

# MIDDLE SCHOOL LINN-MAR BOARD PRESENTATION 1.27.20

EXCELSIOR AND OAK RIDGE MIDDLE SCHOOL

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## AGENDA

- INTRODUCTIONS
- HIGH RELIABILITY SCHOOLS, OVERVIEW
- HIGH RELIABILITY SCHOOLS, IN PRACTICE
  - EXCELSIOR
  - OAK RIDGE
- MIDDLE SCHOOL, 2020-2021
- Q & A

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# HIGH RELIABILITY SCHOOLS OVERVIEW



HRS, for short



A Framework for Continuous  
School improvement



High reliability  
organizations

Organizations that can not  
tolerate high levels of failure  
Organizations that are  
continually in pursuit of top  
performance



Examples:

Airplane maintenance teams  
Nuclear power plants  
Prison confinement systems

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# HIGH RELIABILITY SCHOOLS OVERVIEW

- CONTINUALLY MONITOR FOR ERRORS IN CRITICAL FACTORS OF THEIR OPERATION
- IMMEDIATELY TAKE ACTION TO KEEP THOSE ERRORS FROM BECOMING SYSTEM WIDE FAILURES
- RECOGNIZE THE INTERRELATEDNESS OF THEIR SYSTEMS OF OPERATION

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# HIGH RELIABILITY SCHOOLS OVERVIEW

- WHAT ABOUT SCHOOLS?
  - IN THE ERA OF ACCOUNTABILITY
    - BE SAFE AND COLLABORATIVE PLACES
    - CREATE SYSTEMS THAT HELP IMPROVE TEACHING AND LEARNING
    - GET AS MANY STUDENTS AS POSSIBLE PROFICIENT OR BEYOND IN YOUR STATE STANDARDS

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# MARZANO LAB HIGH RELIABILITY SCHOOLS MODEL



Based on concept of HROs



Research and practices from other professional organizations.



40 years of educational research into effective school practices

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<b>Level 5</b>	Competency-Based Education
<b>Level 4</b>	Standards-Referenced Reporting
<b>Level 3</b>	Guaranteed and Viable Curriculum
<b>Level 2</b>	Effective Teaching in Every Classroom
<b>Level 1</b>	Safe and Collaborative Culture

## HIGH RELIABILITY SCHOOL LEVELS

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1.1 The faculty and staff perceive the school environment as safe and orderly.

1.2 Students, parents, and the community perceive the school environment as safe and orderly.

1.3 Teachers have formal roles in the decision-making process regarding school initiatives.

1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

## LEVEL 1 LEADING INDICATORS

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## HOW TO ACHIEVE HRS CERTIFICATION

- ADMINISTER APPROPRIATE SURVEY(S) TO ADMINISTRATORS, STAFF, PARENTS, AND STUDENTS
- COMPILE AND ANALYZE RESULTS TO DETERMINE OUR SCHOOL'S STRENGTHS AND WEAKNESSES
- DO YOU NEED TO WORK ON ANY LEADING INDICATORS — YES -IMPROVE OR NO -PROVE

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## MONITORING THE SYSTEM

- **LEADING INDICATORS:** SPECIFIC CONDITIONS KNOWN TO BE ASSOCIATED WITH SUCCESSFUL SCHOOLS AND CONTINUOUS SCHOOL IMPROVEMENT.
  - ALL SCHOOLS USE THE SAME LEADING INDICATORS
- **LAGGING INDICATORS:** EVIDENCE FOR THE DEGREE TO WHICH LEADING INDICATORS ARE PRESENT IN A SCHOOL'S OPERATION.
  - CAN BE DIFFERENT FOR EACH BUILDING
- FOD WALKS
- SCHOOL STAKEHOLDERS RESPONDED TO SURVEY ITEMS USING A 5-POINT AGREEMENT SCALE
  - MEANS GREATER THAN 3.5 SUGGEST A MAJORITY OF RESPONDENTS AGREED WITH A SURVEY ITEM. MEANS LESS THAN 2.5 SUGGEST A MAJORITY OF RESPONDENTS DISAGREED. MEANS CLOSE TO 3.0 SUGGEST: (1) SIMILAR NUMBERS OF RESPONDENTS WHO AGREED AND DISAGREED AND/OR (2) MORE RESPONDENTS WHO NEITHER DISAGREED NOR AGREED
- QUICK DATA

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## HRS AT EXCELSIOR

- **LEADING INDICATOR 1.5** -TEACHERS AND STAFF HAVE FORMAL WAYS TO PROVIDE INPUT REGARDING THE OPTIMAL FUNCTIONING OF THE SCHOOL.
- SURVEY MEAN RESULTS:
  - ADMIN: 3.80
  - **STAFF: 3.37 \***
  - PARENTS: 3.8
  - STUDENTS: 3.73



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## HRS AT EXCELSIOR 1.5 CONT...

- \*3.18 LAGGING INDICATOR=WHAT FORMAL PROCESSES DOES THE SCHOOL USE TO GATHER OPINION DATA?
- QUICK DATA
  - OPEN CHAIR CONCEPT ADDED TO BUILDING LEADERSHIP TEAM (BLT) AGENDA
  - MEMBERS OF BLT POSTED ON BUILDING WEBSITE
  - AGENDA GOES OUT TO WHOLE STAFF INSTEAD OF JUST BLT MEMBERS FOR BETTER COMMUNICATION



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## HRS AT EXCELSIOR

- **LEADING INDICATOR 1.6** -STUDENTS, PARENTS, AND THE COMMUNITY HAVE FORMAL WAYS TO PROVIDE INPUT REGARDING THE OPTIMAL FUNCTIONING OF THE SCHOOL.
- SURVEY MEAN RESULTS:
  - ADMIN: 3.41
  - STAFF: 3.52
  - PARENTS: 3.17
  - STUDENTS: 2.82

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## HRS AT EXCELSIOR 1.6 CONT...

- **LAGGING INDICATOR** -DATA-GATHERING TECHNIQUES ARE IN PLACE SO STUDENTS AND PARENTS CAN PROVIDE INPUT AT ANYTIME
- QUICK DATA:
  - FORMAL SURVEYS TO PARENTS AND STUDENTS
    - ELECTRONICALLY -SLC, SAFETY DRILLS
    - STUDENT COUNCIL FOR ALL GRADES (MEET MONTHLY WITH DIFFERENT AGENDAS AND STUDENTS)
      - MINUTES DISCUSSED AT PBIS MONTHLY ASSEMBLIES
  - INFORMAL SURVEYS TO PARENTS AND STUDENTS
    - IN OFFICE WHEN SIGNING OUT (PARENTS AND STUDENTS)
    - CAR DROP OFF (PARENTS)
    - OCM CLASSES TO COLLECT INPUT

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## HRS AT OAK RIDGE

**LEADING INDICATOR 1.5** - TEACHERS AND STAFF HAVE FORMAL WAYS TO PROVIDE INPUT REGARDING THE OPTIMAL FUNCTIONING OF THE SCHOOL.

