grading: Credit/No Credit

**Considerations:** This course is **required** for both freshmen and sophomores. This course is **required** for graduation.

**Course Description:** This course is designed for freshmen and sophomores. The class emphasis includes; enhancing personal fitness through daily fitness workouts and games designed to improve aerobic capacity, core endurance, upper body muscular strength and overall flexibility. The students will demonstrate the ability to use goal-setting and decision-making skills to aid in enhancing their personal fitness level. The students will achieve a level of fitness while demonstrating knowledge of fitness concepts and principles. Students will complete a district-approved fitness assessment for completion of the class.

### Lifetime Fitness

Course #: HPE310  
Grade Level: 11-12  
Credits: 2.5 (Each Year)  
Length: 1 Quarter  
Format: Skinny  
Prerequisite: Fundamentals of  
Lifetime Fitness or  
Permission  
Grading: Credit/No credit

**Considerations:** This course is **required** for both Junior and Senior years.

**Course Description:** This course is designed for juniors and seniors. The class emphasis includes; enhancing personal fitness through daily fitness workouts and games designed to improve aerobic capacity, core endurance, upper body muscular strength and overall flexibility. The students will demonstrate the ability to use goal-setting and decision-making skills to aid in enhancing their personal fitness levels. Students will complete CPR and Water Safety Certification/Recertification, as well as a district-approved fitness assessment for completion of the class.

### Health Careers



Course #: HPE450  
Grade Level: 12  
Credits: Up to 21 credits  
Length: 2 Semesters  
Format: Block  
Prerequisite: none

**Considerations:** This course is a part of the **Career Edge Academy** and is taught on-site by Kirkwood staff. This course fulfills the senior physical education requirement.

**Fee:** Purchase of safety and consumable materials used in the course may be required.

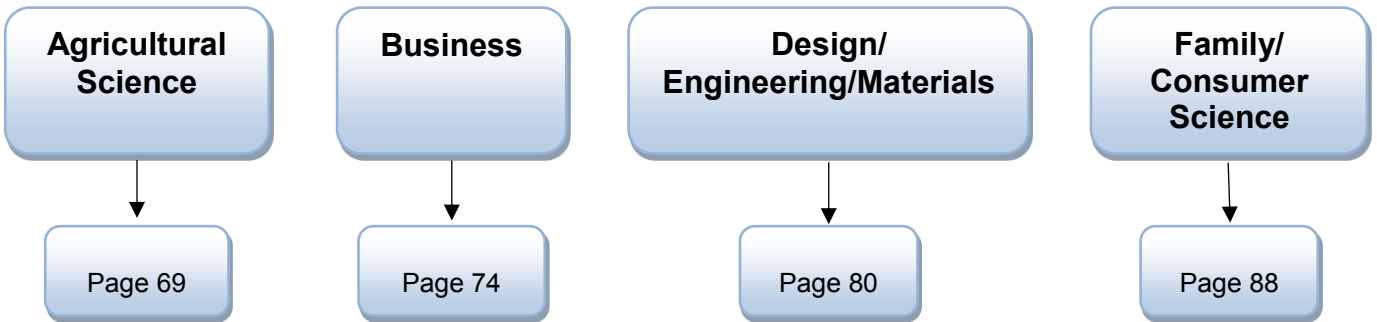
**Course Description:** The Health Sciences Academy includes hands-on patient care and meets for 85 minutes per day for the entire school year. Students will learn the basic expectations of a health care professional through a combination of coursework, job shadows and assisting with patient care. When completed, students will be eligible to take the Licensed Practical Nurse certification test.

# 16 Career Clusters-

The sixteen career clusters provide an organizing tool



# Linn-Mar CTE/Exploratory



# Agricultural Science

PR=Prerequisite Requirement

Introduction to Agriculture,  
Food, and Natural Resource  
AGR110  
Grade: 9-10  
PR: None

Natural Resources & Ecology  
AGR260  
Grade: 10-12  
PR: None

Aquaculture Science  
AGR225  
Grade: 10-12  
PR: None

Food Science & Safety  
AGR270  
Grade: 10-12  
PR: None

Principles of Agricultural  
Science-Animal  
AGR240  
Grade: 10-12  
PR: None

Animal and Plant  
Biotechnology  
AGR280  
Grade: 10-12  
PR: AFNR, ASA, APA, FSS, NRE,  
ARD

Principles of Agricultural  
Science-Plant  
AGR250  
Grade: 10-12  
PR: None

Capstone  
AGR500  
Agriculture Research and Development  
Grade: 10-12  
PR: Application and Interview

**Introduction to Agriculture, Food, and Natural Resources**

Course #: AGR110  
 Grade Level: 9-10  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** The CASE™ *Introduction to Agriculture, Food and Natural Resources* course is intended to serve as the introductory course within the CASE™ Program of Study. This course is structured to enable all students to have a variety of experiences that will provide an overview of all fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE™ program. In addition, students will understand specific connections between their lessons and SAE (supervised agricultural experience) and FFA components that are important for the development of an informed agricultural science education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. **Meets L-M science elective credit.**

**Course Description:**

Students participating in the CASE™ *Introduction to Agriculture, Food and Natural Resources* course will experience exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise. Students will be introduced to the aquaculture lab and greenhouse.

**Principles of Agricultural Science-Animal**

Course #: AGR240  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** Students participating in the CASE™ *Principles of Agricultural Science – Animal* course will explore “hands-on” projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. In addition, students will understand specific connections between animal science lessons and SAE (supervised agricultural experience) and FFA components that are important for the development of an informed agricultural science education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The knowledge and skills students develop will be used in future courses within the CASE curriculum. **Meets L-M science elective credit.**

**Course Description:**

Students participating in the CASE™ *Principles of Agricultural Science – Animal* course will have experiences in various animal science concepts with exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire the skills in meeting nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets.

**Possibility that this course could be offered as Kirkwood credit in 2017-18. (Agreement needs to finalized)**



### Aquaculture Science

Course #: AGR225  
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: none

**Considerations:** Students participating in the *Aquaculture Science* course will explore “hands-on” projects and activities to learn the characteristics of aquaculturists and work on major projects and problems similar to those that animal science specialist such as aquaculture producers, zoologists, veterinarians, fisheries scientists, marine scientists, pet store owners and managers, and industry personnel, face in their respective careers. In addition, students will understand specific connections between aquaculture science lessons and SAE (supervised agricultural experience) and FFA components that are important for the development of an informed agricultural science education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The knowledge students will develop will be used in future courses within the Agricultural Science Education Department. **Meets L-M science elective credit.**

### Course Description:

Students participating in the *Aquaculture Science* course will have experiences in various aquaculture science concepts with exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of the aquaculture industry, taxonomy, habitat, and genetics, aquatic biology, nutrients and feeding, disease and pest management, water quality and management, and ornamental aquaculture.

For example, students will acquire the skills in meeting aquatic biology needs of finfish while working in the department’s aquaculture laboratory.

### Principles of Agricultural Science-Plant

Course #: AGR250  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** Students participating in the *CASE™ Principles of Agricultural Science – Plant* course will explore “hands-on” projects and activities to learn the characteristics of plant science and work on projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialist’s face in their respective careers. In addition, students will understand specific connections between plant science lessons and SAE (supervised agricultural experience) and FFA components that are important for the development of an informed agricultural science education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The knowledge and skills students develop will be used in future courses within the CASE curriculum. **Meets L-M science elective credit.**

### Course Description:

Students participating in the *CASE™ Principles of Agricultural Science Plant* course will have experiences in various plant science concepts with exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting.

Students will learn to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production perceptions and preferences of individuals within local, regional, and world markets.

**Possibility that this course could be offered as Kirkwood credit in 2017-18. (Agreement needs to finalized)**

### Natural Resources and Ecology

Course #: AGR260  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none



**Considerations:** Students participating in the *CASE™ Natural Resources and Ecology* course will explore “hands-on” projects and activities to explore agriculture in an environmentally conscience society and work on projects and problems similar to those that natural resources specialists, such as conservation biologists, ecologists, environmental scientists, fisheries scientists, foresters, hydrologists, range managers, renewable energy specialists, soil scientists, wildlife biologists, and research specialists face in their respective careers. In addition, students will understand specific connections between natural resources and ecology lessons and SAE (supervised agricultural experience) and FFA components that are important for the development of an informed agricultural science education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The knowledge and skills students develop will be used in future courses within the CASE curriculum. **Meets L-M science elective credit.**

**Course Description:** Students participating in the course *CASE™ Natural Resources and Ecology* will have experiences in various natural resources conservation and ecology concepts with exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of biomes and ecosystems, soil, water, air, flora, fauna, agriculture forestry and mining and renewable energy initiatives. Students will learn to apply scientific knowledge and skills to determine the difference between conservation and preservation, human impact on the environment, environmental policies needed to meet the demands of future natural resource needs, and social concerns. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world ecosystems. Students will study the ecosystem of the Linn-Mar High School Campus and surrounding area.

### Food Science and Safety

Course #: AGR270  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None



**Considerations:** Students participating in the *CASE™ Food Science and Safety* course will explore “hands-on” projects and activities to explore the science behind food through chemistry and microbiology, food safety, and processing students will work on projects similar to food science specialists, such as food process engineers, food safety specialists, nutritionist, dietitians, viticulturists, and research specialists’ face is their respective careers. In addition, students will understand specific connections between food science and safety lessons and SAE (supervised agricultural experience) and FFA components that are important for the development of an informed agricultural science education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The knowledge and skills students develop will be used in future courses within the CASE curriculum. **Meets L-M science elective credit.**

### Course Description:

Students participating in the course *CASE™ Food Science and Safety* will have experiences in various food science and safety concepts with exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of food chemistry and microbiology, nutrition, processing, food quality and safety, and product development. Students will learn to apply scientific knowledge and skills to grow, develop products, process, and distribute animal and plant foods to meet the demands of a growing global population. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world cultures. Students will be involved in a culminating project of food product development.

**Animal and Plant Biotechnology**

Course #: AGR280  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: CASE™ Introduction to Agriculture, Food and Natural Resources, CASE™ Principles of Agricultural Science- Animal, CASE™ Principles of Agricultural Science- Plant, CASE™ Natural Resources and Ecology, CASE™ Food Science and Safety, or Instructor Approval



**Considerations:** Students participating in the CASE™ *Animal and Plant Biotechnology* course will complete hands-on projects and activities that will provide student with experiences in industry appropriate applications related to plant and animal agriculture. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of biotechnology. In addition, students will understand specific connections between animal and plant biotechnology lessons and SAE (supervised agricultural experience) and FFA components that are important for the development of an informed agricultural science education student. To be successful in the course students shall have an adequate background in science, math and computer skills. **Meets L-M science elective credit.**

**Course Description:** Students participating in the Course CASE™ *Animal and Plant Biotechnology* will maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations. From background research through data collection and analysis, students will investigate a problem of their choice and conclude the project by reporting their results in the forms of a research paper and research poster. Students will become proficient at biotechnological skills involving micropipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction.

**Agricultural Research and Development**

Course #: AGR500  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: CASE™ Introduction to Agriculture, Food and Natural Resources, CASE™ Principles of Agricultural Science- Animal, CASE™ Principles of Agricultural Science- Plant, CASE™ Natural Resources and Ecology, CASE™ Food Science and Safety, or Instructor Approval



**Considerations:** Students participating in the CASE™ *Agricultural Research and Development* course will complete hands-on projects and activities that will explore research and development concepts that agricultural researchers use. Students will complete a research project similar to laboratory and field research specialist' face in their respective careers. Research projects management will require planning, scheduling, self-motivation, and prioritization of skills. In addition, students will understand specific connections between agricultural research and development lessons and SAE (supervised agricultural experience) and FFA components that are important for development of an informed agricultural science education student. To be successful in the course students shall have an adequate background in science, math and computer skills. **Meets L-M science elective credit.**

**Course Description:** Students participating in the course CASE™ *Agricultural Research and Development* will have experiences in agricultural research and development. Students will define a problem, propose a solution, develop protocol, collect and analyze data, and communicate results to their peers and members of the professional community. Areas of research may be related to animal systems, environmental science/natural resources systems, plant systems, power, structural, and technology systems, and social systems. Throughout the course, students will use a variety of methods, including, experimental, observational, and opinion-based research, to understand a problem. Students will learn that finding solutions to a problem are impacted by social, legal, financial, and environmental considerations.

# Business Accounting/Finance

PR=Prerequisite Requirement

**Personal Finance**  
**(Business for Teens)**

BUS110  
Grade: 9-10  
PR: None

**Accounting**

BUS330  
Grade: 10-12  
PR: None

**Advanced Accounting**  
**(AP Accounting)**

BUS430  
Grade: 12  
PR: Accounting

**theROARstore**

BUS550  
Grade: 11-12  
PR: Any of 2 or more Business  
Courses

**Career Immersion**

**MOC**  
BUS440  
Grade: 12  
PR: Application and Interview

**Career Immersion**

**MOC**  
BUS450  
Grade: 12  
PR: Application and Interview

# Business Marketing/Entrepreneurship

PR=Prerequisite Requirement

## Introduction to Business

BUS120  
Grade: 9-10  
PR: None

## Economics

SOC310  
Grade: 11-12  
PR: None

## Marketing

BUS355  
Grade: 11-12  
PR: None

## Business/Consumer Law

BUS410  
Grade: 11-12  
PR: None

## Entrepreneurship

BUS460  
Grade: 11-12  
PR: None

## theROARstore

BUS550  
Grade: 11-12  
PR: Any of 2 or more Business  
Courses

## AP Microeconomics

BUS510  
Grade: 10-12  
PR: None

## Career Immersion

MOC  
BUS440  
Grade: 12  
PR: Application and Interview

## Career Immersion

MOC  
BUS450  
Grade: 12  
PR: Application and Interview

### Personal Finance

Course #: BUS110  
Grade Level: 9-10  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** This course meets all financial literary standards of the Iowa Core.

**Course Description:** This course exposes students to areas of personal finance that they will likely encounter. The curriculum covers, among other topics: consumer awareness, money management, opening bank accounts, managing a checkbook, managing credit, applying for a job and basic information about saving and investing. Information will be presented through projects, activities, guest speakers and multimedia presentations.

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### Accounting

Course #: BUS330  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** Students will learn the fundamentals of double-entry accounting for personal and small business use. They will also learn about payroll, income tax and banking activities. Computers and various business forms will be used to help students develop a beginning understanding of the business world.

### Marketing

Course #: BUS355  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** Marketing is an all-encompassing look at today's business model and focuses on areas of study including, but not limited to: market planning, selling, promotion, distribution, pricing, marketing research and brand development.

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### Business/Consumer Law

Course #: BUS410  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** This course will develop a general understanding of legal concepts for personal and business use. As students become familiar with these concepts, they will better understand the importance of the law in general, become familiar with relevant specific laws, and explore the applications of law both in business and in personal transactions. This will be achieved through field trips and/or guest speakers, and analyzing real cases.

