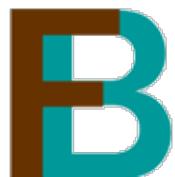


# LINN-MAR COMMUNITY SCHOOL DISTRICT

YEAR-ENDED JUNE 30, 2025

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**Bohnsack & Frommelt LLP**  
Certified Public Accountants

# Audits Completed and Deliverables

- Audits Completed
  - Financial Statement Audit
  - Government Auditing Standards Audit
  - Federal Single Audit
- Deliverables
  - Annual Comprehensive Financial Report
  - Board Communication Letter
  - Control Deficiency Letter

# June 30, 2025 Audit Summary

- **Financial Statement Audit**
  - Unmodified opinion on financial statements
  - New accounting standard on compensated absences
- **Government Auditing Standards Audit**
  - No compliance findings
  - No material weaknesses in internal controls
  - Significant deficiency
  - Other findings related to statutory reporting
- **Single Audit**
  - Child Nutrition Cluster
  - Unmodified opinion on compliance
  - No findings



# STAKEHOLDER SURVEY REPORT

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Presented To  
Linn-Mar Community School  
District

Presented In  
January 2026



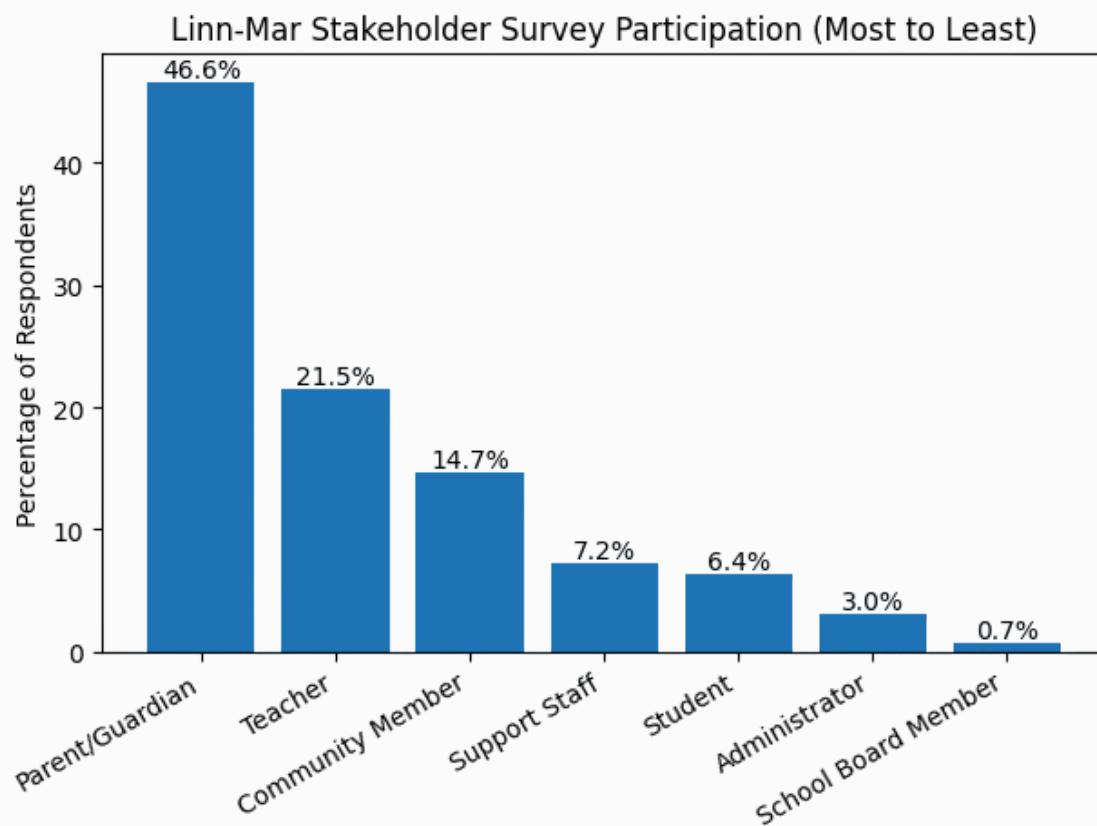
# Purpose of the Report

This report is intended to inform the Linn-Mar Community School District Board of Education about the desired qualifications constituents hope to have in the next superintendent.