### SURVEY MEAN RESULTS

- ADMIN: 2.80
- STAFF: 3.17
- PARENTS: 4.04
- STUDENTS: 3.59

**LAGGING INDICATOR** - WHAT PROCESS AT OAK RIDGE EXISTS FOR STAFF TO GIVE INPUT?

- FEEDBACK LINK IN WEEKLY EMAIL
- FORMATION OF 6 COMMITTEES
- QUARTERLY GOAL MEETINGS

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## HRS AT OAK RIDGE

**LEADING INDICATOR 1.6** - STUDENTS, PARENTS, AND THE COMMUNITY HAVE FORMAL WAYS TO PROVIDE INPUT REGARDING THE OPTIMAL FUNCTIONING OF THE SCHOOL.

### SURVEY MEAN RESULTS

- ADMIN: 2.70
- STAFF: 3.28
- PARENTS: 3.29
- STUDENTS: 2.86

**LAGGING INDICATOR** - WHAT PROCESS AT OAK RIDGE EXISTS FOR STUDENTS AND PARENTS TO GIVE INPUT?

- STUDENT-LED CONFERENCE FEEDBACK
- PARENT/STUDENT SIGN-IN QUICK DATA

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## HRS AT OAK RIDGE

**LEADING INDICATOR 1.7** - THE SUCCESS OF THE WHOLE SCHOOL, AS WELL AS THE INDIVIDUALS WITHIN THE SCHOOL, IS APPROPRIATELY ACKNOWLEDGED.

### SURVEY MEAN RESULTS

- ADMIN: 3.93
- STAFF: 3.41
- PARENTS: 3.55
- STUDENTS: 2.72

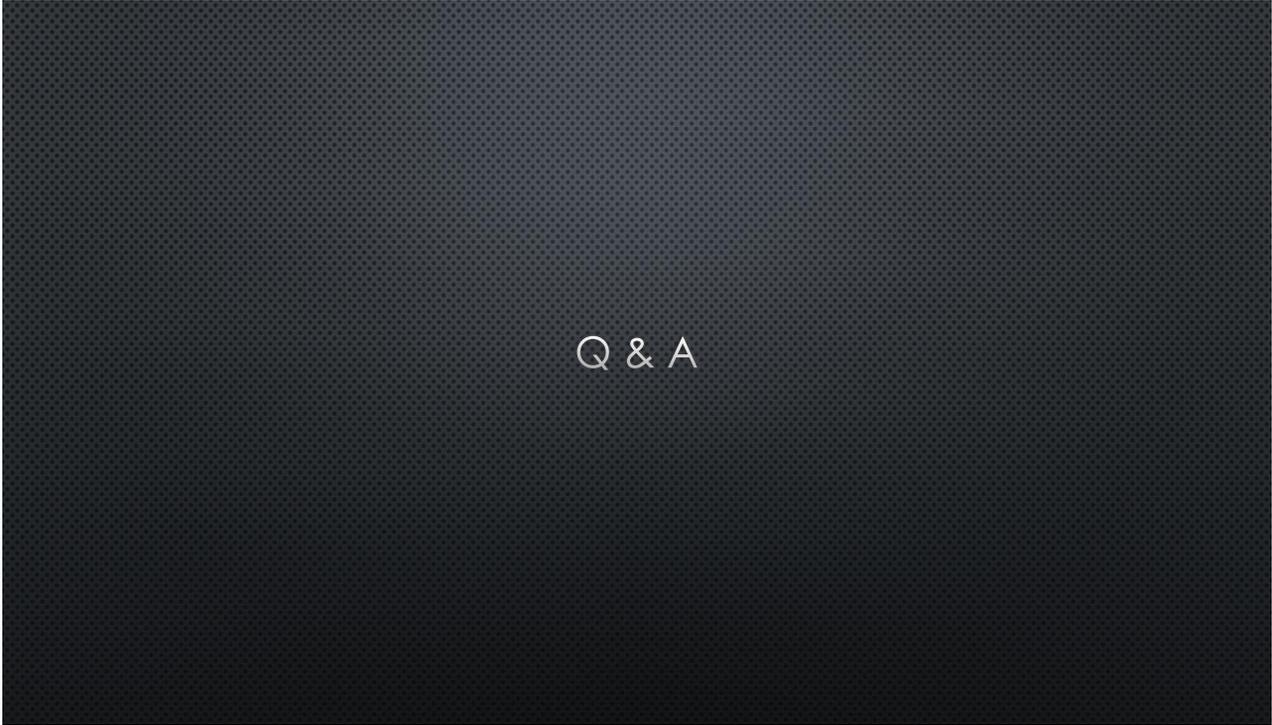
### LAGGING INDICATOR - HOW ARE STUDENTS ACKNOWLEDGED FOR THEIR SUCCESS AT OAK RIDGE?

- PBIS TICKET SYSTEM
  - INDIVIDUAL/GRADE LEVEL CELEBRATIONS
- SOCIAL MEDIA

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MIDDLE SCHOOL  
2020-2021

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Q & A

## High Reliability Schools

### Vocabulary/Notes

- High Reliability Schools
- HRS Levels
- Monitoring the System
- Leading Indicators
- Lagging Indicators
- FOD Walks
- Quick Data

Questions:

## **Level 1 Leading Indicators**

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

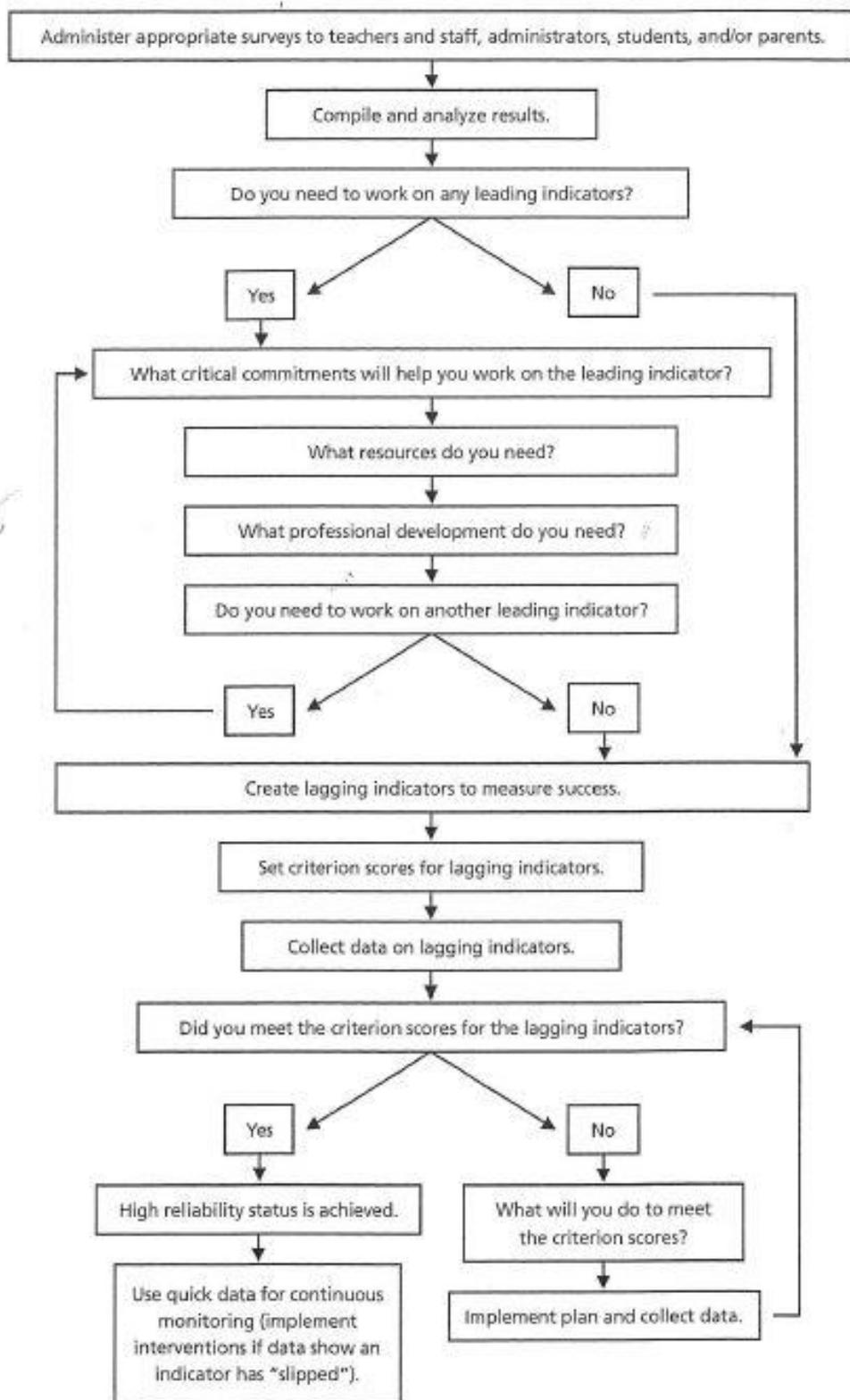


Figure I.4: High reliability schools process.

**LINN-MAR COMMUNITY SCHOOL DISTRICT  
FY2021 PRELIMINARY BUDGET DISCUSSION**



**Purposes of Certified Budget:**

1. Establish a maximum tax rate
2. Establish an estimate of budget year expenditures

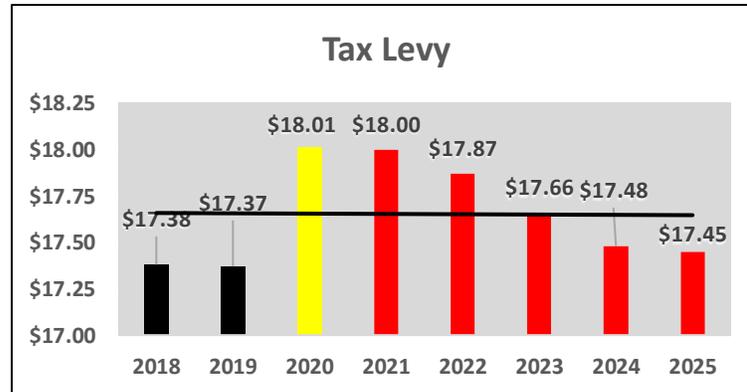
**Tentative Process/Timeline:**

- |                         |   |
|-------------------------|---|
| • January 27, 2020      | Report known budget variables and assumptions to Board                      |
| • February 10, 2020     | Set public hearing for Instructional Support Levy (ISL) extension           |
| • February – March 2020 | Development of budget; monitor legislative progress                         |
| • March 9, 2020         | Budget Presentation and establishment of proposed budget hearing            |
|                         | Resolution to approve extension of ISL                                      |
| • March 26, 2020        | Publish proposed budget in Marion Times                                     |
| • April 6, 2020         | Public hearing, budget presentation, and board adoption of certified budget |
| • By April 15, 2020     | File budget with the Iowa Department of Management and County Auditor       |

**Budget Variables and Assumptions:**

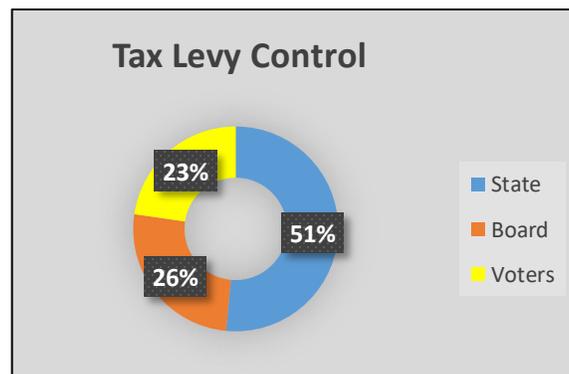
- 1. The District will be mindful of the property tax rate and the amount of tax support being asked from community patrons to support District programming.***

The past ten years the District’s tax levy has fluctuated from a high of \$19.74 (in 2011) to a low of \$17.00 (in 2015). In fiscal year 2020 the overall tax levy increased to \$18.01 per \$1,000 of valuation due to the passage of a \$55 million general obligation bond in the Fall of 2018. The 5-year tax levy projections are as follows:



Statewide, the highest district tax rate for FY2020 is \$20.80 (Perry) and the lowest is \$8.13 (LuVerne). Note that approximately 80% of school districts in the State use some sort of income surtax, which reduces their overall tax levy. Linn-Mar does not apply an income surtax to its patrons. Hypothetically, if Linn-Mar had a 5% income surtax for FY2020, the overall tax levy would decrease by an estimated \$1.25 per \$1,000 of valuation.