### Advanced Accounting

Course #: BUS430  
Grade Level: 11/12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Accounting

**Considerations:** see prerequisite. HP 10b11  
Financial calculator is required.

**Course Description:** This course uses an integrated approach to teach accounting, by learning how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to decision makers. The course covers all the objectives of a traditional college level financial accounting course, plus those from a managerial accounting course. Topics include: accounting information systems, time value of money, and accounting for merchandising firms, sales and receivables, fixed assets, debt, equity, statement of cash flows, financial ratios, cost-volume profit analysis and variance analysis.

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### MOC Internship

#### **Career Immersion**

Course #: BUS440  
Grade Level: 12  
Credits: 20  
Length: 2 Semesters  
Format: Block  
Prerequisite: see considerations

**Considerations:** Must also enroll in MOC Related; admitted when hired by an MOC teacher-approved employer; receive pay in addition to credit; must commit to one year, must complete MOC application.

**Course Description:** MOC is a cooperative training program with area business and industry. Student interns work a minimum of 15 hours per week, learning specific career related skills and attitudes. The type of internship is based on the student's career interest and skills.

### MOC Related

#### **Career Immersion**

Course #: BUS450  
Grade Level: 12  
Credits: 10  
Length: 2 Semesters  
Format: Skinny  
Prerequisite: see considerations

**Considerations:** Must also enroll in MOC Internship; must commit to one year, must complete MOC application.

**Course Description:** Student will learn job seeking and keeping skills (teamwork, problem solving, job application, career exploration, workplace diversity, time management, listening and oral communication).

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### Entrepreneurship

Course #: BUS460  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** It is recommended that students enroll in one or more of the following courses prior to enrolling in Entrepreneurship; Accounting, Marketing, Business/Consumer Law, Personal Finance.

**Course Description:** Students will learn about starting and running their own business. A custom business plan will be developed after exploring topics such as innovation & creativity, business opportunities, marketing & marketing research, finance business operations, and monitoring success. BizInnovator Curriculum, developed by the University of Iowa, will be used and is tied into the National Entrepreneurship Standards, the Iowa Core Curriculum, and 21<sup>st</sup> Century Skills.

### **Introduction to Business**

Course #: BUS120  
 Grade Level: 9-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: none

**Considerations:** none

**Course Description:** This course will give students an overview of the study of business. It will allow students to see and briefly experience all aspects, including Business Ownership and Entrepreneurship, Management and Organization, Human Resources, Marketing, Finance and Accounting.

### **Economics**



Course #: SOC310  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: none

**Considerations:** Students should be comfortable working with charts and tables.

**Course Description:** This course will focus on economic concepts (scarcity, choice, incentives); supply, demand, and markets; microeconomics (production, productivity, competitive markets); and macroeconomics (the economy in the aggregate, inflation, unemployment).

### **AP Microeconomics**

W

Course #: BUS510  
 Grade Level: 11-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Economics is **recommended**

**Considerations:** Students should be comfortable working with charts, tables, numbers, and equations. Students may take the AP Microeconomics exam in May.

**Course Description:** This course will focus on economic concepts (scarcity, choice, incentives); supply, demand, and markets; product markets (production, productivity, competitive markets); resource markets (demand for resources, wage rates); microeconomics of government; microeconomic issues and policies.



**theROARstore-**

Course #: BUS550  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Any of 2 or more Business courses

**Considerations:** This class has a work component built-in and may require students to work outside of normal instructional time.

**Course Description:** Students will be involved in the continued development and on-going operations of theROARstore. theROARstore is a student-run business, specializing in selling branded Linn-Mar merchandise. Students will learn customer service and selling skills in the classroom and develop & hone them while working in the store. In addition, students will spend time on developing theROARstore's product mix, price the products accordingly, and promote them using social media, email marketing, and website design. Activities may include (but are not limited to): research and development, market & product planning, promotion, pricing, merchandising, selling, management, distribution, and financial analysis. Skills needed to be successful include: creative and logical thinking, timeliness, dependability, willingness to work as a team, effective communication, attention to detail, ethical behavior, and professional and mature demeanor when working with customers, advisors, and individuals in positions of authority.

# Design/Engineering/Materials

## Design & Engineering

PR=Prerequisite Requirement

### Introduction to Engineering

#### Design (IED)

IND600

Grade: 9-12

PR: Algebra

### Principles of Engineering (POE)

IND610

Grade: 10 -12

PR: Algebra

### Civil Engineering and Architecture Design (CEA)

IND630

Grade: 10-12

PR: Algebra

### Digital Electronics

IND620

Grade: 10-12

PR: Algebra

### Aerospace Engineering

IND670

Grade: 10-12

PR: Introduction into Engineering  
Design

### Computer Science A

IND660

Grade: 10-12

CR: Algebra

### Computer Science

#### Principles

IND650

Grade: 10-12

PR: Algebra

### Career Immersion

#### MOC

BUS450

Grade: 12

PR: Application and Interview

# Design/Engineering/Materials Construction/Carpentry

PR=Prerequisite Requirement

## Woods: Materials & Processes

IND240  
Grade: 9-10  
PR: None

## Cabinet Making (Woods II)

IND250  
Grade: 10-12  
PR: Woods: M&P

## Residential Construction I

IND120  
Grade: 9-12  
PR: None

## Residential Construction II

IND125  
Grade: 11-12  
PR: Residential Construction I

## Capstone Building Trades

IND500  
Grade: 12  
PR: Application and Interview

## Career Immersion MOC

BUS450  
Grade: 12  
PR: Application and Interview

# Design/Engineering/Materials Manufacturing

PR=Prerequisite Requirement

## Mechanical Drawing

IND110  
Grade: 9-12  
PR: None

## Computer Integrated Manufacturing

IND640  
Grade: 9-12  
PR: Algebra

## Production Graphics/Graphic Communications

IND140  
Grade: 9-12  
PR: None

## Metals: Materials and Processes

IND310  
Grade: 11-12  
PR: None

## Career Immersion

MOC  
BUS450  
Grade: 12  
PR: Application and Interview

### **Mechanical Drawing**

Course #: IND110  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** None

**Course Description:** This course is designed to provide practical application of drafting knowledge practices through sketching and computer aided drafting (CAD). Students learn to use different types of drawing to describe and communicate ideas.

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### **Residential Construction I**

Course #: IND120  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** This is an introductory course for students who wish to explore the construction industry and related careers. Major activities covered through construction of a wall section include: concrete framing, roofing, plumbing and electrical.

### **Residential Construction II**

Course #: IND125  
Grade Level: 11-12 or approval  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Residential Const I

**Considerations:** None

**Course Description:** This is an advance course that provides students an opportunity to learn about materials, processes and careers found in Residential Construction. Activities include building and expanding on basics covered in Residential Construction I.

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### **Production Graphics/Graphic Communications**

Course #: IND140  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** This course is designed to teach students introductory skills used in graphic productions. Emphasis will be placed on the developments of skills related to the design of layouts, digital photography, screen printing and use of Adobe Photoshop & InDesign.

### **Computer Integrated Manufacturing (CIM)**



Course #: IND640   
Grade Level: 9-12  
Credits: 10   
Length: 2 Quarters  
Format: Block  
Co-requisite: Algebra

**Considerations:** This course articulates credit with Kirkwood Community College.

**Course Description:** How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they are learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems.

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### **Civil Engineering and Architectural Design (CEA)**

Course #: IND630   
Grade Level: 10-12  
Credits: 10   
Length: 2 Quarters  
Format: Block  
Prerequisite: Algebra

**Considerations:** This course articulates credit with Kirkwood Community College.

**Course Description:** Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. Students will use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

### **Woods: Materials and Processes**

(Formally Introduction to Finish Carpentry)

Course #: IND240  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: none

**Considerations:** Grade of 80% or higher for second quarter of Woods: Materials and Processes is required.

**Course Description:** This course is designed to teach skills necessary for basic woodworking applications. The course stresses student safety through a series of demonstrations and safety tests. Students will plan and construct introductory projects to gain skills necessary to complete a final project of their choosing. A lathe project is also required.

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### **Cabinet Making**

Course #: IND250  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Woods: Materials and Processes

**Considerations:** Grade of 80% or higher for second quarter of Woods: Materials and Processes is required.

**Fees:** Students will be allotted materials for required projects. Additional fees may be charged if a student exceeds the allotted amount

**Course Description:** This course is designed to expand basic skills learned in Woods: Materials and Processes. A review of machine safety will precede project work. Students will design and draw plans for their project, calculate costs and devise a plan of procedure for completion of their project prior to starting work. Project work will be required to include at least one dovetailed drawer, rail, stile and panel piece.

### Metals: Materials and Processes

(Formally Metal Fabrications)

Course #: IND310  
Grade Level: 11-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: none

**Considerations:** Fees the same as Cabinet Making

**Course Description:** This course will provide students the opportunity to explore the field of metal and develop skills in working with metal fabrication. The areas covered are welding, sheet metal, machining, and foundry.

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### Building Trades Capstone Course

Course #: IND500  
Grade Level: 12  
Credits: 20  
Length: 2 Semesters  
Format: Block  
Prerequisite: none  
Fees: purchase of safety equipment such as glasses or ear protection

**Considerations:** Limit of seven Linn-Mar students. Students are selected by recommendation of Linn-Mar staff. Student must provide transportation to off-campus site.

**Course Description:** Linn-Mar and Marion High School students work two hours a day to build a full-sized house. The course includes all skills and tasks needed to complete this activity.

### Intro to Engineering Design



Course #: IND600  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Co-requisite: Have taken or currently taking Algebra

**Considerations:** See prerequisites. Project Lead the Way (PLTW) engineering courses do not replace other science classes. Students taking PLTW courses should also take 3 or more semesters of traditional science courses. Students will earn credit for this course from Kirkwood Community College upon successful completion.

**Course Description:** Students in this hands-on, project-based course will focus on creative design processes, communication and teamwork skills. 3D CAD software will be used to produce, analyze, and evaluate product modes. Sketching, geometric relationships, 3D modeling, production and marketing will be studied through the development of designs.

## Digital Electronics (DE)



Course #: IND620  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none

**Considerations:** see prerequisites. This is the third course recommended in the **Project Lead the Way** engineering sequence. Students may be able to earn community college credit with successful completion of this course.

**Course Description:** This course is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.

## Principles of Engineering



Course #: IND610  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Algebra

**Considerations:** See prerequisites. Students will earn credit for this course from Kirkwood Community College upon successful completion.

**Course Description:** Students will apply science and math to solve practical problems. Topics covered include machines, kinematics, thermodynamics, control systems and materials. This course will give students an idea of what some college engineering coursework is like.

## Computer Science Principles (CSP)



Course#: IND650  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Corequisite: Pre-Algebra

**Considerations:** Students should be interested in learning new computer skills, but prior programming experience is NOT required. This is a Project Lead the Way (PLTW) course; PLTW courses tend to be hands on, project based, challenging courses. This course prepares students for the AP Computer Science Principles test.

**Course Description:** Explore a variety of fields within computer science: Python programming, app development, visualization of data, cybersecurity, simulation, and creating webpages. This course aims to develop computational thinking, generate interest in career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming experience and explore the workings of the Internet.



## Computer Science A (CSA)



Course #: IND660  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Corequisite: Algebra

**Considerations:** Students with no prior programming experience should consider taking CSE (Computer Science and Software Engineering) before taking CSA. Academically motivated students can take CSA without previously taking CSE. This course prepares students for the AP Computer Science A exam.

**Course Description:** CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java and other industry-standard tools. This course prepares students for the AP Computer A course.

## Aerospace Engineering (AE)



Course #: IND670  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Introduction to Engineering Design

**Considerations:** None

**Course Description:** The major focus of the Aerospace Engineering course is to expose students to the world of aeronautics, flight, and engineering. Students will employ engineering and scientific concepts in the solution of aerospace problems. Lessons will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering

# Family/Consumer Sciences Culinary

## Culinary Basics

FAM210  
Grade: 9-12  
PR: None

## Creative Foods

FAM310  
Grade: 10-12  
PR: Culinary Basics

## Advanced Culinary Arts

FAM420  
Grade: 10-12  
PR: 80% or better in Creative  
Foods

## CAPSTONE

### Culinary

FAM500  
Grade: 12  
Proposed 2017-18  
PR: Application and Interview

## Career Immersion

### MOC

BUS450  
Grade: 12  
PR: Application and Interview

# Family/Consumer Sciences

## Child Development/Education

### Foundations of Living

FAM100  
Grade: 9-12  
PR: None

### Parenting

FAM435  
Grade: 10-12  
PR: None

### Child Development- Prenatal to Preschool

FAM330  
Grade: 11-12  
PR: None

### KCC Child Growth and Development

FAM425  
Grade: 11-12  
PR: Child Growth and Development  
1 w/ 80% or higher

**CAPSTONE**  
**Exploring Teaching**  
Under Development  
Coming in 2018-2019  
PR: KCC CH&D

**Career Immersion**  
**MOC**  
BUS450  
Grade: 12  
PR: Application and Interview

# Family/Consumer Sciences Home

## Foundations of Living

FAM100  
Grade: 9-12  
PR: None

## Creative Sewing

FAM220  
Grade: 10-12  
PR: None

## Interior Design

FAM240  
Grade: 10-12  
PR: None

## Creative Foods

FAM310  
Grade: 9-12  
PR: Culinary Basics

## CAPSTONE LM Projects

Grade: 12  
Proposed 2018-2019  
PR: Application and Interview

## Career Immersion

MOC  
BUS450  
Grade: 12  
PR: Application and Interview

### **Foundations of Living**

Course #: FAM100  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** Students explore basic fundamentals of home and life management. Curriculum covers multiple focuses, including Child Development- infant through preschool, Home Design- living spaces and design principles, and Fashion and Sewing- Clothing choices and sewing skills.

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### **Culinary Basics**

Course #: FAM210  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** This is an introductory foods course that develops skills and techniques related to the selection, storage, and preparation of basic foods.

### **Creative Sewing**

Course #: FAM220  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** Students will learn to sew or increase sewing skills in this class. In addition to the sewing machine, equipment such as an embroidery machine, serger, and heat press will be used to produce professional products that are quick to make and cost effective. This course will also study clothing styles, principles of design, and take a look at careers related to this industry.

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### **Interior Design**

Course #: FAM240  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none

**Considerations:** none

**Course Description:** This course investigates housing choices and the design of living areas. Students explore, apply, and evaluate the elements and principles of design, wall and floor treatments, furniture styles and arrangement, housing types available, floor plan design, landscaping, financial aspects related to housing, and related careers.

### **Creative Foods**

Course #: FAM310  
Grade Level: 9-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Culinary Basics

**Considerations:** see prerequisites.

**Course Description:** This advanced foods course offers the student an opportunity to continue developing cooking skills while learning about the selection and use of appliances, kitchen planning, and international foods, and altering recipes. Techniques for improving the appearance of foods will be practiced.