The search team from Grundmeyer Leader Services recently conducted a survey from January 14 through 25, 2026. The survey yielded a total of 764 responses from parents, teachers, community members, support staff, students, and others.

The feedback from the survey report will be used to guide the hiring process to ensure the next superintendent is a good fit for the district and community.

## PARTICIPATION RATES (764 TOTAL)



# Strengths for Linn-Mar CSD

- **HIGH-QUALITY, CARING TEACHERS AND STAFF**
- **STRONG ACADEMICS**
- **EXTRA-CURRICULAR OPPORTUNITIES FOR STUDENTS**
- **FACILITIES AND RESOURCES**
- **INCLUSIVE, STUDENT-CENTERED CULTURE**

"Our teachers and staff are incredible. I work with people who are dedicated and truly love kids. They are in this profession for the right reasons."

"Strong staff and highly-qualified teachers who are committed to student success."

"Staff and administrators who go above and beyond to ensure what is in students' best interests."

"The academic rigor in our schools and the opportunities our students have to enrich their learning with extracurriculars. I also believe we have the BEST teachers around."

"High academic standards and many options at the high school level to take enriched learning opportunities."

"High level of achievement throughout the district when it comes to academics."

"Holding students to a high academic standard, many opportunities for students within both academics and extracurricular activities."

"The district also offers robust extracurricular and co-curricular opportunities that help students develop beyond the classroom."

"The district has been proactive in building and maintaining the educational resources (schools, athletic, fine arts, and maintenance facilities)."

"Having money to fund fine arts programs and creative extracurriculars, as well as allocating funds for more classes and programs."

"LM has been great and much improved in the area of being welcoming to all and standing up for students of all backgrounds."

"The Linn Mar district is rooted in high expectations and offering equal and fair representation for ALL students."

"Supporting children of diverse backgrounds and promoting values of the community."

# Current Challenges for Linn-Mar CSD

- **COMPENSATION AND SUPPORT FOR TEACHERS AND STAFF**
- **COMMUNICATION AND TRANSPARENCY**
- **STUDENT BEHAVIORS AND MENTAL HEALTH**
- **FACILITY AND CLASS SIZE CONCERNS**
- **CURRICULUM ALIGNMENT**

"Opportunities for improvement include increasing teacher and professional input in curriculum decisions, offering more competitive salaries compared to similarly sized districts, and providing more affordable healthcare options."

"Retain the great staff and teachers by treating them well, giving them support, and paying them well."

"A review of teacher salaries in order to increase teacher retention and continue towards being a 'destination district.'"

"Communication with staff, community members, and families with the district. Being transparent and honest from the get-go."

"The district could improve on how it communicates information from the top down. This will allow everyone to be on the same page and try to help prevent people from feeling uninformed."

"The district needs to strengthen communication and transparency with parents, staff, and community stakeholders."

"Linn-Mar needs stronger policies for behavior and offenses we will allow."

"Continuous learning around social-emotional behavioral health. Understanding behavior and how to determine interventions."

"Facilities growth, making sure classroom spaces are appropriate sizes for the number of students in each class."

"Class sizes - too large in some schools, smaller in others. We need to build more schools or draw different boundary lines."

"More cohesive curriculum between buildings."

"There is very little vertical articulation in any of the curriculum."

# Desired Skills & Qualifications

**Respondents provided input on the top personal traits and professional skills and qualifications they hope to have in the next superintendent, including:**

- Fosters a positive culture and climate for teachers and staff (58.4%)
- Demonstrates ethics, integrity, and transparency (56.7%)
- Effectively manages district resources (47.7%)
- Is approachable, accessible, and welcoming (46.7%)
- Recruits, hires, supports, develops, and retains effective staff members (42.2%)
- Promotes a community of care and support for students (40.8%)
- Holds self and others accountable for decisions and actions (40.8%)
- Advocates for public schools (38.0%)
- Meaningfully engages with families and the community (35.2%)
- Demonstrates collaborative leadership (34.7%)

## ABOUT LINN-MAR CSD

Linn-Mar Community School District is a public, pre-kindergarten-12th grade school system serving approximately 7,500 students across 12 schools (seven elementary, two intermediate, two middle schools, and one high school).