The total tax levy is comprised of several different funds; General, Management, PPEL, PERL, and Debt Service. Although some people may assume that the Board has sole control of whether or not the tax levy increases or decreases, the reality is that this is not true. For example, the General Fund levy is primarily formula driven, which is controlled by the State of Iowa. Other levies such as PPEL and PERL were authorized by voters within the District. For FY2020 the tax levy control can be broken down as follows:



**2. The District's property tax base continues to grow, but the District is still considered a "property poor" school district in Iowa.**

The FY2021 budget taxable valuations are based upon January 2019 assessments. For FY2021 the total growth in valuation was 5.05%. This compares to the 5-year average total annual growth rate of 4.70%.

For FY2021 the Non-TIF taxable valuation growth is 5.03% and the TIF valuation growth is 5.47%. This compares to 5-year average growth rates of 4.66% and 6.45% respectively. The chart below summarizes the FY2021 valuations:

<b>Budget Year</b>	<b>Non-TIF Taxable Valuation</b>	<b>TIF Valuation</b>	<b>Total Value</b>
<b>FY2020</b>	\$2,183,750,380	\$95,814,283	\$2,279,564,663
<b>FY2021</b>	\$2,293,645,956	\$101,058,846	\$2,394,704,802
<b>% Change</b>	<b>5.03%</b>	<b>5.47%</b>	<b>5.05%</b>

Taxable valuation growth for FY2021 increased due to steady residential (3.82%), multi-residential (16.55%), and commercial (7.63%) development within the District. FY2021 rollback factors for each class of property are as follows:

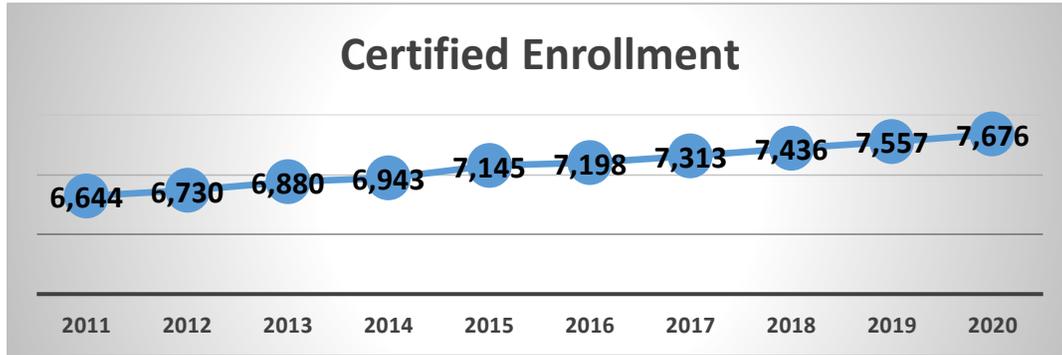
- Residential = 55.07% (decrease of 3.24%)
- Commercial = 90.0% (no change)
- Multiresidential = 71.25% (decrease of 5.0%)
- Agriculture = 81.48% (increase of 45.16%)

Over the last several years enacted tax increment financing property within the District has expanded. **The impact of the \$101 million TIF property on the District's overall tax levy is estimated at \$0.25 to \$0.35 per \$1,000 of valuation.**

For FY2020 Linn-Mar ranks 14<sup>th</sup> in the state for overall taxable valuation. However, on a per pupil basis we rank 275<sup>th</sup> in the state (out of 327) with a valuation per pupil of \$288,982. The state average for taxable valuation per student is \$360,716. Because Linn-Mar is considered a property poor district, its general fund levy tends to be higher than average because it has to "work harder" to generate the same amount of funding as compared to a property rich district.

**3. The Iowa school aid formula for K-12 schools primarily pupil driven. As a result, accurate annual enrollment projections are vital to the budgeting process.**

Linn-Mar is fortunate to be a district that has experienced enrollment growth over the past several years. The chart below shows that over the last 10 years certified enrollment has grown by over 1,000 students.



The District uses resources such as the Iowa Department of Education and RSP Associates, a demographer, to assist in predicting future enrollment. Although these resources have been helpful to a certain extent, Linn-Mar’s enrollment has proven to be difficult to predict accurately. In order to prepare a five-year budget projection, it will be assumed that certified enrollment will grow by 100 students each year as follows:

Budget Year	2021	2022	2023	2024	2025
Certified Enrollment	7,676	7,776	7,876	7,976	8,076

**4. Supplemental state aid (formerly allowable growth) is legislatively set each year and is the primary source of revenue the District requires to deliver the educational program.**

Growth in the District Regular Program District Cost, which is a function of student enrollment growth and state percent of growth, is a significant funding stream within the General Fund. The State Legislature is tasked with setting supplemental state aid each year. For the FY2020 budget year SSA was established at 2.06%.

Recently the Iowa Legislative Services Agency released a preliminary summary of the Governor’s FY2021 Budget Recommendations. This document specifies a 2.5% growth rate for FY2021. It should be noted that state growth rate has averaged 1.53% over the last five years, which are some of the lowest growth rates on record since the school aid formula was introduced over 45 years ago.

With enrollment growth of 119 students, the following increase (also called “new money”) in Regular Program District Cost can be projected depending on where the Legislature sets the state percent of growth:

State % of Growth	Linn-Mar Growth (%)	Linn-Mar Growth (\$)
0%	1.57%	\$ 817,619
1%	2.65%	\$ 1,377,934
2%	3.61%	\$ 1,876,844
2.5%	4.11%	\$ 2,137,812
3%	4.61%	\$ 2,398,780
4%	5.63%	\$ 2,928,393

The Governor’s recommendation is a starting point for the state percent of growth. There is cautious optimism that SSA% for FY2021 will be set within 30 days of the Governor’s recommended budget. For the purpose of projecting the 5-year budget, the following parameters will be assumed:

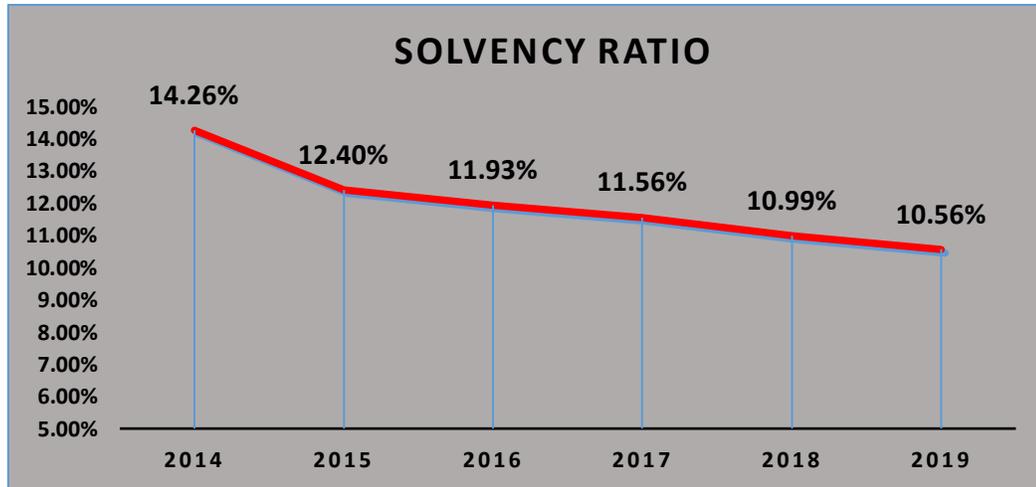
Fiscal Year	2021	2022	2023	2024	2025
Supplemental State Aid %	2.00%	2.00%	2.00%	2.00%	2.00%

- 5. The cash reserve levy will be used to backfill resources expended for certain unfunded mandates, under-funded mandates, and board approved allowable growth items. The cash reserve levy will also be used to ensure that General Fund cash reserves are equal to or exceed the financial metrics as stated in Board policy 801.4.**

The cash reserve levy, of which the Board controls, is divided into two parts. First, the SBRC cash reserve levy portion includes items that the Board has requested modified allowable growth (additional spending authority) and that the School Budget Review Committee has subsequently approved. Examples of these items include the special education deficit, ELL deficit, and on-time funding for enrollment growth. The table below shows the FY2020 SBRC cash reserve levy compared to the tentative FY2021 SBRC cash reserve levy:

	2020	2021	Difference
Special Education Deficit	\$ 2,728,721	\$ 3,328,142	\$ 599,421
ELL Deficit	\$ 219,466	\$ 327,743	\$ 108,277
Increasing Enrollment Growth	\$ 811,688	\$ 817,344	\$ 5,656
Open Enrollment Out Growth	\$ 381,847	\$ 239,128	\$ (142,719)
Limited English Proficiency Growth	\$ 20,747	\$ 19,677	\$ (1,070)
<b>Total SBRC Cash Levy</b>	<b>\$ 4,162,469</b>	<b>\$ 4,732,034</b>	<b>\$ 569,565</b>

The other portion of the cash reserve levy is referred to as the regular or other cash reserve levy. This part of the levy is used to ensure the District's has an adequate cash reserve balance and helps to maintain an appropriate solvency ratio. Also, with the two new intermediate buildings coming online in the Fall of 2020 the district must consider the budget implications for additional costs such as staffing, utilities, supplies, etc. Iowa Association of School Boards recommends a target solvency ratio of 5% - 15%. Our Board policy sets forth that the solvency ratio will not fall below 7%. The District's financial solvency ratio for the last five years is as follows:



The FY2020 solvency ratio is projected to be 10%, which is a slight decrease from the previous year. Although the current solvency ratio falls within IASB targets and above the 7% Board policy, the decreasing solvency trend cannot be ignored. The primary reason for the negative trend is low supplemental state aid growth over the past several years has not been able to keep pace with inflationary costs of 3-4%, plus the additional needs for a growing district. In order to mitigate this declining trend and expected low growth rates, the Board will likely have to consider 1) utilizing the cash reserve levy and/or 2) implementing operational efficiency measures, which may include budget reductions.

**6. Instructional Support Levy (ISL) expires at the end of fiscal year 2021 and needs to be renewed.**

The Instructional Support Levy is one of the few ways that a district can decide locally to increase the amount of general fund spending. The total ISL program may not exceed 10% of the district's regular program district cost. Funding for the ISL program comes from either all property tax or a combination of property tax and income surtax. Per Iowa Code, a portion of ISL funding is also to be provided with State monies. However, the State has not fulfilled (since 1993) this funding obligation, which results in no school district actually receiving the maximum 10%. Note that revenues from the ISL may be expended for any purpose allowed from the general fund.

Linn-Mar, like almost all other Iowa Schools, has had an ISL program in place for many years. As mentioned above, because the State does not fund their portion of the ISL Linn-Mar only realizes approximately 6.8% of the maximum 10%. This is a shortage of approximately \$1.6 million for just fiscal year 2020. Currently, Linn-Mar uses ISL funds for instruction salaries/benefits, technology, curriculum materials, fine arts and athletics expenditures, and safety related items.

A school ISL Program can be renewed in one of two ways 1) five-year renewal through board resolution or 2) 10-year renewal through voter approval. Most recently, Linn-Mar has chosen to renew its ISL Program through board resolution. Two meetings are required for this renewal process. The first meeting is where the Board calls for a public hearing on the renewal proposal. The second meeting is the public hearing followed by the Board adopting the renewal resolution. Tentative meeting dates for Linn-Mar's ISL renewal are scheduled for February 10, 2020, and March 9, 2020.

***7. Expenditure categories within the General Fund are influenced by many factors including student growth pressure and market based inflationary trends.***

As is the case for any school district in Iowa, salaries and benefits costs are the single largest expense in the General Fund. Approximately 82% of the costs in our General Fund can be attributed to personnel. Such items that impact personnel costs are IPERS contribution rates, medical and other insurance renewal rates, and additional staffing due to enrollment growth.

At Linn-Mar, there are five bargaining groups that the District negotiates with; LMEA, SEIU, LMSEAA, bus drivers, and part-time nutrition services. Prior to FY2018, salaries and benefits increased 3.5% - 4.5% on average each year. However, changes made to Iowa Chapter 20 Collective Bargaining laws in February 2017 have significantly reduced the mandatory subjects of bargaining. Due to these changes it is anticipated that moving forward increases in salaries and benefits will trend similar to the percentage of "new money" the District receives each year.

Note that non-personnel expenditures (e.g. supplies, utilities, equipment, etc.) have increased about 3% annually over the last several years. Preliminary fiscal year 2021 projections include approximately \$1.8 million of staff additions related to the opening of the two new intermediate buildings.