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### **Child Development- Prenatal to Preschool**

Course #: FAM330  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: none



**Considerations:** Students can gain three hours of articulation credit at Kirkwood Community College.

**Course Description:** The goal of this course is to explore current issues and skills in the care giving of young children. Areas of study will include physical, intellectual, and social-emotional development through age four, including heredity, birth defects, pregnancy and birth. Interacting with young children in an on-site preschool provides real life practice with guidance techniques. A subsequent course for college credit may be taken after this course if criteria are met.

### **Advanced Culinary Arts**

Course #: FAM420  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: 80 % or better in Creative Foods

**Considerations:** See prerequisites.

**Course Description:** This course offers students entrepreneurship through catering. Students explore and practice the planning, marketing, and serving food for large groups.

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### **KCC Child Growth and Development**

Course #: FAM425  
Grade Level: 11-12  
Credits: 5  
Length: 1 Quarter  
Format: Block  
Prerequisite: Child Development- Prenatal to Preschool passed with 80% or higher



**Considerations:** See prerequisites.

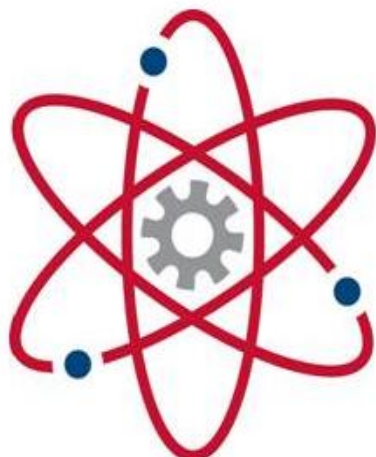
**Course Description:** Students will earn credit from Kirkwood Community College upon successful completion of this course. This course will study the development of children thru adolescence age. Areas of study will examine interactions between child, family, school and society. Theories and evidence-based practices associated with understanding and supporting children will be covered. This course provides opportunities to observe in an elementary classroom.

**Parenting**

Course #: FAM435  
Grade Level: 10-12  
Credits: 5  
Length: 1 Quarter  
Format: Block

**Considerations:** None

**Course Description:** The emphasis of this class is on parenting and families. Areas of study include the role of families, teenage parenthood, parenting skills and decisions, handling of common problems, and strengthening of families. Emphasis will be on family resources that can help families meet challenges, solve problems, and strengthen their family life. This course offers opportunities to interact with preschool-age children in the classroom.



PROJECT LEAD THE WAY

PLTW

**These courses are also found in the Science and DEM Department courses offered.**

### Environmental Sustainability



(Previously was Biotechnical Engineering)

Course #: IND620  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Algebra AND  
General Biology

**Considerations:** See prerequisites. This is course in the Project Lead the Way engineering sequence. Students will earn credit for this course from Kirkwood Community College upon successful completion.

**Course Description:** Students will investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students' research and design potential solutions to these true-to-life challenges.

### Computer Integrated Manufacturing (CIM)



Course #: IND640  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Co-requisite: Algebra

**Considerations:** This course articulates credit with Kirkwood Community College.

**Course Description:** How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? While students discover the answers to these questions, they are learning about the history of manufacturing, robotics and automation, manufacturing processes, computer modeling, manufacturing equipment, and flexible manufacturing systems.



### Civil Engineering and Architectural Design (CEA)



Course #: IND630  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Algebra

**Considerations:** This course articulates credit with Kirkwood Community College.

**Course Description:** Students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. Students will use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

### Intro to Engineering Design



Course #: IND600  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Co-requisite: Have taken or currently taking Algebra

**Considerations:** See prerequisites. Project Lead the Way (PLTW) engineering courses do not replace other science classes. Students taking PLTW courses should also take 3 or more semesters of traditional science courses. Students will earn credit for this course from Kirkwood Community College upon successful completion.

**Course Description:** Students in this hands-on, project-based course will focus on creative design processes, communication and teamwork skills. 3D CAD software will be used to produce, analyze, and evaluate product modes. Sketching, geometric relationships, 3D modeling, production and marketing will be studied through the development of designs.

### Digital Electronics (DE)



Course #: IND620  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: none

**Considerations:** see prerequisites. This is the third course recommended in the **Project Lead the Way** engineering sequence. Students may be able to earn community college credit with successful completion of this course.

**Course Description:** This course is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.

### Principles of Engineering



Course #: IND610  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Algebra

**Considerations:** See prerequisites. Students will earn credit for this course from Kirkwood Community College upon successful completion.

**Course Description:** Students will apply science and math to solve practical problems. Topics covered include machines, kinematics, thermodynamics, control systems and materials. This course will give students an idea of what some college engineering coursework is like.

### Computer Science Principles (CSP)



Course#: IND650  
Grade Level: 9-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Corequisite: Pre-Algebra

**Considerations:** Students should be interested in learning new computer skills, but prior programming experience is NOT required. This is a Project Lead the Way (PLTW) course; PLTW courses tend to be hands on, project based, challenging courses. This course prepares students for the AP Computer Science Principles test.

**Course Description:** Explore a variety of fields within computer science: Python programming, app development, visualization of data, cybersecurity, simulation, and creating webpages. This course aims to develop computational thinking, generate interest in career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming experience and explore the workings of the Internet.

### Computer Science A (CSA)



Course #: IND660  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Corequisite: Algebra

**Considerations:** Students with no prior programming experience should consider taking CSE (Computer Science and Software Engineering) before taking CSA. Academically motivated students can take CSA without previously taking CSE. This course prepares students for the AP Computer Science A exam.

**Course Description:** CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in Java and other industry-standard tools. This course prepares students for the AP Computer A course.

## Aerospace Engineering (AE)



Course #: IND670  
Grade Level: 10-12  
Credits: 10  
Length: 2 Quarters  
Format: Block  
Prerequisite: Introduction to  
Engineering Design

**Considerations:** None

**Course Description:** The major focus of the Aerospace Engineering course is to expose students to the world of aeronautics, flight, and engineering. Students will employ engineering and scientific concepts in the solution of aerospace problems. Lessons will engage students in engineering design problems related to aerospace information systems, astronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering

# Linn-Mar Online Opportunities

## **Credit Recovery**

**APEX** As more opportunities become available online for academic preparation, LMHS is developing a framework for such options as deemed appropriate. Currently, APEX offerings are available, primarily for Credit Recovery, through the Academic Assistance Center.

## **Financial Literacy**

**Ever Fi** will be an option for students to complete required standard areas in Financial Literacy.


**Linn-Mar Competency** skills will also be met online through the Business department lab in word processing, spreadsheet, Web 2.0, desktop publishing, presentation (multi-media), and keyboarding.

# Linn-Mar Extension Opportunities

In an effort to provide students the opportunity to extend interest in a particular area, Linn-Mar High School is developing a framework to allow for these opportunities. While a Linn-Mar Projects component is being developed with a goal for implementation in 2014-2015, current extension offerings are provided through courses in the Project Lead the Way (PLTW) program and for those students identified to be a part of the Linn-Mar Talented and Gifted program.

**Project Lead the Way (PLTW)** is a national program with courses designed to prepare students for a career in engineering or engineering technology. Emphasis is placed on applied learning through a challenging and engaging “hands-on” project-based approach. A national standards-based curriculum is followed. Courses for Project Lead the Way offered at Linn-Mar High School include:

- Introduction to Engineering Design (IED)
- Digital Electronics (DE)
- Principles of Engineering (PoE)
- Environmental Sustainability (ES) (Formally Biotechnical Engineering (BE))
- Computer Integrated Manufacturing (CIM)
- Civil Engineering and Architectural Design (CEA)
- Computer Science and Software Engineering (CSE)
- Aerospace Engineering (AE)
- Computer Science Application (CSA)

**Iowa BIG**  Uses student passion to drive deep learning and deliver core academic credits to engage students in authentic community projects, problems, and opportunities. Connect students more deeply to the people and resources of their community with the belief that educational options are necessary for every student to be successful. We must provide students with as many contextually-rich experiences as possible so they not only develop basic skills, but, more importantly, they can competently use those skills to solve real problems and make new things happen.

**Talented and Gifted**

Ninth grade students have the option of choosing to take US History I and English I; both of these courses stress academic rigor and focus on presenting the student with challenge. These courses are open to all students, and TAG students are highly encouraged to enroll. A quarter-long career awareness and college planning seminar designed especially for TAG students is also available to them their 9<sup>th</sup> grade year. Tenth, 11<sup>th</sup> and 12<sup>th</sup> grade students may elect to take an independent study course, allowing them to design their own in-depth study. Advanced Placement courses are also available to all students in these upper grades.

### **Freshman Seminar TAG 1**

Course #: TAG410  
Grade Level: 9  
Credits: 2.5  
Length: 1 Quarter  
Format: Skinny  
Prerequisite: Instructor approval



**Considerations:** This course is for students identified by established district guidelines.

**Course Description:** Students explore how their skills, abilities, and specific personality traits relate to educational and career options. They will also study the college admissions process, scholarship application process, and how to find a college that best suits their goals. Students also participate in a community service project.

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### **Independent Study TAG 5**

Course #: TAG510  
Grade Level: 10-12  
Credits: 5  
Length: 1 Semester  
Prerequisite: Instructor approval



**Considerations:** This course is for students identified by established district guidelines.

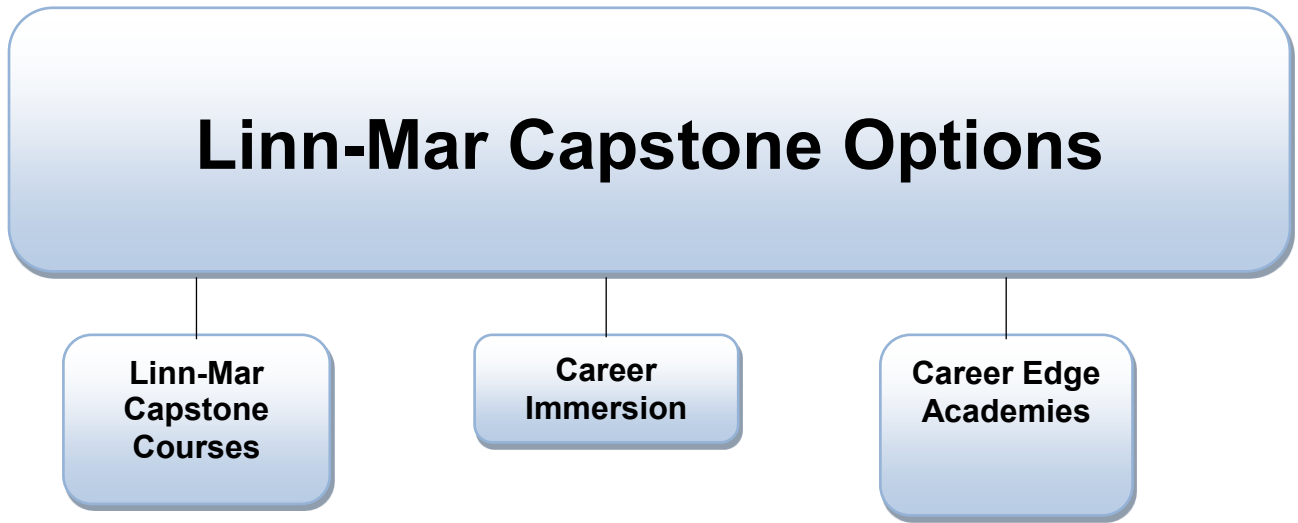
**Course Description:** This course is designed for students with demonstrated research skills who have a commitment to independent learning. Working with mentors from the community, students will plan and complete independent in-depth projects.

### **AP Independent Study**

Course #: TAG620  
Grade Level: 10-12  
Credits: 3  
Length: 3 Quarters  
Prerequisite: Instructor approval

**Considerations:** This course is for students identified by established district guidelines.

**Course Description:** This course is offered through the Iowa Online AP Academy. You need at least one skinny in your schedule. Limited enrollment.



### **Linn-Mar Capstone Courses**

A “capstone” experience is an in-school immersion into the actual work environment of a particular job/subject area. These application opportunities allow a student to be trained in the specific skills of a particular work environment, as well as to be provided with experience in the career area. The following Capstone courses are currently being offered or developed:

- Building and Trades
- LM Store
- LM Culinary (developing)
- LM Teaching and Development
- Engineering Design and Development (EDD) (developing)
- Capstone Project in Agriculture, Aquaculture, Food and Natural Resources (developing)

### **Career Immersion**

Career Immersion opportunities include internships, job shadows, and other experiences on the actual job site. These opportunities are provided through the MOC program, a partnership with The Workplace Learning Connection, and other businesses and agencies. Please see a counselor for more information on these opportunities.



**Career Edge Academies**

Career Edge Academies are opportunities to explore high demand careers while earning both high school and college credit. Linn-Mar and other area high schools have teamed with Kirkwood Community College to create several courses that will help students explore careers, develop new skills, and gain insights into today's workplace.

Academics include:

- Architecture and Construction
- Dental
- Emergency Medical Services: EMT
- Informational Technology
- Patient Care
- Pharmacy Technician
- Physical Therapist Assistant/Occupational Therapy Assistant
- Renewable Energy/Industrial Maintenance
- Transportation
- Welding

# Early College Options

**Advanced Placement**

**Concurrent Enrollment**

**PSEO**

## **Advanced Placement**

Linn-Mar High School offers Advanced Placement (AP) courses in Art History, Calculus (AB and BC), Statistics, Biology, Chemistry, Physics (B), English Literature, Music Theory, World History, Psychology, U.S. Government, and U.S. History. A minimal number of AP courses are available through the Iowa AP Online Academy. Students who complete these courses can take a standard AP exam. Many colleges and universities accept AP courses for college credit, depending upon individual AP exam scores. More information is available in the Counseling Office or the TAG Office.

**AP course are weighted for grade point calculation purposes as follows:**

**A+; A (5.0); A- (4.67); B+ (4.33); B (4.0); B- (3.67); C+ (3.33); C (3.0); C- (2.67); D+ (2.33); D (2.0); D- (1.67)**

## **Concurrent Enrollment Courses**

Concurrent enrollment courses receive both Linn-Mar and selective college credit. Students taking a concurrent enrollment course must meet and follow all course guidelines of the respective college and understand that course performance becomes part of the individual's permanent college record. The following is a list of college-level courses offered on campus: Music Fundamentals, Mathematics and Society, Environmental Sustainability (Formerly Biotechnical Engineering), Child Growth and Development 1, Child Growth and Development 2, Civil Engineering and Architectural Design (CEA), Composition I, Composition II, Computer Integrated Manufacturing (CIM), Computer Science and Software Engineering (CSE), Digital Electronics (DE), Health Careers, Intermediate French I KCC, Intermediate French II KCC, Intermediate Spanish I KCC, Intermediate Spanish II KCC, Introduction to Engineering Design, Parenting, and Principles of Engineering.