The district is headquartered in Marion, approximately six miles north of Cedar Rapids.

# Advice for the Next Superintendent

"Be in our schools. Walk the hallways. Sit in classrooms. Talk with students, teachers, support staff, and families. Some of the most important things you'll ever learn about this district won't come from reports or meetings — they'll come from listening to the people who live it every day."

"We want someone to be part of our community and love it as much as we do. We want someone who will fight for what is right even during the hard times, and we want someone who is approachable and someone we feel like we can go to for support."

"Listen to the community and staff. Lead with a clear vision that promotes high learning outcomes for all students while ensuring equity across the district."

"Keep students at the center of every decision and communicate often so families understand not only what is happening, but why it matters."

"Be willing to work with all members of the community and not to be afraid of criticism."

"Being transparent is imperative to ensure that caregivers and staff are well informed on key decisions and challenges that we are facing and can open new opportunities for advancement."

"Take it slow. Figure out the most pressing issues and drive change."

"Consider how this district can be competitive in an era of school choice. Spend time figuring out how this district can recruit and retain students."

"Learn about and honor the history of the district while bringing in new ideas and using research and best practices to help with decision-making."

"This is a great district, full of many dedicated teachers and staff members who care about doing the best they can for students. Take the effort to meet as many people as you can and get a feel for each school and the staff that work there."

"Prioritize our people. Our staff, students, and families. Make them want to come to school and work every day. Give them something to look forward to and have pride in. Build a sense of community and belonging."

“

**There are so many INCREDIBLE things happening in this district. Please make sure that everybody knows about them!**

”

For more information about the position itself or the hiring timeline, please visit the GLS website at [www.grundmeyerleadersearch.com](http://www.grundmeyerleadersearch.com) or contact the search consultants Dr. Trent Grundmeyer ([tgrundmeyer@gmail.com](mailto:tgrundmeyer@gmail.com)), Art Sathoff ([sathofar@gmail.com](mailto:sathofar@gmail.com)), or Tim Grieves ([timothygrieves@gmail.com](mailto:timothygrieves@gmail.com)).

# Iowa's Standards for School Leaders

*(adopted 11.18.20 / effect date: July 2021)*

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## **STANDARD 1. MISSION, VISION, AND CORE VALUES**

Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

## **STANDARD 2. ETHICS AND PROFESSIONAL NORMS**

Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

## **STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS**

Educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

## **STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT**

Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

## **STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS**

Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

## **STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL**

Educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

## **STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF**

Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

## **STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY**

Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

## **STANDARD 9. OPERATIONS AND MANAGEMENT**

Educational leaders manage school operations and resources to promote each student's academic success and well-being.

## **STANDARD 10. SCHOOL IMPROVEMENT**

Educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

**NEW COURSES**

- Advanced Algebra I (MAT175)
- A.P. Pre-Calculus (MAT505)
- Exploring Math in the Trades (MAT325)
- Foundations of College Math (MAT410)
- Beginning Animation (ART425)
- Digital Drawing & Illustration(ART415)
- Advanced Biology (SCI220)
- Advanced Chemistry (SCI320)
- Advanced Physics (SCI365)

**Exhibit 503.1**
**REACTIVATED COURSES**

- Geology (SCI380)
- Meteorology (SCI395)
- Algebra I Priority Standards (MAT170PS)

**DROPPED/DEACTIVATED COURSES**

- 2-D Mixed Media
- Drawing in Style
- Venture Digital Design and Communications
- Venture Earth Science
- Earth Science
- Earth & Space Science
- Pre-Algebra
- Algebra IA