## 8. Other District Tax Supported Funds:

- **Physical Plant and Equipment Levy (PPEL):**

On April 1, 2014 voters extended the voted PPEL 10-years (expires June 30, 2025). This \$1.34 levy combined with the board approved \$.33 PPEL levy (\$1.67 total) is expected to generate approximately \$3.9 million in FY2021.

Major expenditures from this fund in FY2021 include bus replacement purchases, historical building refurbishments, security enhancements, PPEL notes (from high school renovation) payment, small capital improvements, other preventative maintenance, and equipment cost

- **Public Education and Recreation Levy (PERL):**

This \$.135 levy is expected to generate approximately \$300,000 in FY2021.

Expenditures from this fund are expected to include playgrounds maintenance, a portion of Community Education staffing costs, and a running track near the Oak Ridge campus.

- **Sales Tax (LOST) Fund**

Based on the District's current certified enrollment of 7,676 and an estimate of \$1,050 per student the projected revenue for FY2021 is \$8 million. Approximately \$6.3 million of these funds are committed to principal and interest payments of outstanding revenue bonds, \$1.3 million committed toward the District technology plan, and any remaining for capital projects.

- **Debt Service Fund**

It is anticipated that the District will have \$73 million of outstanding general obligation debt as of June 30, 2020. For FY2021, it is projected that the District will need approximately \$5.6 million in taxes to service this amount. The debt service levy for FY2021 is expected to be approximately \$2.40 per \$1,000 of valuation.

- **Management Fund**

Primary expenditures from the Management Fund include property/liability insurance, workers compensation, unemployment costs, and early separation. The management fund tax levy for FY2020 is \$.36 and it is anticipated that this levy will be similar in FY2021.

### **Important Definitions:**

- ✓ Maximum spending authority – the maximum amount authorized under the school funding formula for a school district to spend on its general fund budget for a fiscal year. It includes the sum of the combined district cost, pre-school funding, instructional support levy, educational improvement funds, miscellaneous income, modified allowable growth and prior year unspent balance. **Iowa Code §257.7.**
- ✓ Combined district cost – the major element of a school district's authorized spending authority. Primarily, it is determined by multiplying the district cost per pupil by the number of pupils in the school district, plus the special weightings for the district. It is funded by state foundation aid, the uniform levy, the additional levy, and supplemental state aid. It is often referred to as controlled budget. **Iowa Code §257.1,.4.**
- ✓ Unspent balance (also known as unspent authorized budget) – the amount of the maximum spending authority (maximum authorized budget) not expended during the fiscal year. This includes previous year's accumulation of unexpended total spending authority. It is a measure created by statute to determine if a school district has exceeded its total spending authority in a given fiscal year. It is an element of total maximum spending authority. **Iowa Code §257.7(1).**
- ✓ Solvency ratio – provides a picture at fiscal year-end of the financial health of a school district and represents the percent of the district's available funding. It is calculated by dividing the unassigned and assigned general fund balance by the general fund actual/total revenue of the school district for the fiscal year less the district's AEA flow-through funding.



## Updates from the Cabinet

### January 27, 2020

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



**Winter Weather Reminder:** Winter is upon us and with it comes snow, ice, and sub-zero temperatures. To ensure you are up-to-date on potential late arrivals or cancellations, be sure to visit the district's *Cancellations & Delays* web page to sign up for TXTwire notifications. [Click here for more information](#)

**Kindergarten Roundup:** The district's annual Kindergarten Roundup/Orientation sessions are here! All families welcoming incoming kindergarteners for the 2020-21 school year should plan to attend kindergarten orientation at their residing elementary building on **January 28th at 6:00 PM**. Orientations are for parents only and will provide parents the opportunity to submit required registration forms, learn about the day in the life of a kindergartener at Linn-Mar, and more. If you haven't done so already, parents should contact their residing elementary building to have their student added to the incoming kindergarten list. When you call, please provide your name, your student's name and birthdate, residing address, phone number, and email address. [Click here for more information on Kindergarten Roundup](#)



**Little Lions Preschool Registration:** The annual registration day for Little Lions Preschool 2020-21, is **Wednesday, February 19th beginning at noon**. Registration is online, computers are available at the Learning Resource Center (2999 N 10th St, Marion) for those needing assistance. To enroll for Little Lions Preschool for the 2020-21 school year, students need to be four years old by September 15, 2020. [Click here for more information on the Little Lions Preschool program.](#)

**Screenings for Early Childhood Blended Program:** The ECB program serves students who will be five years old by September 15th. The goal of the program is to provide students with the foundational skills to support kindergarten readiness in literacy, math, fine motor skills, and social/emotional skills. ECBP is a full-day program that meets Monday through Friday, *except the first Wednesday of each month*. Parents may have their students screened for entrance into the program if they will turn five by September 15, 2020. Screening dates are **February 21st and 24th**. [Click here to schedule a screening](#) or call Dianne Van Praag (447-3015). [Click here for more information](#)

**Career & Technical Education Committee:** The committee met on January 8th. Fourteen members representing Marion businesses and industry, CTE service area programs of Linn-Mar High School, district administrators, and school board members participated in the discussion.



Information and updates were provided to the committee regarding: Perkins Grant allocations and approved expenditures for the LMCS D, the US Dept of Ed Perkins Desk Audit, and the IA Dept of Ed: CTE program review and approval process. Current CTE course enrollment and demographic data were reviewed and the committee brainstormed different ways to positively influence CTE program and individual course enrollments.

Associate Superintendent Nathan Wear informed the group of supporting work being done by the LMHS College & Career Readiness Committee. The CCR Committee was created to examine data and prepare processes and structures to positively impact the college and career readiness of LM graduates, including participation in Career & Technical Education training as a major indicator of readiness. Linn-Mar CTE

service areas consist of the following programs: (1) Agriculture/Food & Natural Resources, (2) Business, Finance, Marketing & Management, (3) Human Services – Family and Consumer Sciences, and (4) Applied Science, Technology, Engineering & Manufacturing.

Dana Lampe, IA Dept of Ed CTE Advisory Committee Member and LM Technology Integration Coach, concluded the meeting by providing an update on state CTE initiatives, particularly related to the reauthorization of Federal Perkins Grant money (Perkins V) as well as the need for additional state and federal program support funds.