**Post-Secondary Opportunities (PSEO)**

*Credit may be awarded by a college upon successful completion of course requirements. Any college credit determination is made by an individual college.*

Students may enroll in college courses under the following provisions:

- The PSEO is intended for 11<sup>th</sup> and 12<sup>th</sup> grade students as part of their four-year plan.
- A course chosen under this option must not be a comparable course to one offered in the local high school curriculum.
- The chosen course may not replace graduation requirements.
- The school district will pay up to \$250 for related tuition and related course fees. Students are responsible for textbook fees.
- A student must complete the course with a passing grade in order for the school district to pay for the course.
- Students must maintain the minimum high school course load.

# Alternative Programming Options

## **Student Support Services**

Students whose education is supported with an IEP will be asked to enroll in specific courses selected by the IEP team. Each student's course selection may look different based on the student's needs. Most students will be asked to enroll in a Directed Study course for each quarter of the school year. \*\* However, some students will be asked to enroll in additional student support courses based on the IEP team's recommendations.

### **\*\*Quarter Long Directed Study Courses**

- ALT482A Directed Study QT1
- ALT482B Directed Study QT2
- ALT482C Directed Study QT3
- ALT482D Directed Study QT4
- ALT485 Directed Study (Transition Focus) **credit received**
- ALT490 Directed Study (Multi Focus) **credit received**
- ALT495 Directed Study (Literacy Focus) **credit received**
- ALT500 Directed Study (Math Focus) **credit received**
- ALT505 Directed Study (Social Skills) **credit received**

## **COMPASS Credits**

High School credits are available via the COMPASS alternative program. Linn-Mar will accept credit hours for approved courses that can be applied to requirements for the Linn-Mar High School diploma. Students should visit with their assigned counselor, or the Academic Assistance Counselor, to develop an approved plan for this option.

## **Academic Assistance Program**

Linn-Mar High School's Academic Assistance program has two components: Credit Completion is for students who receive F+ (55% - 59%). Credit completion allows students to complete course work taken during the previous grading period in order to receive a passing grade.

Credit Recovery is the second component of the program and is intended for junior/senior students who are significantly behind pace in earning credits for graduation. The Academic Assistance Counselor can answer questions for students and parents about guidelines and eligibility for the program.

**Test Out Option**

Students who wish to “test out” of various courses must notify **the building principal** in writing of their intent by May 1 for Year-Long and Fall semester classes, and by December 1 for Spring block classes. Within a six-week period, students will receive information related to critical course objectives and the criteria for assessment. Students will then be asked to demonstrate, via multiple performance measures, critical objective mastery for the course.

## **Off-Campus Programs for CTE**

Off-Campus Programs in Career and Technology areas are offered through Kirkwood Community College, at both the Main Campus and Hiawatha locations. Please see your counselor for more information regarding off-campus programs for Career and Technology.



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

## SBRC Application

Fall 2016

**SBRC Application for Increasing Enrollment, Open Enrollment Out, and LEP Instruction Beyond 5 Years**

### Increasing Enrollment

Actual Enrollment Fall 2015	7197.9
Actual Enrollment Fall 2016	7312.5
Increase	114.6
Current Year DCPP	6592
Maximum On-Time Funding Modified Supplemental Amount for Increasing Enrollment	755443.2
Request	\$ 755,443.20

(Changes to student data are reflected immediately)

### Open Enrollment Out not in Fall 2015

Open Enrollment Out Students on Fall 2016 Certified Enrollment but not on the Fall 2015 Certified Enrollment	123.4
Open Enrollment Out Students Minus Increase (previous section)	8.8
Last Year's State Cost Per Pupil for Open Enrollment Out	6446
Maximum Modified Supplemental Amount for Open Enrollment Out	56,724.80
Request	\$ 56,724.80

(Changes to student data are reflected immediately)

### ELL Beyond 5 Years

Students Served Beyond 5 Years	10
Weighting	0.22
Total Weighting	2.2
Current Year DCPP	6592
Maximum Modified Supplemental Amount for LEP Instruction Beyond 5 Years	14502.4
Request	\$ 14,502.40



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

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

**Linn-Mar Community School District Board of Education  
Work Session Minutes  
November 7, 2016**

**100: Call to Order and Determination of a Quorum**

The Linn-Mar Community School District Board of Education work session was called to order at 5:00 PM in the boardroom of the Learning Resource Center. Roll was taken and it was determined a quorum was present. Board members present: AbouAssaly, Gadelha, Isenberg, Nelson, Patterson, and Weaver. Absent: Hutcheson. Administration present: Shepherd, Morrison, Breitfelder, Anderson, Christian, and Ramos. Absent: Bisgard.

**200: Adoption of Agenda *Motion 90-11-07***

Motion by Patterson for the Board to adopt the agenda as presented, second by Nelson. Voice vote, motion approved.

**300: Work Session**

**Linn-Mar School Foundation Update:**

Executive Director Shelley Woods updated the Board on highlights from the Linn-Mar Foundation. The Foundation continues to focus on academic and curriculum based grants. Some of the items purchased this year include 3D printers for the middle schools, POS system for the ROARstore, equipment for the PLTW Aerospace Program, and many technology related items in all buildings. The Foundation currently has 16 directors. New this year are updated endowed scholarship guidelines with a minimum donation of \$25,000, and annual scholarship minimum of \$1,000. In August they received \$6,000 in the Drive 4 UR School event and this event will be held again in the spring. MANE Event will be March 24th.

**Linn-Mar Booster Club Update:**

*Exhibit 300.2*

President Pete King presented the Booster Club financial statements for the 2015-16 year as well as the budget for the 2016-17 year. King reported that \$125,000 was distributed to the administration on June 30th. Approximately 50% of this is allocated to athletics, 35% to fine arts, and 15% to clubs and organizations. The Booster Club keeps an additional \$25,000 in reserve to fund mid-year requests as needed.

**Nutrition Services Update:**

*Exhibit 300.3*

Manager Susan Knight, along with Stacy Fish, shared a Nutrition Services update with the Board. Participation numbers continue to grow. The High School is up 7.2% in average daily participation over last year. This is largely due to the new cafeteria design



and serving flow. The district received \$991,975 in federal reimbursements in 2015-16 and participates in many cooperative groups to help control costs. The plan is to pilot a breakfast cart at Excelsior Middle School beginning in February to increase breakfast participation. Susan also discussed the Healthy Hunger Free Kids Act and its continued mandates as well as the Meal Charge Policy. Susan explained to the Board that the policy was mandated by district auditors and the Department of Education.

**Operations & Maintenance Update:**

*Exhibit 300.4*

Manager Steve Nelson gave an Operations and Maintenance Department update. The maintenance department has 15 employees who take care of 1,148,788 square feet of district buildings and over 200 acres of ground. Steve reviewed work orders from 2014-15 compared to 2015-16 and 2016-17 to date. He explained the work order process and also listed the various inspections that his department is responsible for coordinating on an annual basis.

**Transportation Update:**

*Exhibit 300.5*

Executive Director of Support Services Rick Ironside presented the transportation update as Transportation Manager Brian Cruise was out of town. Ironside reviewed the number of vehicles, number of routes, and fuel consumption. Although miles driven and routes are increasing, fuel costs have decreased. This is in part due to the use of propane buses. The annual savings per propane bus over diesel is \$3,115.60. He also commented that all new buses are purchased with stop-arm cameras for safety.

**Construction/Capital Improvements Updates:**

*Exhibit 300.6*

Dr. Ironside also updated the Board on the current construction projects in the district. The Westfield Elementary classroom addition is far ahead of schedule and should be completely finished by the first of February. The High School classrooms should all be finished by winter break and ready for occupancy, along with the restrooms. The conference room, print shop, and lecture hall will be done by the first part of February. Punch list items will continue for a longer period of time. Chief Financial/Operating Officer JT Anderson reviewed the High School project budget and change orders. The project is still well under the architect's initial estimate.

**400: Adjournment *Motion 91-11-07***

Motion by Patterson for the Board to adjourn the work session at 6:43 PM, second by Nelson. Voice vote, motion carried.

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Tim Isenberg, Board President

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Angie Morrison, Board Secretary

*Minutes respectfully submitted by:  
Angie Morrison, Board Secretary*



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

**Linn-Mar Community School District Board Meeting  
Regular Session Minutes  
November 7, 2016**

**100: Call to Order and Determination of a Quorum**

The Linn-Mar Community School District Board of Education regular session was called to order at 7:00 PM in the boardroom of the Learning Resource Center. Roll was taken and it was determined a quorum was present. Board members present: Gadelha, Isenberg, Nelson, Patterson, Weaver, and AbouAssaly. Absent: Hutcheson. Administration present: Shepherd, Morrison, Breitfelder, Anderson, Christian, and Ramos. Absent: Bisgard.

**200: Adoption of the Agenda *Motion 92-11-07***

Motion by Patterson to adopt the regular session agenda as presented, second by Nelson. Voice vote, motion approved.

**300: Recognitions/Proclamations**

President Isenberg asked the Board and audience for a moment of silence in honor of Selena Apodaca and Isabella Severson who passed away last week. Thoughts were also requested for their mom, Jenny, and their two sisters, Mia and Elysia, who continue their recovery.

**400: Audience Communications**

**500: Resolutions/Opening of Bids/Public Hearings**

**600: Informational Reports**

**601: Board Visits**

The Board shared highlights from their visits to Novak Elementary, Echo Hill Elementary, and the Aquatic Center.

**602: Equity Advisory**

Patterson reported that during the November 2<sup>nd</sup> meeting the committee decided to discuss items from the Thoughtexchange information dealing with equity at future meetings.

**603: Marion City Council**

Weaver attended the November 3<sup>rd</sup> Marion City Council meeting and reported that there were three ordinances discussed involving zoning changes around the Alburnett Road and Robin Road areas. Isenberg also reported that he had visited with Mayor AbouAssaly about the council coming to a board meeting in the spring.

Superintendent Shepherd highlighted the FAST data scores on page nine of the book as Linn-Mar was above the State and Grant Wood AEA averages. He also mentioned the many student achievements on pages 18-20. Karla Christian, Chief Officer of Human Resources and Executive Director of Communications/Media, shared many of the wellness initiatives going on in the district.

### **700: Unfinished Business**

701: Bid Approval for Westfield Parking Lot Reconstruction Project ***Motion 93-11-07*** *Exhibit 701.1*  
Motion by AbouAssaly for the Board to approve the bid from Rathje Construction Company in the amount of \$724,363.00 for the Westfield parking lot reconstruction project, second by Patterson. Voice vote, motion approved.

### **800: New Business**

#### 801: Authorization of Bus Bids ***Motion 94-11-07***

Motion by AbouAssaly for the Board to authorize the letting of bus bids for a total cost not to exceed \$425,000.00, second by Nelson. Voice vote, motion approved.

#### 802: Open Enrollment Request(s) ***Motion 95-11-07***

Motion by Nelson for the Board to approve the following open enrollment request as presented, second by Gadelha. Voice vote, motion approved.

#### ***Denied Out***

	<b>Name</b>	<b>Grade</b>	<b>Resident District</b>	<b>Reason</b>
1	Finley, Samuel	9 <sup>th</sup>	Marion Independent	Late; No Good Cause

### **900: Consent Agenda**

#### 901: Personnel

#### ***Classified Staff: Assignment/Reassignment/Transfer***

Name	Assignment	Dept Action	Salary Placement
Banowetz, Cindy	NS: HS General Help	10/24/16	PTNS, Step 1
Fiedler, Andrew	EH: Student Support Associate	11/4/16	LMSEAA II, Step 6
Kern, Danielle	EH: Student Support Associate	11/3/16	LMSEAA II, Step 9
Rivera, Michael	WF: Student Support Associate	10/26/16	LMSEAA II, Step 7

#### ***Classified Staff: Resignation***

Name	Assignment	Dept Action	Reason
Wright, James	TR: Bus Rider Helper	10/28/16	Relocation

#### ***Extra-Curricular: Resignation***

Name	Assignment	Dept Action	Reason
McDonald, CJ	HS: Assistant Varsity Football Coach	10/24/16	Personal

#### 902: Approval of Minutes from October 24<sup>th</sup>

*Exhibit 902.1*

#### 903: Approval of Bills

*Exhibit 903.1*

#### 904: Approval of Contracts

*Exhibits 904.1-4*

1. Memorandum of agreement with the Iowa School for the Deaf for an interpreter to provide educational services to a Linn-Mar student at \$40.91/per class hour.

2. Agreement for services rendered with Ms. Elizabeth Lewin as the Stories Alive visiting illustrator/author who will provide 14 presentations at the 7 elementary buildings and one public performance in April 2017 for the amount of \$8,000.
3. Change order with Larson Construction for material and labor associated with phase 2 of the High School additions/renovations for an increase of \$104,140.57.
4. Agreement with Biaggi's Ristorante Italiano to reserve their banquet room for a luncheon hosted by Karla Terry, Coordinator of Community Relations, for the Volunteer Leaders.
5. Interagency agreements for Special Education programming with Alburnett CSD (1), Cedar Rapids CSD (22), Central City CSD (1), College Community SD (1), Eddyville-Blakesburg-Fremont CSD (1), Iowa City CSD (1), and (Springville CSD (5). *For student confidentiality, no exhibit provided.*

**905: Disposition of Obsolete Equipment**

Per Iowa Code (§§ 297.22-25) and Board Policy 902.6, the district will list for sale obsolete equipment/furnishings on the [Linn-Mar website>Quick Links>GovDeals](#). *Items currently for sale: piano (2), black, rubber mats (4), and scrubber (1).*

**906: Board Information**

**907: Items Removed from the Consent Agenda for Separate Action**

**908: Approval of the Consent Agenda *Motion 96-11-07***

Motion by AbouAssaly for the Board to approve the consent agenda as presented, second by Nelson. Voice vote, motion approved.

**1000: Communications, Announcements, and Transmittals**

**1001: Board Communications**

Nelson and Weaver attended the Success Center open house and shared their experience there. Weaver asked about getting a plaque to recognize businesses that are exceptional partners with the district. Weaver, Gadelha, and Abouassaly all shared thoughts and praise on the handling of the accident to the administration and staff. Isenberg read a letter of resignation from Board Member Todd Hutcheson. After discussion, it was the consensus of the Board that the vacancy would be filled by appointment. Notice will be published in the newspaper this week and information posted online. Applications will be received until November 17<sup>th</sup> with an appointment taking place on November 21<sup>st</sup>.