**FORMAT**

- Advanced Art from 1Q Block to 1 semester (first) block
- Mathematics in Society (KCC) to 1st semester only
- Advanced Placement Physics 1 & 2 split to A.P. Physics 1(Fall only), A.P. Physics 2 (Spring only)
- Venture PLTW Biomedical will be returning to a 3-hour superblock for the 2026-2027 school year

**RENAMED COURSES**

- 3-D Mixed Media to “3-D Art”
- General Biology to “Biology”
- Chemistry I to “Chemistry”
- Venture Civics is changing to “Venture Government”
- Venture Inventurepreneurship is changing to “Venture Applied Entrepreneurship”
- Venture Biology to “Venture Advanced Biology”

**AVAILABILITY AND PREREQUISITE CHANGES**

- A.P. Psychology prerequisite change to “previous A.P. courses” from “Introductory to Psychology or instructor approval”
- Principles of Agriculture Science-Plant is now offered “9-12”; was 10-12
- Principles of Agriculture Science-Animal is now offered “9-12”; was 10-12
- Concert Orchestra from “instructor placement” to “instructor placement (9), Audition/instructor approval”
- Sinfonietta from “instructor approval” to now include “audition”
- Philharmonic Orchestra from “instructor approval” to now include “audition”
- Symphony Strings from “instructor placement” to “9-12 audition/instructor approval”
- A.P. Physics C: Mechanics is no longer alternating years with A.P. Physics C: E & M
- Health 2 is removing prerequisite course of “Anatomy and Physiology”

**DESCRIPTION CHANGES**

- Applied Chemistry & Physics
- Updated Freshman Seminar TAG 1

**REVISED CREDIT**

- Advanced Art from 5 credits to 10 credits

**SCED CODE CHANGES**

- PhysicsSCI350 to 03161

**COURSE NUMBER CHANGES**

- None

**UPDATED SECTIONS**

- Added section for anticipated Industry Recognized Credentials (IRCs) available in 2026-27
- Updated section for Kirkwood Career Academy offerings for 2026-27
- Updated state required assessment requirements to include the civics exam starting in 2026-27

-Revised January 2026



# District Honors & Highlights

## January 26, 2026

**Show Choir Highlight:** Congratulations to the Linn-Mar Show Choirs and directors for all of their hard work and great performances during Supernova! #WeAreLinnmar



### Orchestra Highlight:

Congratulations to all of the students that represented the district during the Northeast Iowa String Teachers Association Honor Orchestra.

**Community Outreach Highlights:** Congratulations to the students that organized and performed in the recent talent show hosted by the National Honor Society (NHS) and Accountability, Leadership, Opportunity (ALO). The students raised \$1,800 that was donated to the Marion Cares program. Kudos also go out to the Oak Ridge Mental Health Matters Club for hosting a toiletry drive to support the Linn County Mental Health Access Center.



**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

W

Weighted course graded on a 5.0 scale



Project Lead the Way



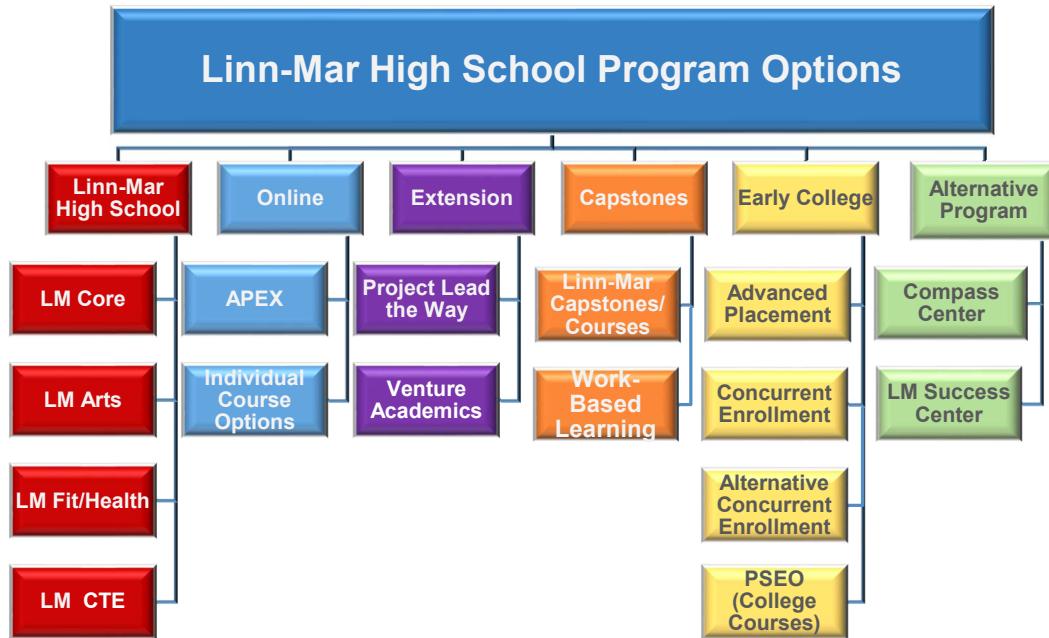
Kirkwood Community College credit course