**Professional Learning Update:** January 20th was a districtwide professional learning day. At the high school, staff focused on learning in the areas of social/emotional and standards based learning. Discussion about common assessments that each teacher piloted during quarter two was a good topic to ensure consistency of grading. The middle school staff worked on building initiatives around social/emotional learning and meeting the needs of students. Middle school departments had time to collaborate on work specific to each grade level. In the afternoon, middle and high school Special Education teachers met to plan for the transition of Special Education students for next year. Finally, at the elementary level, work continued on LETRS training (Language Essentials for Teachers of Reading and Spelling), updates on curriculum, and building-specific work such as math talks, literacy, and social/emotional learning.

**Finance/Audit Committee Update:** The January 23rd meeting discussion included the following topics:

- Review of the December 2019 monthly financial reports
- Budget update on the Boulder Peak and Hazel Point construction projects
- Review of the 2020 school bus bids. The recommendation from Brian Cruise, Transportation Manager, is to purchase two Bluebird 78 passenger transit diesels and two Bluebird 84 passenger transit diesels from School Bus Sales for a total cost of \$460,566.
- Review of the FY2021 certified budget assumptions and timeline, which will be presented to the school board on January 27.
- Discussion of the Instructional Support Levy (ISL) and the need to extend this levy beyond FY2021.
- Discussion of the timeline for the upcoming 2020 revenue bond issuance. This projected \$15 million bond issuance will primarily be used to finance the completion of the two intermediate buildings.

## District Achievements & Honors

**POMs Honor:** Congratulations to POMs for taking first place in Large School Varsity POM and the Jazz Division and earned the Best Costume Award in Jazz during Regionals in Chicago. Good luck to POMs as they head for Nationals at the end of January!



**Student Honor:** Congratulations to Jeany Toingar, LM Senior, for her recent honor of receiving the Service Above Self Award from the Cedar Rapids Rotary Club.

**LEGO League Honor:** Congratulations to the Oak Ridge LEGO Blasters for earning first place in robot design and strategy at the state LEGO League competition held at Iowa State University. The team now advances as a nominee for the Global Innovation Award for the third year in a row. Their project addresses treating nutrient pollution in Iowa's lakes by adding rotifers and diatoms, which are not invasive but feed on blue-green algae.









INDIAN CREEK ELEMENTARY CLASSROOM RENOVATION

Linn-Mar Community School District  
2900 Indian Creek Rd, Marion, Iowa

PRELIMINARY  
- NOT FOR  
CONSTRUCTION

DRAWN: MNO  
APPROVED: MNO  
ISSUED FOR: OWNER REVIEW  
DATE: 01/17/2020  
PROJECT NO: 119939  
FIELD BOOK: --  
CLIENT NO:

FLOOR PLAN - AREA A  
A101

FLOOR PLAN GENERAL NOTES

1. FIRE RETARDANT TREATED WOOD IS REQUIRED FOR ALL WORK BLOCKING AND WOOD BASED SHEATHING.
2. SEE ELECTRICAL DRAWINGS FOR ASSOCIATED WORK IN OTHER BUILDING AREAS NOT SHOWN ON ARCHITECTURAL DRAWINGS.
3. SURFACE WALL MOUNTED CONDUIT AT EXISTING WALLS WILL NOT BE PERMITTED UNLESS SPECIFICALLY NOTED ON PLANS. ANY SURFACE MOUNTED CONDUIT IS REQUIRED TO BE COORDINATED WITH THE ARCHITECT PRIOR TO INSTALLATION. CONTRACTOR MAY BE REQUIRED TO RELOCATE ITEMS IF LOCATIONS ARE NOT COORDINATED WITH ARCHITECT PRIOR TO INSTALLATION.
4. NEW WALL BASE IS REQUIRED AT ALL NEW FLOORING.
5. SEE A501 FOR ROOM FINISH SCHEDULE.

FLOOR FINISH LEGEND

- FIELD - CPT1; ACCENT - CPT2
- FIELD - CPT1; ACCENT - CPT3
- LTV1
- FIELD - VCT1; ACCENT - VCT2
- FIELD - VCT1; ACCENT - VCT3

FLOOR PLAN KEYNOTES:

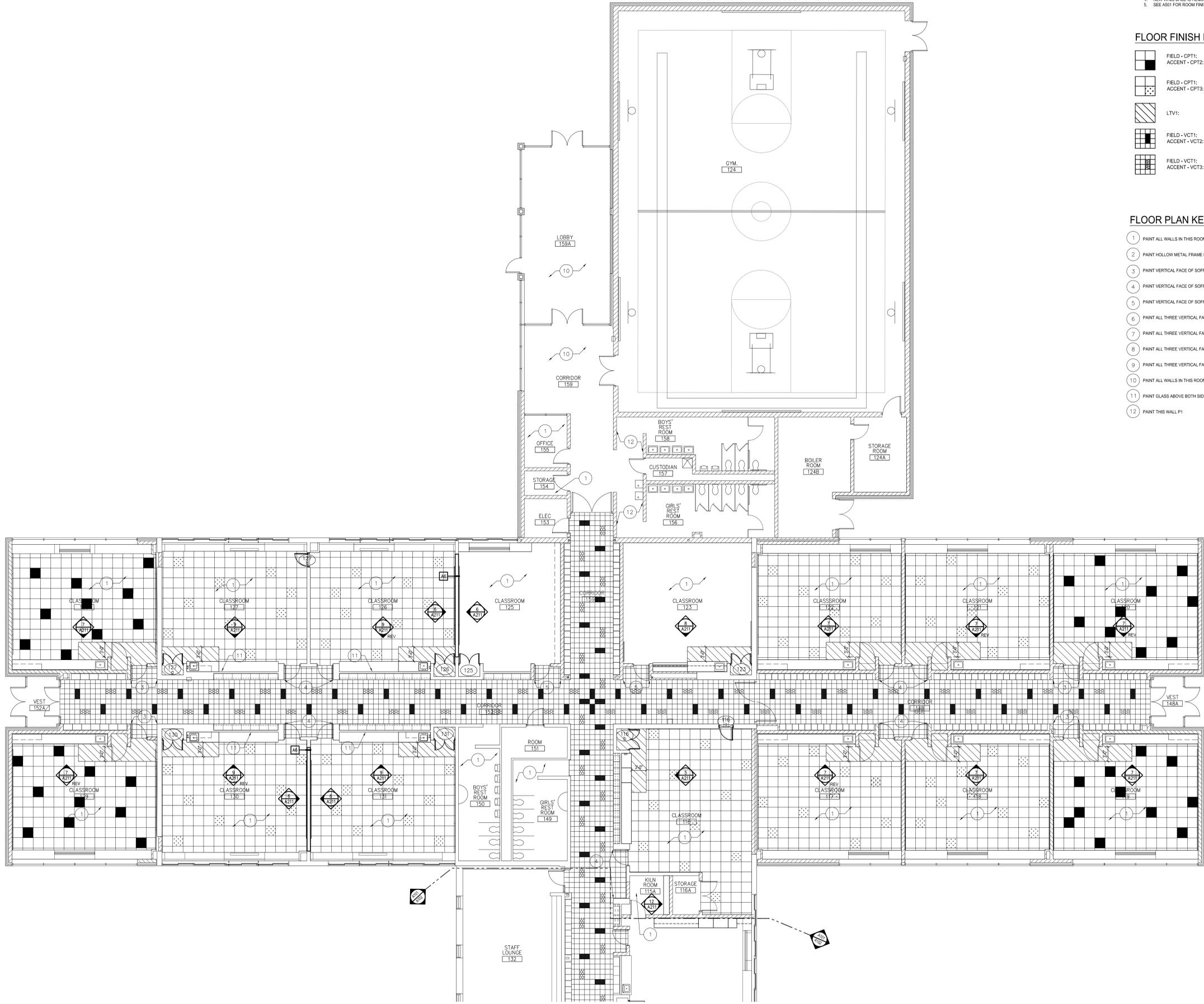
1. PAINT ALL WALLS IN THIS ROOM. INSTALL WALL BASE ON ALL WALLS IN THIS ROOM.
2. PAINT HOLLOW METAL FRAME P5
3. PAINT VERTICAL FACE OF SOFFIT ABOVE DOOR ALCOVE P2 BETWEEN THESE ARROWS
4. PAINT VERTICAL FACE OF SOFFIT ABOVE DOOR ALCOVE P3 BETWEEN THESE ARROWS
5. PAINT VERTICAL FACE OF SOFFIT ABOVE DOOR ALCOVE P4 BETWEEN THESE ARROWS
6. PAINT ALL THREE VERTICAL FACES OF ALCOVE ABOVE GLAZED WALL TILE P2 BETWEEN THESE ARROWS
7. PAINT ALL THREE VERTICAL FACES OF ALCOVE ABOVE GLAZED WALL TILE P3 BETWEEN THESE ARROWS
8. PAINT ALL THREE VERTICAL FACES OF ALCOVE ABOVE GLAZED WALL TILE P4 BETWEEN THESE ARROWS
9. PAINT ALL THREE VERTICAL FACES OF ALCOVE ABOVE DOOR HEIGHT P2 BETWEEN THESE ARROWS
10. PAINT ALL WALLS IN THIS ROOM. DO NOT PAINT TILE OR BRICK
11. PAINT GLASS ABOVE BOTH SIDES P7
12. PAINT THIS WALL P1

AT LOCATIONS WHERE KNOWN ASBESTOS CONTAINING MATERIALS (ACM) ARE INDICATED ON THE DOCUMENTS CALLING FOR ABATEMENT BY THE OWNER'S SEPARATE ASBESTOS ABATEMENT CONTRACTOR, COORDINATE WORK WITH OWNER'S SEPARATE CONTRACTOR INCLUDING SCHEDULING AND TIMING FOR WORK. AT AREAS WHERE CONTAMINANTS ARE REQUIRED, COORDINATE WORK TO AVOID DUST AND DEBRIS GENERATING ACTIVITIES AROUND CONTAINMENTS.

THE EXISTING BUILDING IS KNOWN TO HAVE ASBESTOS CONTAINING MATERIALS (ACM) AND IT IS POSSIBLE THAT ACM WILL BE UNCOVERED OR ENCOUNTERED IN THIS PROJECT. IN THE EVENT POTENTIAL ACM IS ENCOUNTERED DURING THE COURSE OF THE WORK NOTIFY THE GENERAL CONTRACTOR AND ARCHITECT IMMEDIATELY. THE OWNER'S REPRESENTATIVE WILL SAMPLE AND ANALYZE SUSPECT MATERIALS UPON NOTIFICATION. UNTIL SUSPECT MATERIALS HAVE BEEN SAMPLED, ANALYZED AND CLEARED BY THE OWNER'S REPRESENTATIVE, WORK IN THE IMMEDIATE AREA WHERE ACM HAS BEEN ENCOUNTERED SHOULD STOP. CONTROL SHOULD ACM BE IDENTIFIED WHEN SAMPLING AND ANALYZING IS COMPLETE. THE OWNER'S REPRESENTATIVE WILL CONTACT THE OWNER'S SEPARATE ASBESTOS ABATEMENT CONTRACTOR FOR ABATEMENT PROCEDURES. ABATEMENT OF ACM WILL BE COMPLETED BY OWNER'S SEPARATE ASBESTOS ABATEMENT CONTRACTOR. DURING ABATEMENT OPERATIONS, WORK IN THE AREA OF ABATEMENT WILL NOT BE ABLE TO PROCEED UNTIL ABATEMENT IS COMPLETE INCLUDING METING ALL REQUIRED CLEARANCES. WORK IN OTHER AREAS OF THE PROJECT MAY STILL BE PERFORMED, HOWEVER GENERAL CONTRACTOR IS RESPONSIBLE FOR DUST MANAGEMENT DURING WORK TO AVOID CONTAMINATION OF ABATEMENT CONTAINMENT AND/OR AIR MONITORING SAMPLES.

FAILURE TO CONTROL DUST AND DEBRIS AROUND CONTAMINATION AREAS MAY NEGATIVELY IMPACT THE ABILITY TO OBTAIN CLEARANCES IN ABATEMENT AREAS. IMPACT TO THE PROJECT SCHEDULE DUE TO OUTSIDE CONTAMINATION OF ABATEMENT AREAS WILL NOT BE CONSIDERED FOR THE EXTENSIVE COORDINATE ACTIVITIES AROUND CONTAMINATION AREAS WITH THE OWNER'S REPRESENTATIVE AND SEPARATE ASBESTOS ABATEMENT CONTRACTOR.

GENERAL CONTRACTOR IS REQUIRED TO OBTAIN AND MAINTAIN, ON SITE, A COMPLETE COPY SET OF ASBESTOS ABATEMENT CONTRACT DOCUMENTS FOR USE AS REFERENCE AND COORDINATION.



1 FLOOR PLAN - AREA A  
3/8" = 1'-0"

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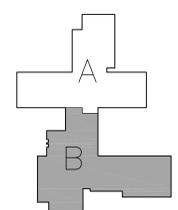
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