**1002: Calendar**

Date	Time	Event	Location
November 9 <sup>th</sup>	4:00 PM	School Improvement Advisory (Nelson)	LRC Room 5
November 10 <sup>th</sup>	7:30 AM	Finance/Audit Committee	Superintendent's Conference Room
Date	Time	Event	Location
November 10 <sup>th</sup>	6:00 PM	All-Metro Board Meeting	Hotel at Kirkwood
November 12 <sup>th</sup>	8:30 AM	Coffee Conversation (AbouAssaly/Nelson)	Wilkins Elementary
November 15 <sup>th</sup>	9:00 AM	Policy Committee	Superintendent's Conference Room
November 16 <sup>th</sup>	4:30 PM	Special Education Advisory	Boardroom
November 16-17	All Day	IASB Convention	Des Moines Iowa Event Center
November 16 <sup>th</sup>	5:00 PM	UEN Banquet	Des Moines Marriott
November 17 <sup>th</sup>	3:00 PM	Board Presents @ IASB Convention	Des Moines Iowa Event Center
November 17 <sup>th</sup>	5:30 PM	Marion City Council	City Hall
November 18 <sup>th</sup>	7:30 AM	Board Visit	High School
November 21 <sup>st</sup>	5:00 PM 7:00 PM	Board Work Session Board Regular Session	Boardroom

<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
November 30 <sup>th</sup>	7:30 AM	Board Visit	O&M/Transportation Building
November 30 <sup>th</sup>	5:00 PM	BIG Open House & XQ Super School Award Winner Celebration	415 12 <sup>th</sup> Ave SE, Cedar Rapids (Geonetric Building)
<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
December 6 <sup>th</sup>	5:30 PM	Technology Committee	Boardroom
December 7 <sup>th</sup>	5:00 PM	Career & Technical Education	Boardroom
December 8 <sup>th</sup>	7:30 AM	Finance/Audit Committee	Superintendent's Conference Room
December 8 <sup>th</sup>	5:30 PM	Marion City Council	City Hall
December 9 <sup>th</sup>	7:00 AM	Board Visit	Oak Ridge Middle School
December 12 <sup>th</sup>	5:00 PM 7:00 PM	Board Work Session Board Regular Session	Boardroom
December 14 <sup>th</sup>	7:30 AM	Board Visit	Bowman Woods Elementary
December 15 <sup>th</sup>	4:00 PM	Health & Human Development	Boardroom
December 21 <sup>st</sup>	5:30 PM	Marion City Council	City Hall

**1003: Committees/Advisories**

<b>Committees/Advisories</b>	<b>Board/Administrative Participants</b>
Finance/Audit Committee	Anderson, Shepherd, Morrison, Abouassaly, Hutcheson, Weaver
Policy Committee	Shepherd, Morrison, Gadelha, Nelson, Patterson
Technology Committee	Ramos, Isenberg
Career & Technical Education	Bisgard, Nelson
Equity Advisory	Bisgard, Christian, Ramos, Patterson
School Improvement Advisory	Bisgard, Gadelha
Health & Human Development	Breitfelder, AbouAssaly
Special Education Advisory	Breitfelder, Nelson

**1100: Adjournment *Motion 97-11-07***

Motion by AbouAssaly for the Board to adjourn the regular session at 7:54 PM, second by Patterson. Voice vote, motion approved.

\_\_\_\_\_  
Tim Isenberg, Board President

\_\_\_\_\_  
Angie Morrison, Board Secretary

*Minutes respectfully submitted by:  
Angie Morrison, Board Secretary*

## Linn-Mar Community School District

## IA - Warrants Paid Listing

Criteria

Date Range: 11/04/2016 - 11/17/2016

Fiscal Year: 2016-2017

Vendor Name	Description	Check Total
<b>Fund: Aquatic Center</b>		
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$1,859.59
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$33.02
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$141.18
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$33.02
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$141.18
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$96.67
ISI SWIMMING INC	GENERAL SUPPLIES	\$334.00
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$32.69
<b>Fund Total:</b>		<b>\$2,671.35</b>
<b>Fund: GENERAL</b>		
95 PERCENT GROUP INC	INSTRUCTIONAL SUPPLIES	\$93.50
ADVANCE AUTO PARTS	MAINTENANCE SUPPLIES	\$6.08
ADVANCE AUTO PARTS	TRANSP. PARTS	\$476.96
ADVANTAGE	GENERAL SUPPLIES	\$118.34
AHLERS AND COONEY, P.C.	LEGAL SERVICES	\$3,652.00
AIRGAS NORTH CENTRAL	INSTRUCTIONAL SUPPLIES	\$99.54
ALLIANT ENERGY	ELECTRICITY	\$62,351.64
ANDERSON, JT	TRAVEL	\$198.90
ARCH CHEMICALS, INC	CHEMICALS	\$2,668.00
ATWATER SUE	TRAVEL	\$52.65
BAKER & TAYLOR, INC	LIBRARY BOOKS	\$707.69
BARNES & NOBLE	GENERAL SUPPLIES	\$147.43
BARNES & NOBLE	LIBRARY BOOKS	\$174.54
BAUERMEISTER BRENDA	TRAVEL	\$109.20
BISGARD SHANNON	TRAVEL	\$25.35
BLICK ART MATERIALS	INSTRUCTIONAL SUPPLIES	\$38.85
BP	GASOLINE	\$75.21
BRIZARD SYLVIE	TRAVEL	\$8.19
BRUMWELL, GRETCHEN	Professional Educational Services	\$250.00
C.J. COOPER & ASSOCIATES	PHYSICALS	\$270.00
CALCARA MARILYN	TRAVEL	\$30.50
CAPITOL R & D INC	REPAIR/MAINT SERVICE	\$835.10
CAROLINA BIOLOGICAL SUPPLY	INSTRUCTIONAL SUPPLIES	\$53.10
CARROLL DISTRIBUTING	REPAIR PARTS	\$20.44
CEDAR RAPIDS BOWLING CENTER	INSTRUCTIONAL SUPPLIES	\$264.50
CEDAR RAPIDS COMM SCH DIST	PROF SERV: EDUCATION	\$465.53
CEDAR RAPIDS COMM SCH DIST	TUITION IN STATE	\$158.28
CEDAR RAPIDS WATER DEPT	WATER/SEWER	\$1,050.04
CEDRIC EDWARD THOMAS	GENERAL SUPPLIES	\$49.56
CENTRAL STATES BUS SALES INC	TRANSP. PARTS	\$2,420.22
CENTURYLINK	TELEPHONE	\$1,086.16
CHIROPRACTIC OF IOWA	PHYSICALS	\$160.00
CHRISTOPHER DOWNARD	INSTRUCTIONAL SUPPLIES	\$50.00
CITY LAUNDERING COMPANY	INSTRUCTIONAL SUPPLIES	\$1,258.82

## Linn-Mar Community School District

### IA - Warrants Paid Listing

Criteria

Date Range: 11/04/2016 - 11/17/2016

Fiscal Year: 2016-2017

Vendor Name	Description	Check Total
CITY LAUNDERING COMPANY	LAUNDRY SERVICE	\$384.64
COLLECTION	EE LIAB-GARNISHMENTS	\$192.50
COLTON KRISTI	TRAVEL	\$31.01
CONNOLLY, WILLIAM	OFFICIAL/JUDGE	\$57.00
COOKSLEY DAWN	TRAVEL	\$32.99
COTTON GALLERY LTD.	INSTRUCTIONAL SUPPLIES	\$179.00
CR/LC SOLID WASTE AGENCY	MAINTENANCE SUPPLIES	\$15.00
CRESCENT ELECTRIC	MAINTENANCE SUPPLIES	\$175.58
CUMMINS CENTRAL POWER LLC	TRANSP. PARTS	\$453.60
DENNIS COMPANY	REPAIR PARTS	\$262.35
DVORAK JOHN	OFFICIAL/JUDGE	\$57.00
ENTERPRISE	RENTALS EQUIPMENT	\$972.19
ESPECIAL NEEDS, LLC	INSTRUCTIONAL SUPPLIES	\$17.90
FAREWAY STORES	INSTRUCTIONAL SUPPLIES	\$68.04
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$353,231.94
FEDEX OFFICE	INSTRUCTIONAL SUPPLIES	\$125.16
FISHER SCIENTIFIC	INSTRUCTIONAL SUPPLIES	\$361.82
FLOOD KEVIN	OFFICIAL/JUDGE	\$114.00
FOLLETT SCHOOL SOLUTIONS, INC	INSTRUCTIONAL SUPPLIES	\$58.01
FRY KEVIN	TRAVEL	\$30.03
GAZETTE COMMUNICATIONS INC	DUES AND FEES	\$369.20
GRANT WOOD AEA	STAFF WORKSHP/CONF	\$750.00
GRIFFITHS FRED	OFFICIAL/JUDGE	\$57.00
HAJEK AMANDA	TRAVEL	\$121.91
HANSON KRISTIN	TRAVEL	\$109.20
HARRIS COMMUNICATIONS	INSTRUCTIONAL SUPPLIES	\$19.95
HAYES ELIZABETH	TRAVEL	\$33.54
HEARTLAND HOME CARE, INC	PROF SERV: EDUCATION	\$3,355.00
HEIDELBAUER CHRISTOPHER	OFFICIAL/JUDGE	\$114.00
HEISLER DOUG	OFFICIAL/JUDGE	\$72.00
HICKS KRISTI	TRAVEL	\$54.60
HOGLUND BUS CO. INC	TRANSP. PARTS	\$397.67
HUPP ELECTRIC MOTORS	REPAIR/MAINT SERVICE	\$230.00
IASB	STAFF WORKSHP/CONF	\$100.00
IDALS	DUES AND FEES	\$30.00
IMON COMMUNICATIONS LLC	TELEPHONE	\$1,935.00
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$6,897.36
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$29,492.48
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$6,897.36
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$29,492.48
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$31,602.96
INTERSTATE ALL BATTERY CENTER	MAINTENANCE SUPPLIES	\$225.60
IOWA DEPT OF HUMAN SERVICES	MEDICAID REIMBURSE	\$107,487.69
IOWA HIGH SCHOOL MUSIC ASSOC	INSTRUCTIONAL SUPPLIES	\$60.00
IOWA SOLUTIONS	OTHER PROFESSIONAL	\$350.00

## Linn-Mar Community School District

### IA - Warrants Paid Listing

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Vendor Name	Description	Check Total
IOWA SPORTS TURFGRASS	DUES AND FEES	\$100.00
ISBGA	DUES AND FEES	\$100.00
ISFIS	OTHER PROFESSIONAL	\$468.00
JAVA CREEK	INSTRUCTIONAL SUPPLIES	\$701.99
JESSEN ALICIA	TRAVEL	\$6.86
JOHN DEERE FINANCIAL	MAINTENANCE SUPPLIES	\$54.95
KELVIN TRAN	INSTRUCTIONAL SUPPLIES	\$1,000.00
KERR, BRENDA	INSTRUCTIONAL SUPPLIES	\$100.00
KESL CAROL	TRAVEL	\$65.75
KIRKWOOD COMM COLLEGE	GENERAL SUPPLIES	\$50.00
KIRKWOOD COMM COLLEGE	TUITION-COMM COLLEGE	\$26,440.80
KOENEN KARLA	TRAVEL	\$60.33
KONA ICE OF CEDAR RAPIDS, LLC	INSTRUCTIONAL SUPPLIES	\$650.00
KRETSCHMER KELLY	TRAVEL	\$69.81
KRIEGE LESLIE	MISC REVENUE	\$2.25
LAB AIDS INC	INSTRUCTIONAL SUPPLIES	\$82.30
LAKESHORE	INSTRUCTIONAL SUPPLIES	\$567.33
LAMINATOR.COM	INSTRUCTIONAL SUPPLIES	\$129.45
LAMOTTE COMPANY	INSTRUCTIONAL SUPPLIES	\$38.60
LANE TODD	TRAVEL	\$145.78
LARUE	INSTRUCTIONAL SUPPLIES	\$180.07
LASER RESOURCES, LLC	Copies	\$9,438.91
LEARNING A-Z	INSTRUCTIONAL SUPPLIES	\$279.95
LEVEL 10	INSTRUCTIONAL SUPPLIES	\$309.00
LINN COUNTY REC	ELECTRICITY	\$23,004.43
LINN COUNTY TREASURER	INSTRUCTIONAL SUPPLIES	\$300.00
LYNCH DALLAS, P.C.	LEGAL SERVICES	\$87.50
MARION IRON CO.	INSTRUCTIONAL SUPPLIES	\$1,015.43
MARION JANITORIAL SUPPLY CO	GENERAL SUPPLIES	\$14.94
MARION TIMES	ADVERTISING	\$578.32
MARTIN CHRISTY	TRAVEL	\$32.76
MAYER-JOHNSON LLC	INSTRUCTIONAL SUPPLIES	\$656.94
McSWEENEY, CHRISTINE	TRAVEL	\$20.51
MENARDS -13127	GENERAL SUPPLIES	\$164.63
MENARDS -13127	INSTRUCTIONAL SUPPLIES	\$334.02
MERCYCARE COMMUNITY PHYSICIANS	OTHER PROFESSIONAL	\$767.20
MIDWAY OUTDOOR EQUIPMENT INC	MAINTENANCE SUPPLIES	\$410.38
MILLER MATHEW	OFFICIAL/JUDGE	\$57.00
MORAN, SHIRLEY	INSTRUCTIONAL SUPPLIES	\$233.70
MORRISON ANGIE	TRAVEL	\$260.52
MORROW JONATHAN	OFFICIAL/JUDGE	\$57.00
MOVIE LICENSING USA	INSTRUCTIONAL SUPPLIES	\$901.00
NEIBA	INSTRUCTIONAL SUPPLIES	\$486.00
NUSS STEPHANIE	TRAVEL	\$58.19
OBERBROECKLING CHRIS	OFFICIAL/JUDGE	\$57.00