Curriculum for Agricultural Science Education



Virtual Course



## Supportive Services for Program Options

Student Assistance Center

Student Support Services

Linn-Mar Learning Center

Tutoring Lab

Guided Studies Lab

Achievement Studies

Credit Recovery/  
Completion

RTI - Response to  
Intervention Sessions

College and Career Center

## 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 attended 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*.

### Biliteracy Seal

The Seal of Biliteracy is an award given by Linn-Mar High School and the State of Iowa to recognize students who have attained proficiency in two or more languages to include English, by high school graduation.



The Seal of Biliteracy:

- Values language as an asset
- Recognizes the value of language diversity & cultural identity
- Prepares students with 21st century skills that will benefit them in the labor market and the global society
- Provides employers, universities, and grant/scholarship providers with a method to recognize applicants for their dedication to attainment of biliteracy

To be eligible to be awarded the Iowa Seal of Biliteracy, each student shall demonstrate proficiency in English and one or more World languages. The requirement may be met at any time during a student's high school years.

Any student interested in earning the Biliteracy diploma award seal must register with his or her school counselor by December 20 (for testing in January) or March 20 (for testing in April) of the year of graduation.

### Industry Recognized Credentials (IRC) & Seal

An industry-recognized credential (IRC) is a certification that has been widely acknowledged as holding value within a specific industry or field. Recipients of such credentials have demonstrated that they possess the knowledge, skills and competencies required to perform specific tasks or roles within that industry. IRCs are awarded by certifying bodies, trade associations or professional organizations that have established standards for proficiency and knowledge within that domain.

Designed as a validation of an individual's expertise, IRCs serve as a trusted benchmark for employers and stakeholders.

LMHS will recognize high school graduates who have attained an IRC prior to graduation with an IRC seal, the IRC must be aligned to the student's CTE program of study, and the IRC must be on the state-approved list. In other words, a student must have earned the IRC after completion of a sequential course in a state-approved CTE program of study to be eligible. Students may meet the requirements at any time during their high school enrollment, but students cannot be awarded the seal until graduation.

**The following IRCs are offered at LMHS for the 2026-27 school year:**

[?]

Linn-Mar H.S. or KCC Course	Content Area	Associated IRC
Venture Applied Entrepreneurship & Entrepreneurship	Business	Innovative Leader Credential
Metals Materials & Processes	Design, Engineering, and Materials	OSHA 10 Construction
Residential Construction I and II	Design, Engineering, and Materials	OSHA 10 Construction
Cabinet Making	Design, Engineering, and Materials	OSHA 10 Construction
Woods Materials & Processes	Design, Engineering, and Materials	OSHA 10 Construction
Exploration of Healthcare Careers Academy	Kirkwood Academy	Basic Life Support (BLS)
Kirkwood Automotive Academy: Automotive Suspension and Steering	Kirkwood Academy	Automotive Wheel Service Alignment (NC3), Automotive Suspension and Steering (NC3)
Kirkwood Automotive Academy: Hand Tool Identification & Safety & Scanner Diagnostics (Apollo D9)	Kirkwood Academy	Automotive Technical Lab
Kirkwood Automotive Academy: Multimeter Use	Kirkwood Academy	Automotive Technical Lab II
Kirkwood Automotive Academy: Automotive Heating and Air Conditioning	Kirkwood Academy	EPA 609 Certification
Patient Care & Pre-RN Academy	Kirkwood Academy	Certified Nursing Assistant (CNA)
CASE: Intro to Ag, Food, and Natural Resources	Agriculture	Youth for the Quality Care of Animals (YQCA)
Environmental Science Issues/Natural Resources Ecology	Agriculture	NRCS Fundamentals of Conservation & Sustainability in Agriculture
Aquaculture	Agriculture	Ducks Unlimited Ecology Conservation & Management Certification
CASE: Principles of Agriculture Science: Animal	Agriculture	Elanco Fundamentals of Animal Science Certification

Food Science Safety	Agriculture	AMSA Culinary Meat Selection & Cookery Certification or AMSA Food Safety & Science Certification
CASE: Agri-Business Foundations	Agriculture	Center for Financial Responsibility Personal Financial Literacy Certification
Health II & Venture Biomedical Science	Health	Health Career Preparation Certification (AHA HeartSaver course, First aid/CPR/AED)
Venture Exploring Education	Family Consumer Science, Education	Iowa Paraeducator Generalist Certification
ProStart	Family Consumer Science	ServSafe Food Handler

### **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 85 minutes per day) are worth five credits per quarter (9 weeks). Most other courses (which meet for 40 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 of 75%(C) or higher must be earned to receive credit. Grades lower than 75% 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.

### **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.

### **Drop/Add Deadlines**

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

### **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 11/12 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 to graduate. In addition, the following department requirements must be met to earn a diploma:

- **English – 40 credits.** Must include English I or Advanced English I (10 credits each), English II or Advanced English II (may opt out if student passes Advanced English I with a 90% or higher grade), English III or Advanced English III, and one public speaking (rhetoric/speech/acting/communications) course (5 credits).
- **Mathematics – 30 credits.** Must include Algebra 1 (10 credits) or Algebra 1A and Algebra 1B (20 credits). Students who successfully complete both semesters of Algebra 1 may not then take Algebra 1A or Algebra 1B to fulfill the Algebra or three-year Math requirement.
- **Science - 30 credits.** ***Starting with the class of 2030:*** Must include Biology, Advanced Biology, or Venture Advanced Biology (10 credits); Chemistry or Advanced Chemistry (10 credits); Physics or Advanced Physics (10 credits).
  - ***For graduating classes of 2029, 2028, and 2027:*** Must include Biology (10 credits) or AP Biology 1&2 (15 credits) an earth science course (Earth Science (10 credits), Earth and Space Science (10 credits), or AP Environmental Science 1&2 (15 credits)), a chemistry course (Applied Physics and Chemistry (10 credits) or Chemistry I (10 credits)), and a physics course (Earth and Space Science (10 credits), Applied Chemistry and Physics (10 credits), Physics I (10 credits), AP Physics 1 (10 credits), or AP Physics 2 (10 credits)).
- **Social Studies - 30 credits.** Must include U.S. History 9 or Advanced U.S. History 9 (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 American Government (10 credits), and Introductory Psychology or Sociology (5 credits).
- **Personal Finance - 5 credits.** Students must receive credit for Personal Finance (5 credits), or complete and demonstrate financial literacy competencies gained through MOC or a designated online financial literacy course.
- **Health/Fitness - 20 credits.** Must include Health I (5 credits). Must include a Lifetime Fitness Course each school year.

Students may meet graduation requirements through successful completion of a combination of in-building, concurrent, alternative concurrent, PSEO, or credit recovery offerings.

Graduation requirements for students with an Individual Education Program (IEP) will be in accordance with a prescribed course of study, meeting requirements of the Iowa State Board of Education. Specific requirements will include four years of English, three years of math, three years of social studies, three years of science, and completion of District physical education expectations as written in a student's IEP.