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Vendor Name	Description	Check Total
ORKIN PEST CONTROL	Pest Control	\$425.00
PEIFFER RON	OFFICIAL/JUDGE	\$57.00
PEPPER J.W. & SON, INC	INSTRUCTIONAL SUPPLIES	\$2,168.74
PICKENS BARNES & ABERNATHY	LEGAL SERVICES	\$104.50
PIZZA RANCH	INSTRUCTIONAL SUPPLIES	\$93.50
PLANET X	INSTRUCTIONAL SUPPLIES	\$1,199.40
POLAR ELECTRO INC	INSTRUCTIONAL SUPPLIES	\$845.65
PROJECT LEAD THE WAY	EQUIPMENT >\$1999	\$3,015.00
PROJECT LEAD THE WAY	INSTRUCTIONAL SUPPLIES	\$1,500.00
QUILL CORPORATION	GENERAL SUPPLIES	\$56.99
QUILL CORPORATION	INSTRUCTIONAL SUPPLIES	\$140.16
RAMOS JERI	TRAVEL	\$62.24
REALLY GOOD STUFF INC	INSTRUCTIONAL SUPPLIES	\$59.33
REDEXIM TURF PRODUCTS	REPAIR PARTS	\$1,326.04
REPUBLIC SERVICES	GARBAGE COLLECTION	\$3,646.00
ROBINSON MARK	OFFICIAL/JUDGE	\$40.00
ROCHESTER ARMORED CAR CO INC	OTHER PROFESSIONAL	\$599.04
ROYAL IMAGING SUPPLIES	GENERAL SUPPLIES	\$553.50
ROYAL IMAGING SUPPLIES	INSTRUCTIONAL SUPPLIES	\$119.60
SADLER POWER TRAIN	TRANSP. PARTS	\$42.22
SCHOLASTIC BOOK FAIR INC	LIBRARY BOOKS	\$3,122.09
SCHOOL BUS SALES	TRANSP. PARTS	\$855.01
SCHOOL SPECIALTY INC	INSTRUCTIONAL SUPPLIES	\$967.07
SCHOOL-TECH, INC	MAINTENANCE SUPPLIES	\$69.54
SCHULTZ STRINGS INC	INSTRUCTIONAL SUPPLIES	\$15.73
SERVICEMASTER FIVE SEASONS JANITORIAL	OTHER PROFESSIONAL	\$154.35
SHORTER MARGARET	TRAVEL	\$54.48
SMITH BRANDON	OFFICIAL/JUDGE	\$57.00
SOCIAL THINKING	INSTRUCTIONAL SUPPLIES	\$129.96
ST MARK'S LUTHERAN CHURCH	INSTRUCTIONAL SUPPLIES	\$50.00
STAPLES	GENERAL SUPPLIES	\$124.39
STAR AUTISM SUPPORT INC	INSTRUCTIONAL SUPPLIES	\$134.20
STRAND ANNA	TRAVEL	\$40.40
SUBWAY	INSTRUCTIONAL SUPPLIES	\$1,286.25
SYMMONDS MARY	TRAVEL	\$93.60
SYSTEMS UNLIMITED, INC.	PROF SERV: EDUCATION	\$2,184.50
THILGES CHRISTOPHER	TRAVEL	\$77.84
THINKING COLLABORATIVE, LLC	STAFF WORKSHP/CONF	\$600.00
TIMBERLINE BILLING SERVICE LLC	DATA PROCESSING AND	\$9,030.58
TOYS FOR SPECIAL CHILDREN, INC	INSTRUCTIONAL SUPPLIES	\$59.00
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$15,563.92
TRIER KELLY	TRAVEL	\$148.04
TYLER BUSINESS FORMS	GENERAL SUPPLIES	\$773.48
U.S. CELLULAR	TELEPHONE	\$1,041.46
U.S. GAMES	INSTRUCTIONAL SUPPLIES	\$5,990.00

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Vendor Name	Description	Check Total
VALUE INSPIRED PRODUCTS/SERVICES	INSTRUCTIONAL SUPPLIES	\$430.00
VAN METER CO	MAINTENANCE SUPPLIES	\$987.47
VIS ALISON	TRAVEL	\$95.16
VOGEL JANICE	TRAVEL	\$27.30
WAGNER MITCHELL	OFFICIAL/JUDGE	\$57.00
WALSH DOOR & HARDWARE	REPAIR PARTS	\$100.00
WALTER KATIE	TRAVEL	\$50.70
WARD'S NATURAL SCIENCE	INSTRUCTIONAL SUPPLIES	\$1,523.88
WEST MUSIC CO	EQUIPMENT >\$1999	\$625.00
WEST MUSIC CO	EQUIPMENT REPAIR	\$184.00
WEST MUSIC CO	INSTRUCTIONAL SUPPLIES	\$2,279.40
WOOD LOREN	OFFICIAL/JUDGE	\$72.00
ZIMMERMAN JESSICA	TRAVEL	\$34.83

**Fund Total: \$792,184.22**

**Fund: NUTRITION SERVICES**

ANDERSON ERICKSON DAIRY CO	PURCHASE FOOD	\$21,151.84
CITY LAUNDERING COMPANY	LAUNDRY SERVICE	\$1,853.27
EARTHGRAINS	PURCHASE FOOD	\$3,860.73
EMS DETERGENT SERVICES	CLEANING PRODUCTS	\$867.25
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$41,860.53
FISH STACY	TRAVEL	\$20.75
GANDER KYLI	UNEARNED REVENUE	\$12.15
GOODWIN TUCKER GROUP	REPAIR/MAINT SERVICE	\$554.81
GRAINGER	EQUIPMENT REPAIR	\$103.50
HENDERSON MISTY	UNEARNED REVENUE	\$30.00
HUMITECH OF IOWA INC	REPAIR/MAINT SERVICE	\$40.00
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$867.74
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$3,710.36
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$867.74
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$3,710.36
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$4,003.54
KECK, INC.	PURCHASE FOOD	\$1,411.35
KNIGHT SUSAN	TRAVEL	\$4.13
LASER RESOURCES, LLC	Copies	\$11.81
LEANDER JOS	UNEARNED REVENUE	\$29.80
MEADER KEN	UNEARNED REVENUE	\$7.20
RAN MEI	UNEARNED REVENUE	\$31.30
RAPIDS WHOLESALE EQUIP CO	GENERAL SUPPLIES	\$915.00
REINHART INSTITUTIONAL FOODS INC	GENERAL SUPPLIES	\$363.66
REINHART INSTITUTIONAL FOODS INC	PAPER PRODUCT SUPPLY	\$6,152.92
REINHART INSTITUTIONAL FOODS INC	PURCHASE FOOD	\$109,943.84
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$1,785.52
WETLAUFER DENA	UNEARNED REVENUE	\$19.35

**Fund Total: \$204,190.45**

## Linn-Mar Community School District

### IA - Warrants Paid Listing

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Vendor Name	Description	Check Total
<b>Fund: PHY PLANT &amp; EQ LEVY</b>		
ALLIED GLASS PRODUCTS INC	CONSTRUCTION SERV	\$3,802.00
BRECKE	CONSTRUCTION SERV	\$1,677.60
COMMUSA	EQUIPMENT >\$1999	\$965.57
DE LAGE LANDEN PUBLIC FINANCE	COMPUTER/COPIER RENT	\$4,525.00
DLR GROUP INC	ARCHITECT	\$369.80
IOWA DIRECT EQUIP & APPRAISAL	EQUIPMENT >\$1999	\$9,900.00
IOWA-ILLINOIS INSULATION INC	BLDG. CONST SUPPLIES	\$1,680.00
MAKA BLIND COMPANY	CONSTRUCTION SERV	\$1,500.00
OPN ARCHITECTS, INC.	ARCHITECT	\$2,196.36
PEARSON WALL SYSTEMS	CONSTRUCTION SERV	\$851.45
<b>Fund Total:</b>		<b>\$27,467.78</b>
<b>Fund: Pool 10 Million Issue and 2013 10M Issue</b>		
DLR GROUP INC	ARCHITECT	\$20,033.62
ECCO MIDWEST, INC	CONSTRUCTION SERV	\$515.92
<b>Fund Total:</b>		<b>\$20,549.54</b>
<b>Fund: PUB ED &amp; REC LEVY</b>		
CROELL REDI-MIX INC	GROUNDS UPKEEP	\$2,091.00
WENDLING QUARRIES	GROUNDS UPKEEP	\$230.04
<b>Fund Total:</b>		<b>\$2,321.04</b>
<b>Fund: STUDENT ACTIVITY</b>		
AMBROSY TODD	OFFICIAL/JUDGE	\$242.00
AMERICAN SPECIALTIES	INSTRUCTIONAL SUPPLIES	\$247.20
ASPI SOLUTIONS, INC	INSTRUCTIONAL SUPPLIES	\$150.00
BOB ROGERS TRAVEL	TRAVEL	\$11,500.00
BONWELL MIKE	OFFICIAL/JUDGE	\$88.00
BOOSTER CLUB	INSTRUCTIONAL SUPPLIES	\$189.40
BROOKE'S EMBROIDERY	DUES AND FEES	\$500.00
BROWN DAVID	TRAVEL	\$405.60
BURKLE CORY	OFFICIAL/JUDGE	\$154.00
CITYWIDE CLEANERS	INSTRUCTIONAL SUPPLIES	\$506.00
CONNOLLY, WILLIAM	OFFICIAL/JUDGE	\$88.00
COPYWORKS	INSTRUCTIONAL SUPPLIES	\$98.50
COTTON GALLERY LTD.	INSTRUCTIONAL SUPPLIES	\$3,935.95
DOMINO'S PIZZA-4359	INSTRUCTIONAL SUPPLIES	\$455.96
DONNER, MATTHEW	OFFICIAL/JUDGE	\$198.00
DVORAK JOHN	OFFICIAL/JUDGE	\$66.00
FAREWAY STORES	INSTRUCTIONAL SUPPLIES	\$303.60
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$335.17
GARMENT DESIGN	INSTRUCTIONAL SUPPLIES	\$170.25
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$5.64
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$24.11
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$5.64
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$24.11

## Linn-Mar Community School District

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Vendor Name	Description	Check Total
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$29.38
IOWA GIRLS COACHES ASSOCIATION	INSTRUCTIONAL SUPPLIES	\$50.00
IOWA GIRLS HIGH SCHOOL ATHLETIC UNION	INSTRUCTIONAL SUPPLIES	\$3,150.00
IOWA HIGH SCHOOL MUSIC ASSOC	DUES AND FEES	\$560.00
KEEL BILL	OFFICIAL/JUDGE	\$66.00
KEY CLUB INTERNATIONAL	DUES AND FEES	\$1,885.00
LETTER PERFECT	INSTRUCTIONAL SUPPLIES	\$1,469.06
LEVEL 10	INSTRUCTIONAL SUPPLIES	\$896.00
MENARDS -13127	INSTRUCTIONAL SUPPLIES	\$266.83
MH ADVERTISING SPECIALTIES	INSTRUCTIONAL SUPPLIES	\$1,005.00
MOE TONYA	TRAVEL	\$235.56
NEFF	INSTRUCTIONAL SUPPLIES	\$284.73
PEPPER J.W. & SON, INC	INSTRUCTIONAL SUPPLIES	\$88.24
PLAY IT AGAIN SPORTS	INSTRUCTIONAL SUPPLIES	\$629.93
SOUND CONCEPTS INC	INSTRUCTIONAL SUPPLIES	\$169.53
THIRST PROJECT	INSTRUCTIONAL SUPPLIES	\$600.00
THOMPSON RACHEL	OFFICIAL/JUDGE	\$170.00
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$7.58
UNICEF	INSTRUCTIONAL SUPPLIES	\$172.79
WAGNER, STEVEN	OFFICIAL/JUDGE	\$66.00
WISE STEVE	OFFICIAL/JUDGE	\$176.00
YANECEK DOUG	OFFICIAL/JUDGE	\$154.00
ZIO JOHNNO'S	INSTRUCTIONAL SUPPLIES	\$200.00
<b>Fund Total:</b>		<b>\$32,024.76</b>
<b>Fund: Student Store</b>		
BRANDED CUSTOM SPORTSWEAR, INC	GENERAL SUPPLIES	\$1,632.89
COTTON GALLERY LTD.	GENERAL SUPPLIES	\$96.00
SPIRIT PRODUCTS LTD	GENERAL SUPPLIES	\$176.16
<b>Fund Total:</b>		<b>\$1,905.05</b>
<b>Grand Total:</b>		<b>\$1,083,314.19</b>

End of Report



HCC Specialty  
401 Edgewater Place, Suite 400 Wakefield, Massachusetts 01880  
main 781 994 6000 facsimile 781 994 6001

**WEATHER INSURANCE APPLICATION**

Producer Company HCC Specialty Mailing Address \_\_\_\_\_  
 Producer Name \_\_\_\_\_  
 Telephone No. \_\_\_\_\_ Facsimile No. \_\_\_\_\_  
 Email Address \_\_\_\_\_ Web Site Address \_\_\_\_\_  
 Producer Licensed  Yes  No E & O Insurance  Yes  No  
 Producer's License Number \_\_\_\_\_

Insured Name Linn-Mar HS Contact Person Kim Buelt  
 Insured Address 3111 N. 10<sup>th</sup> St. Telephone No. \_\_\_\_\_  
Marion, IA 52302 Facsimile No. 319-447-3044  
 Email Address kbuelte@linnmar.k12.ia.us Facsimile No. 319-447-0486

Has event had weather insurance coverage previously? yes If yes, when: 1/16  
 If applicable, \_\_\_\_\_ Carrier used: HCC Specialty  
 Loss history: ∅  
 Event Type Show choir competition Event Location(s) Marion, IA  
 Zip Code(s) 52302

Dates of Event	Hours of Event	Hours of Coverage	Limit Per Day
<u>1/14/17</u>	<u>8:00 AM - 11:30 PM</u>	<u>8:00 PM - 11:30 PM</u>	<u>\$20,000</u>
_____	_____	<u>1/13/16 1/14/17</u>	_____
_____	_____	_____	_____

**RAIN**

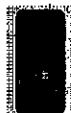
I. Total Accumulation:	1/100" <input type="checkbox"/>	1/20" <input type="checkbox"/>	1/10" <input type="checkbox"/>	1/5" <input type="checkbox"/>	1/4" <input type="checkbox"/>	1/3" <input type="checkbox"/>	1/2" <input type="checkbox"/>	3/4" <input type="checkbox"/>	Other _____ <input type="checkbox"/>
II. Rain Free Hours:	Rain Free Hours Definition:				1/100" <input type="checkbox"/>	2/100" <input type="checkbox"/>	3/100" <input type="checkbox"/>	5/100" <input type="checkbox"/>	Other _____ <input type="checkbox"/>
_____ hours out of _____ hours									

**ALTERNATIVE PERIL OPTIONS**

<input type="checkbox"/> Snow	<input type="checkbox"/> Lightning	Fog
<input type="checkbox"/> Temperature <input type="checkbox"/> MAX <input type="checkbox"/> MIN	<input type="checkbox"/> Hurricane	<input type="checkbox"/> Tornado
<input type="checkbox"/> Wind Speed _____	<input checked="" type="checkbox"/> Adverse Weather Describe <u>Travel Advisory or</u> <u>Travel Restriction</u>	<input type="checkbox"/> Other

**Claim Settlement (choose one):**

- Weather Analytics (\$50 per insured date)**  
 Third-party observer which uses industry-changing and proprietary, hyper-local climate data to more accurately verify weather conditions at the exact location of the event per insured date. This service also includes:



**NEW – Smartphone App / IMPROVED – hands-on claim verification:** Using innovative technology, you will have the ability to download a smartphone app to immediately verify if there was a claim and view and download a detailed hourly report of the

weather data. Based on this report, if validated, a claim check will automatically be sent within 72 hours of claim notification by Weather Analytics.

**Closest National Weather Station** – (approximately XX miles away). Please be advised that weather conditions and location can vary dramatically. If your event location is more than five miles away from the Closest National Weather Station as identified above, you should consider an alternative claim verification source.

**Independent On-Site Weather Observer** - (Approx. \$50 per hour plus travel expenses & subject to HCC Specialty approval)

*If an approved independent weather observer is not secured by the insured, for purposes of claim verification, HCC Specialty will designate the closest approved recording station in the terms of the contract. Should the insured require additional information regarding an observer, please contact HCC Specialty.*

## WEATHER INSURANCE APPLICATION

**NOTICE TO APPLICANTS:** ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION OR, CONCEALS, FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, COMMITS A FRAUDULENT ACT, WHICH IS A CRIME AND MAY SUBJECT SUCH PERSON TO CRIMINAL AND CIVIL PENALTIES.

**NOTICE TO ARKANSAS AND NEW MEXICO APPLICANTS:** ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT, OR KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO FINES AND CONFINEMENT IN PRISON.

**NOTICE TO COLORADO APPLICANTS:** IT IS UNLAWFUL TO KNOWINGLY PROVIDE FALSE, INCOMPLETE, OR MISLEADING FACTS OR INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING OR ATTEMPTING TO DEFRAUD THE COMPANY. PENALTIES MAY INCLUDE IMPRISONMENT, FINES, DENIAL OF INSURANCE, AND CIVIL DAMAGES. ANY INSURANCE COMPANY OR AGENT OF AN INSURANCE COMPANY WHO KNOWINGLY PROVIDES FALSE, INCOMPLETE, OR MISLEADING FACTS OR INFORMATION TO A POLICYHOLDER OR CLAIMANT FOR THE PURPOSE OF DEFRAUDING OR ATTEMPTING TO DEFRAUD THE POLICYHOLDER OR CLAIMANT WITH REGARD TO A SETTLEMENT OR AWARD PAYABLE FROM INSURANCE PROCEEDS SHALL BE REPORTED TO THE COLORADO DIVISION OF INSURANCE WITHIN THE DEPARTMENT OF REGULATORY AUTHORITIES

**NOTICE TO DISTRICT OF COLUMBIA APPLICANTS:** WARNING: IT IS A CRIME TO PROVIDE FALSE OR MISLEADING INFORMATION TO AN INSURER FOR THE PURPOSE OF DEFRAUDING THE INSURER OR ANY OTHER PERSON. PENALTIES INCLUDE IMPRISONMENT AND/OR FINES. IN ADDITION, AN INSURER MAY DENY INSURANCE BENEFITS IF FALSE INFORMATION MATERIALLY RELATED TO A CLAIM WAS PROVIDED BY THE APPLICANT.

**NOTICE TO FLORIDA APPLICANTS:** ANY PERSON WHO KNOWINGLY AND WITH INTENT TO INJURE, DEFRAUD, OR DECEIVE ANY INSURER FILES A STATEMENT OF CLAIM OR AN APPLICATION CONTAINING ANY FALSE, INCOMPLETE OR MISLEADING INFORMATION IS GUILTY OF A FELONY IN THE THIRD DEGREE.

**NOTICE TO KENTUCKY APPLICANTS:** ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE CONTAINING ANY MATERIALLY FALSE INFORMATION, OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME.

**NOTICE TO LOUISIANA APPLICANTS:** ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO FINES AND CONFINEMENT IN PRISON.

**NOTICE TO MAINE APPLICANTS:** IT IS A CRIME TO KNOWINGLY PROVIDE FALSE, INCOMPLETE OR MISLEADING INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING THE COMPANY. PENALTIES MAY INCLUDE IMPRISONMENT, FINES OR A DENIAL OF INSURANCE BENEFITS.

**NOTICE TO NEW JERSEY APPLICANTS:** ANY PERSON WHO INCLUDES ANY FALSE OR MISLEADING INFORMATION ON AN APPLICATION FOR AN INSURANCE POLICY IS SUBJECT TO CRIMINAL AND CIVIL PENALTIES.

**NOTICE TO NEW YORK APPLICANTS:** ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION, OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO, COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME, AND SHALL ALSO BE SUBJECT TO A CIVIL PENALTY NOT TO EXCEED FIVE THOUSAND DOLLARS AND THE STATED VALUE OF THE CLAIM FOR EACH SUCH VIOLATION.

**NOTICE TO OHIO APPLICANTS:** ANY PERSON WHO, WITH INTENT TO DEFRAUD OR KNOWING THAT HE IS FACILITATING A FRAUD AGAINST AN INSURER, SUBMITS AN APPLICATION OR FILES A CLAIM CONTAINING A FALSE OR DECEPTIVE STATEMENT IS GUILTY OF INSURANCE FRAUD.

**NOTICE TO OKLAHOMA APPLICANTS:** WARNING: ANY PERSON WHO KNOWINGLY, AND WITH INTENT TO INJURE, DEFRAUD OR DECEIVE ANY INSURER, MAKES ANY CLAIM FOR THE PROCEEDS OF AN INSURANCE POLICY CONTAINING ANY FALSE, INCOMPLETE OR MISLEADING INFORMATION IS GUILTY OF A FELONY (365:15-1-10, 36 §3613.1).

**NOTICE TO PENNSYLVANIA APPLICANTS:** ANY PERSON WHO KNOWINGLY AND WITH INTENT TO DEFRAUD ANY INSURANCE COMPANY OR OTHER PERSON FILES AN APPLICATION FOR INSURANCE OR STATEMENT OF CLAIM CONTAINING ANY MATERIALLY FALSE INFORMATION OR CONCEALS FOR THE PURPOSE OF MISLEADING, INFORMATION CONCERNING ANY FACT MATERIAL THERETO COMMITS A FRAUDULENT INSURANCE ACT, WHICH IS A CRIME AND SUBJECTS SUCH PERSON TO CRIMINAL AND CIVIL PENALTIES.

**NOTICE TO TENNESSEE AND VIRGINIA APPLICANTS:** IT IS A CRIME TO KNOWINGLY PROVIDE FALSE, INCOMPLETE OR MISLEADING INFORMATION TO AN INSURANCE COMPANY FOR THE PURPOSE OF DEFRAUDING THE COMPANY. PENALTIES INCLUDE IMPRISONMENT, FINES AND DENIAL OF INSURANCE BENEFITS.

***Coverage is subject to a completed application, full premium payment a minimum of 7 days prior to coverage inception, and acceptance/approval of HCC Specialty.***

**WEATHER INSURANCE IS PREPAID, FULLY EARNED AND CANNOT BE CANCELLED**

**Agent/Broker  
Signature \_\_\_\_\_  
Date \_\_\_\_\_**

**Insured  
Signature \_\_\_\_\_  
Date \_\_\_\_\_**

**Iowa Cash Rent Farm Lease (Short Form)**

Owner: Linn-Mar Community School District Operator: RJ Carson Year: 2017

**1. Legal Description:**

15 acres in a subdivision located in the W ½ of the NW ¼ of Section 34-84-6, Linn County, Iowa, and known as Waterlinn Park Addition in the City of Marion, Linn County, Iowa.

**2. Terms Of Lease:** Beginning March 1, 2017, and ending the last day of February, 2018. Continuing thereafter from year to year, unless terminated by either party according to Iowa Law on or before September 1 effective the following March 1.

**3. There are 15 contract acres available** according to county FSA records (FSA form 578).

The following housing, buildings and storage structures located on the Real Estate may be used by the Operator for the following purposes:

<u>Structure</u>	<u>Purpose</u>
<u>N/A</u>	<u>N/A</u>

In the event of damage or destruction of buildings or structures listed above, the Owner will have the option to replace them or provide their functional equivalent operator for the purpose described above within a reasonable period of time, or make adjustments to the terms of this lease in lieu of replacement.

**4. Cash Rent** Operator agrees to pay the Owner cash rent for the use of part or all of the Real Estate as follows:

<u>Description</u>	<u>Amount</u>
Cropland	<u>15</u> acres @ \$ <u>261</u> \$ <u>3,915</u>
Cropland	_____ acres @ \$ _____ \$ _____
Established hay land	_____ acres @ \$ _____ \$ _____
Pasture	_____ acres @ \$ _____ \$ _____
Buildings & storage structures, housing	\$ _____
Total annual rent	<u>\$ 3,915</u>

**The cash rent shall be due and payable as follows:** 12-30-17 Due Date \$3,915 Amount

**5. USDA Commodity Program Payments:** Payments shall be paid to the Operator unless otherwise agreed on with the Farm Service Agency.

**6. Hunting Rights:** Hunting rights belong to the X Owner    Operator (No Hunting Allowed)



7. **Division Of Expense:** All crop production expenses are the responsibility of the Operator. Cost of lime and application will be treated as follows: Operator Expense
8. **Expenses:** No expense shall be incurred by the Operator for or on an account of the Owner without first obtaining written permission from the Owner. The Operator agrees to take no actions that might cause a mechanic's or other lien to be imposed upon the Real Estate and agrees to indemnify the Owner if actions are taken by the Operator that result in such a lien being imposed.
9. **Repair and Maintenance:** Buildings and Fences for minor repairs: Owner will furnish all materials and Operator will provide the labor at no charge. New Fence: Owner to furnish all materials and one-half of the cost of labor. Operator to provide one-half of the labor and all of the equipment to construct fence. Owner will pay 100% of the cost to clear fence row when necessary.
10. **Operator's Duties:** Operator agrees to operate the farm in an efficient and workmanlike manner, control weeds and brush in the fields, fence rows, road ditches, provide proper maintenance to control erosion and maintain waterways and tiles, and building lots and all other areas of the farm where access is possible. Operator agrees, on termination of the lease, to yield prompt possession of the farm to the owner.
11. **Owner's Duties:** Owner agrees to warrant and defend the Operator's possessions against all persons as long as this lease remains in effect. The Owner will promptly pay taxes and carry insurance on his/her interest in the property.
12. **Compensation:** Operator shall have the right to take away from the farm any movable buildings and fixtures which he/she has replaced upon the farm at his/her own expense. Such moving must be done within 60 days after termination of the lease. The Operator must leave the premises from which such improvements are removed in as good condition as they were before said removal or compensate the Owner for damages. Each party shall present to the other all such claims for compensation in writing at the termination of the lease. The Operator shall receive compensation from the Owner for the unprotected value for the following items upon termination of the lease provided that the value and date of completion are documented:  
Item a. N/A Item b. N/A Item c. N/A Item d. N/A
13. **Transfer of Interest:** The Operator agrees not to lease or sublet any part of the Real Estate nor assign this lease to any other person, nor sublease any or all of the property described herein without prior written permission of the Owner. This lease shall be binding upon the heirs, assignees, or successors in interest of both parties. The Owner should sell or otherwise transfer title to the Real Estate, the Owner will do so subject to the provisions of this lease.
14. **Changes In Lease Terms:** The conduct, representation, or statement of either party, by act or omission shall not be construed as a material alteration of this lease until such provision is reduced to writing and executed by both parties as an addendum to this lease.
15. **Rights of Entry:** The owner reserves the right to enter the premise at any time for any reason. Upon notice of the lease termination, the Operator agrees to permit the Owner or the Owner's lessee or agent to enter the premise to do customary tillage and operations on any land from which the current crops have been removed.

**16. Violation of Terms:** If the Operator fails to keep any agreement contained in this lease, the lease shall then terminate and the Owner or legal representative shall have the right to take immediate possession of the premises.

**17. Other Provisions:**

**18. Arbitration:** Any disputes between the Owner and Operator not covered by the terms this lease may be submitted by either party for arbitration at a reasonable fee by three disinterested persons, one of whom shall be selected by the Owner, one by the Operator, and the third by the previously named two. If and when disputes are submitted, a majority decision of the arbitrators shall be binding upon the parties to the lease.

In Witness whereof, we agree to the terms and conditions of this lease and we affix our signatures this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

Operator

RJ Carson

RJ Carson

For (business entity)

2830 Brandon Court, Marion IA 52302

Address

319-377-9559

Telephone

Board President

Board Secretary

Linn-Mar Community School District

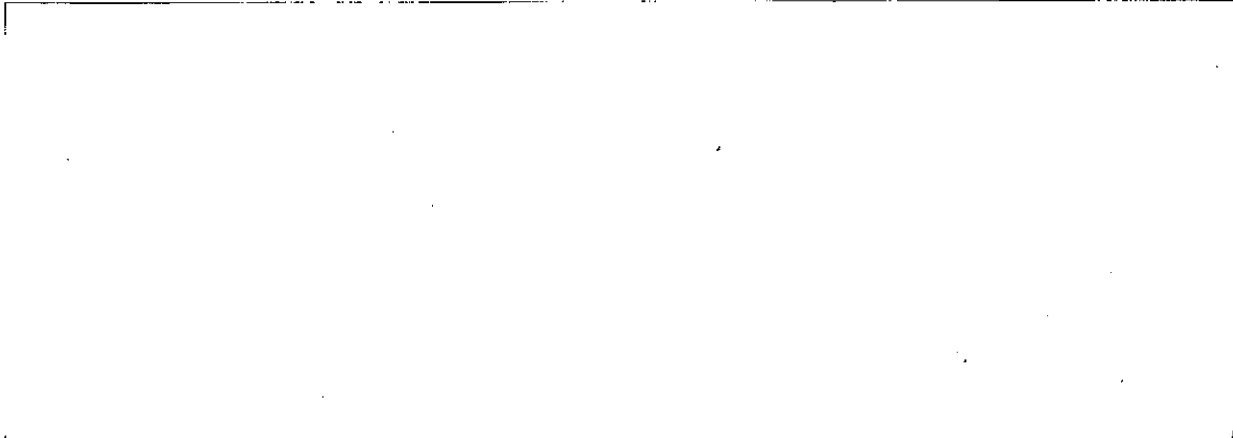
By (owners representatives)

2999 North 10<sup>th</sup> Street, Marion, IA 52302

Address

319-447-3000

Telephone



## 2016 CASH RENTAL SURVEY FOR CROP REPORTING DISTRICT 6

County	District Average	Benton	Cedar	Clinton	Iowa	Jackson	Johnson	Jones	Linn	Muscatine	Scott
Number of responses <sup>1/</sup>	169	18	25	17	16	18	16	15	16	15	13
2011 - 2015 avg. corn yield	171	165	177	178	173	169	171	169	167	168	173
2011 - 2015 avg. bean yield	54	52	56	56	52	53	51	55	51	54	58
Avg. row crop CSR2 index	81	85	86	74	79	68	83	77	86	82	87
<b>Typical Cash Rent for Corn and Soybeans, \$ per tillable acre</b>											
Overall average	\$242	\$246	\$237	\$241	\$229	\$246	\$219	\$248	\$261	\$223	\$265
<b>High quality third</b>											
Average response	\$289	\$280	\$274	\$289	\$275	\$293	\$252	\$300	\$310	\$289	\$324
Range of responses		225-330	175-350	220-340	210-320	225-350	165-300	250-375	270-350	230-350	250-375
<b>Medium quality third</b>											
Average response	\$242	\$254	\$237	\$234	\$223	\$249	\$226	\$253	\$266	\$220	\$254
Range of responses		190-300	140-300	170-280	170-300	175-310	140-290	220-300	240-300	180-250	175-300
<b>Low quality third</b>											
Average response	\$195	\$206	\$201	\$201	\$188	\$197	\$180	\$191	\$208	\$160	\$216
Range of responses		135-260	100-250	170-250	145-225	125-250	110-225	175-225	190-240	105-220	160-270
<b>Typical Corn Yield, bu. per acre</b>											
High third	182	183	195	191	176	172	172	180	181	182	186
Middle third	161	164	176	169	158	150	147	161	158	156	169
Low third	132	135	153	139	129	126	110	131	132	131	137
<b>Average Rents per 5-year Average Yield or CSR2</b>											
Rent per bu. of corn yield	\$1.41	\$1.49	\$1.34	\$1.35	\$1.32	\$1.46	\$1.28	\$1.47	\$1.56	\$1.33	\$1.53
Rent per bu. of bean yield	\$4.49	\$4.73	\$4.23	\$4.30	\$4.40	\$4.64	\$4.29	\$4.51	\$5.12	\$4.13	\$4.57
Rent per CSR2 index point	\$3.01	\$2.89	\$2.76	\$3.26	\$2.90	\$3.62	\$2.64	\$3.22	\$3.03	\$2.72	\$3.05
<b>Typical Cash Rent for Oats, Hay, and Pasture, \$ per acre<sup>2/</sup></b>											
Alfalfa hay, established	\$185			\$178		\$196					
Grass hay, established	\$144					\$158					
Oats	\$151					\$155					
Improved perm. pasture	\$88					\$90					
Unimproved perm. pasture	\$55	\$46	\$49			\$54		\$72			
Pasture, \$/AUM	\$22					\$20					
Cornstalk grazing	\$11										
Hunting rights	\$16										

<sup>1/</sup> Number of responses is the number of individuals who provided information about typical rental rates in the county. Rental data was not collected by individual farm.