## **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 is not available to be used to raise a student's grade.

## **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.

## **Standards Reporting and Course Grades**

Linn-Mar High School reports on Priority Standards of the Iowa Core and content standards in subject areas not included in the Iowa Core. Priority Standard proficiency scales define increasingly cognitively complex levels of performance mastery and provide the basis for evaluation of student knowledge and skill. The standard proficiency scale used by Linn-Mar High School progresses from Level 1 (Beginning) to Level 4 (Exemplary). A mark of MIS or RR (Missing or Reassessment Required) will be used to indicate insufficient evidence to assess learning. Category titles and descriptions used in the LMHS standard proficiency scale are subject to update. In addition to standards reporting, a traditional course letter grade will be calculated from individual student performance scores and recorded on the student's personal school transcript. The conversion scale on page 10 will be used to calculate the traditional course letter grade.

### **Standard Proficiency Scale Conversion Chart for Computing a Course Grade Proficiency Scale Conversion**

Scale Score	Traditional Score
4	100
3.5	95
3	90
2.5	85
2	75
1.5	65
1	60
MIS/RR	INC

**LMHS Standard Proficiency Scale**

Score	Level	Description
4	<b>Exemplary</b>	<p>Student shows in-depth inferences and application in class as taught by the teacher in addition to meeting the standard, such as explaining or demonstrating connections between ideas.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> <li>- real-world application or demonstration of creative application of skills</li> <li>- use of information to solve problems in a different context</li> <li>- demonstration of unique insight or complex understanding</li> <li>- use of advanced analysis skills</li> </ul>
3.5		In addition to score 3.0 performance, uses in-depth inferences and application with partial success.
3	<b>Proficient</b>	Student can independently use, apply, and/or demonstrate the standard but may include errors that do not impact demonstration of the standard.
2.5		No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
2	<b>Approaching</b>	Student can demonstrate foundational processes of the standard.
1.5		No major errors or omissions regarding 1.0 content and partial knowledge of the 2.0 content.
1	<b>Beginning</b>	Student recalls vocabulary and/or understands simpler ideas, skills, and concepts.
MIS	<b>Missing</b>	Required evidence of learning has not yet been submitted.
RR	<b>Reassessment Required</b>	Student has not yet met Level 1.0 proficiency requirements.

## **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**

- Iowa Statewide Assessment of Student Progress (ISASP) (required)

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

- Iowa Statewide Assessment of Student Progress (ISASP) (required)
- NWEA MAP test (math and reading assessment) (select)
- PSAT: Pre-SAT (optional) *\*\* fee required*
- PreACT (optional) *\*\* fee required*

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

- Iowa Statewide Assessment of Student Progress (ISASP) (required)
- ASVAB – military career inventory (optional)
- ACT (optional) *\*\* fee required*
- SAT (optional) *\*\* fee required*
- PSAT: Pre-SAT/National Merit Scholarship Qualifying Test (optional) *\*\* fee required*

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

- ACT (optional) *\*\* fee required*
- SAT (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.*

>Effective, July 1, 2026: all students must pass (w/60% or higher) an Iowa Civics exam to graduate.

2026-2027



## Career Pathway: Agriculture



A career in agriculture, food, and natural resources requires certain skills and education depending on job requirements. Skills include promotion, processing, marketing, distribution, financing, and development of agricultural commodities including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

### Exposure Pathways

#### High School Courses

Introduction to Ag., Food & Nat. Resources	Animal & Plant Biotechnology
Aquaculture Science	Agricultural Power and Technology
Principles of Ag. Science-Animal	Ag. Business Foundations
Principles of Ag. Science-Plant	Ag. Research & Development
Natural Resources & Ecology	AP Environmental Science
Environmental Science Issues	Environmental Sustainability
Food Science & Safety	

#### Venture Academics

Venture Biology (Advanced Biology, Venture Biology, Rhetoric)

#### Job Shadows & Internships

Ag Mechanic	Landscaper
Agriculture Sales	Microbiologist
Agronomist	Naturalist
Botanist	Veterinarian Tech
Conservationist	Wastewater Mngt.
Floral Designer	Park Ranger
Geologist	Pet Groomer
Golf Course & Turfgrass Management	Veterinarian
GPS/GIS Specialist - Agriculture	