<sup>2/</sup> No values are reported if fewer than five responses were received.

## School Finance Report October 31, 2015

33% of the School Year Complete

	Current Budget	Beginning Fund Balance	Y-T-D Revenue	Exp This Mon	Exp. Last Month	Exp Y-T-D	% Exp (Budget)		Balance (Budget)	Balance (Revenues)	Balance (Fund)
1) Instructional (1000-1999)	\$51,825,000			\$4,185,883	\$4,776,662	\$10,326,750	19.9%		\$41,498,250		
2) Support Services(2000-2999)	\$26,019,000			\$2,091,813	\$1,964,713	\$6,814,006	26.2%		\$19,204,994		
3) Non-Instructional(3000-3999)	\$4,081,000			\$411,922	\$209,462	\$689,722	16.9%		\$3,391,278		
4) Other Expenditures((4000-5299)	\$35,916,786			\$1,933,684	\$2,493,606	\$22,051,513	28.1%	w/o transf	\$13,865,273		
<b>Total</b>	<b>\$117,841,786</b>			<b>\$ 8,623,303</b>	<b>\$ 9,444,443</b>	<b>\$ 39,881,992</b>	<b>23.7%</b>	w/o transf	<b>\$77,959,794</b>		
Interfund Transfers	\$26,200,952			\$ 493,603	\$ 493,603	\$ 11,974,411	45.7%		\$14,226,541		
Operating Fund-10	\$76,416,786	\$10,405,877	\$18,702,197	\$6,145,086	\$5,634,751	\$14,116,431	18.5%		62,300,355	4,585,766	14,991,643
PPEL-36	\$3,725,000	\$3,733,684	\$1,330,201	\$237,506	\$634,294	\$1,496,460	40.2%		2,228,540	(166,259)	3,567,425
Management-22	\$1,242,000	\$2,182,209	\$441,763	\$712	\$21,082	\$1,223,016	98.5%		18,984	(781,254)	1,400,955
Activity-21	\$1,400,000	\$647,290	\$601,370	\$78,978	\$286,861	\$491,989	35.1%		908,011	109,382	756,672
Nutrition-61	\$3,965,000	\$1,114,878	\$601,538	\$405,724	\$190,450	\$633,766	16.0%		3,331,234	(32,229)	1,082,649
SAVE-33	\$1,100,000	\$7,074,306	\$11,651,704	\$500,323	\$619,562	\$12,674,293	1152.2%		(11,574,293)	(1,022,589)	6,051,717
Debt Service-40	\$9,300,000	\$3,017,710	\$3,527,326	\$0	\$0	\$3,304,408	35.5%		5,995,592	222,917	3,240,627
Other Capitol Projects-35	\$20,000,000	\$1,152,258	\$10,003,436	\$1,016,658	\$1,515,432	\$5,514,317	27.6%		14,485,683	4,489,119	5,641,377
PERL-24	\$543,000	\$516,196	\$101,635	\$221,445	\$20,651	\$354,851	65.4%		188,149	(253,216)	262,980
Aquatic Center-65	\$140,000	\$78,258	\$53,240	\$15,987	\$25,660	\$68,978	49.3%		71,022	(15,738)	62,520
Student Store-68	\$10,000	\$2,202	\$6,784	\$883	\$2,095	\$3,482	34.8%		6,518	3,302	5,503
<b>Total</b>	<b>\$117,841,786</b>	<b>\$29,924,868</b>	<b>\$47,021,193</b>	<b>\$8,623,303</b>	<b>\$8,950,840</b>	<b>\$39,881,992</b>	<b>33.8%</b>		<b>77,959,794</b>	<b>7,139,201</b>	<b>37,064,069</b>
Interfund Transfers	\$26,200,952		\$11,480,808	\$493,603	\$493,603	\$11,974,411	0.0%		14,226,541		

Linn-Mar Community School District

Cash Balances

Fiscal Year: 2015-2016

Date Range: 10/01/2015 - 10/31/2015

Account Number	Title	Beginning Balance	Increases Debits	Decreases Credits	Cash Balance
10.0001.0000.000.0000.101000	CASH IN BANK	7,343,109.36	14,667,751.01	6,618,398.87	15,392,461.50
21.0001.0000.000.0000.101000	CASH IN BANK	0.00	2,978.63	2,978.63	0.00
21.0002.0000.000.0000.101000	CASH IN BANK	689,139.73	333,292.67	262,385.22	760,047.18
22.0006.0000.000.0000.101000	CASH IN BANK	1,002,438.23	399,228.95	712.00	1,400,955.18
24.0001.0000.000.0000.101000	CASH IN BANK	0.00	3,321.95	3,321.95	0.00
24.0003.0000.000.0000.101000	CASH IN BANK	385,949.18	98,476.57	221,445.36	262,980.39
33.0000.0000.000.0000.111008	REV BOND RESERVE INVESTMENT	321,500.00	0.00	0.00	321,500.00
33.0000.0000.000.0000.111010	1.885 REV BOND RESERVE CD	1,885,000.00	0.00	0.00	1,885,000.00
33.0000.0000.000.0000.111011	1.555 RESERVE CD	694,000.00	0.00	0.00	694,000.00
33.0000.0000.000.0000.111012	938,977 RESERVE CD	944,280.80	0.00	0.00	944,280.80
33.0000.0000.000.0000.111013	2013 Reserve CD Ohnward	966,803.12	0.00	0.00	966,803.12
33.0003.0000.000.0000.101000	CASH IN BANK	614,272.77	1,980,940.09	1,380,572.53	1,214,640.33
35.0003.0000.000.0000.101000	CASH IN BANK	6,657,149.77	885.31	1,016,658.39	5,641,376.69
36.0003.0000.000.0000.101000	CASH IN BANK	2,524,486.77	1,280,443.86	237,505.78	3,567,424.85
40.0003.0000.000.0000.101000	CASH IN BANK	1,238,850.23	2,001,776.88	0.00	3,240,627.11
61.0001.0000.000.0000.101000	CASH IN BANK	0.00	226,200.69	226,200.69	0.00
61.0004.0000.000.0000.101000	CASH IN BANK	1,621,381.72	258,771.54	407,433.95	1,472,719.31
65.0001.0000.000.0000.101000	CASH IN BANK	0.00	9,163.46	9,163.46	0.00
65.0002.0000.000.0000.101000	CASH IN BANK	64,504.45	22,271.72	20,485.19	66,290.98
68.0002.0000.000.0000.101000	CASH IN BANK	4,356.37	2,140.59	993.59	5,503.37
		26,957,222.50	21,287,643.92	10,408,255.61	37,836,610.81

End of Report

## School Finance Report October 31, 2016

34% of the School Year Complete

	Current Budget	Beginning Fund Balance	Y-T-D Revenue	Exp This Mon	Exp. Last Month	Exp Y-T-D	% Exp (Budget)		Balance (Budget)	Balance (Revenues)	Balance (Fund)
1) Instructional (1000-1999)	\$54,600,000			\$4,432,256	\$4,190,024	\$10,632,178	19.5%		\$43,967,822		
2) Support Services(2000-2999)	\$26,900,000			\$2,146,116	\$1,967,786	\$7,066,462	26.3%		\$19,833,538		
3) Non-Instructional(3000-3999)	\$3,838,000			\$403,595	\$254,322	\$741,876	19.3%		\$3,096,124		
4) Other Expenditures((4000-5299)	\$25,395,416			\$1,858,240	\$1,760,868	\$11,791,660	38.6%	w/o transf	\$13,603,756		
<b>Total</b>	<b>\$110,733,416</b>			<b>\$ 8,840,206</b>	<b>\$ 8,172,999</b>	<b>\$ 30,232,176</b>	<b>25.5%</b>	w/o transf	<b>\$80,501,240</b>		
Interfund Transfers	\$7,161,226			\$ 495,935	\$ 495,935	\$1,983,442	27.7%		\$5,177,784		
Operating Fund-10	\$80,197,783	\$10,126,244	\$20,558,460	\$6,739,186	\$6,175,441	\$16,001,394	20.0%		64,196,389	4,557,066	14,683,310
Activity-21	\$1,375,000	\$555,799	\$438,870	\$64,676	\$156,964	\$272,708	19.8%		1,102,292	166,162	721,961
Management-22	\$1,145,000	\$2,013,570	\$387,154	\$0	\$51,870	\$1,140,434	99.6%		4,566	(753,280)	1,260,291
PERL-24	\$423,000	\$320,776	\$99,812	\$5,040	\$16,967	\$57,147	13.5%		365,853	42,665	363,441
SAVE-33	\$1,825,000	\$7,031,752	\$1,148,928	\$495,935	\$517,521	\$2,640,100	144.7%		(815,100)	(1,491,171)	5,540,581
Other Capitol Projects-35	\$5,000,000	\$4,957,033	\$2,730	\$668,421	\$490,046	\$2,435,836	48.7%		2,564,164	(2,433,106)	2,523,927
PPEL-36	\$5,860,000	\$3,478,709	\$1,371,286	\$454,152	\$500,455	\$2,359,915	40.3%		3,500,085	(988,629)	2,490,080
Debt Service-40	\$11,022,633	\$4,236,478	\$3,489,586	\$0	\$0	\$4,563,116	41.4%		6,459,517	(1,073,531)	3,162,947
Nutrition-61	\$3,585,000	\$1,153,321	\$407,335	\$395,765	\$251,060	\$692,976	19.3%		2,892,024	(285,641)	867,679
Aquatic Center-65	\$275,000	\$136,654	\$52,808	\$13,907	\$11,855	\$64,157	23.3%		210,843	(11,350)	125,304
Student Store-68	\$25,000	\$1,811	\$13,979	\$3,124	\$820	\$4,392	17.6%		20,608	9,587	11,397
<b>Total</b>	<b>\$110,733,416</b>	<b>\$34,012,147</b>	<b>\$27,970,948</b>	<b>\$8,840,206</b>	<b>\$8,172,999</b>	<b>\$30,232,176</b>	<b>27.3%</b>		<b>80,501,240</b>	<b>(2,261,228)</b>	<b>31,750,919</b>
Interfund Transfers	\$7,161,226		\$1,983,442	\$495,935	\$495,935	\$1,983,442	0.0%		5,177,784		

Linn-Mar Community School District

Cash Balances

Fiscal Year: 2016-2017

Date Range: 10/01/2016 - 10/31/2016

Account Number	Title	Beginning Balance	Increases Debits	Decreases Credits	Cash Balance
10.0001.0000.000.0000.101000	CASH IN BANK	6,916,367.98	14,231,216.80	6,562,899.06	14,584,685.72
10.0002.0000.000.0000.101000	CASH IN BANK	2,502.07	0.59	0.00	2,502.66
21.0001.0000.000.0000.101000	CASH IN BANK	0.00	3,924.57	3,924.57	0.00
21.0002.0000.000.0000.101000	CASH IN BANK	659,204.27	356,985.21	284,145.88	732,043.60
22.0006.0000.000.0000.101000	CASH IN BANK	889,259.23	371,499.07	467.63	1,260,290.67
24.0001.0000.000.0000.101000	CASH IN BANK	0.00	3,013.43	3,013.43	0.00
24.0003.0000.000.0000.101000	CASH IN BANK	273,361.03	95,364.27	6,176.72	362,548.58
33.0000.0000.000.0000.111008	REV BOND RESERVE INVESTMENT	321,500.00	0.00	0.00	321,500.00
33.0000.0000.000.0000.111010	1.885 REV BOND RESERVE CD	1,885,000.00	0.00	0.00	1,885,000.00
33.0000.0000.000.0000.111011	1.555 RESERVE CD	694,000.00	0.00	0.00	694,000.00
33.0000.0000.000.0000.111012	938,977 RESERVE CD	944,280.80	0.00	0.00	944,280.80
33.0000.0000.000.0000.111013	2013 Reserve CD Ohnward	966,803.12	0.00	0.00	966,803.12
33.0003.0000.000.0000.101000	CASH IN BANK	624,760.51	563,464.75	496,144.26	692,081.00
35.0003.0000.000.0000.101000	CASH IN BANK	3,191,967.37	1,142.22	669,182.37	2,523,927.22
36.0003.0000.000.0000.101000	CASH IN BANK	1,683,969.45	1,262,203.45	456,093.17	2,490,079.73
40.0003.0000.000.0000.101000	CASH IN BANK	1,231,187.16	1,932,714.22	954.28	3,162,947.10
61.0001.0000.000.0000.101000	CASH IN BANK	0.00	230,545.58	230,545.58	0.00
61.0004.0000.000.0000.101000	CASH IN BANK	1,372,282.79	280,583.11	396,244.81	1,256,621.09
65.0001.0000.000.0000.101000	CASH IN BANK	0.00	9,463.22	9,463.22	0.00
65.0002.0000.000.0000.101000	CASH IN BANK	101,002.52	18,005.05	14,421.62	104,585.95
68.0002.0000.000.0000.101000	CASH IN BANK	11,847.75	2,973.10	3,123.69	11,697.16
		21,769,296.05	19,363,098.64	9,136,800.29	31,995,594.40

End of Report