#### High School Clubs & Organizations

FFA

### Industry Recognized Credentials

- Agriculture – CASE Course Certification(s): Agri-Business Foundations, Introduction to AFNR, Principles of Agricultural Science-Animal
- Environmental Science Issues – NRCS Fundamentals of Conservation & Sustainability in Agriculture
- AFNR – YQCA Youth for the Quality Care of Animals
- Aquaculture – Ducks Unlimited Ecology Conservation & Management Certification
- Animal Science – Elanco Fundamentals of Animal Science Certification
- Food Science – AMSA Culinary Meat Selection & Cookery Certification or AMSA Food Safety & Science Certification

### Pursuit Pathways

#### Certificates/Diplomas

Ag Production	Water Environmental Technology
Pet Grooming	Water Treatment Specialist
Golf Course & Athletic Turfgrass Mgmt	Wastewater Specialist
Veterinary Asst	Water Environmental Technology
Landscape Construction & Design	

#### Careers & Median Salary Information

Animal Care Worker	Recycling Coordinator
\$54,000	\$56,000
Food Science Technician	Heavy Equipment Mechanic:
\$46,000	\$51,000

#### Associate Degrees

Ag Business	Veterinary Technology
Ag Production Mgmt	Humane Officer
Diesel Ag Technology	Landscape Construction & Design
Golf Course & Athletic Turfgrass Mgmt	Parks & Natural Resources

#### Careers & Median Salary Information

Veterinary Technologist	Chemical Technician, \$41,500
\$33,500	Landscaping, \$40,100

#### Bachelor Degrees

Environmental Studies	Animal Science
Food Science	Agribusiness Systems

#### Careers & Median Salary Information

Buyers, Farm Products, \$69,000	Animal Scientist, \$84,695
Biological Technician, \$51,409	



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## Career Pathway: Architecture



A career in architecture and construction requires certain skills and education depending on job requirements. Skills include designing, planning, managing, building, and maintaining the built environment.

### Exposure Pathways

#### High School Courses

Residential Construction 1	Building Trades
Residential Construction 2	PLTW Civil Engineering & Architect
Woods	Design
Cabinetmaking	Interior Design
Metals	

#### Job Shadows & Internships

Civil Engineer	Project Engineer
Construction	Project Management
Pre-Fabrication	CAD Design
Architecture	

#### High School Clubs & Organizations

Robotics	SkillsUSA
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#### Industry Recognized Credentials

Welding & Woods/Construction – OSHA 10
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### Experience Pathways

#### College CTE Courses in High School

Civil Engineering and Architectural Design
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#### Kirkwood Career Academies

### Pursuit Pathways

#### Certificates/Diplomas

CAD/Mechanical Engineering Tech.	Construction Estimator
Carpentry	Construction Supervision Certificate
HVAC Installer	
Plumbing Pre-Apprenticeship	

#### Careers & Median Salary Information

Solar Energy Installation	Pipe Fitter & Steamfitter
\$60,000	\$78,354
Plumber	Electrician
\$55,700	\$61,637

#### Associate Degrees

Architecture Technology	Construction Management
CAD/Mechanical Engineering Tech.	Interior Design

#### Careers & Median Salary Information

Electronic Drafter	Surveying and Mapping Technician
\$57,000	\$61,460

#### Careers & Median Salary Information

Architecture	Industrial Engineer
Civil Engineering	Construction Management
Industrial Design	

Commercial & Industrial Designer	Commercial Designer
\$60,000	
Surveyor	Landscape Architect
\$54,500	\$46,700



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## Career Pathway: Arts, Audio/Visual Technology, and Communications



A career in arts, audio/visual technology and communications requires certain skills and education depending on job requirements. Skills include designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

### Exposure Pathways

#### High School Courses

Art Exploration	Exploration in Ceramic	Journalism
Beginning Painting	Technique	Creative Writing
Beginning Drawing	Digital Photography	College Grammar
Beginning Ceramics	Beginning Graphics	Intro to College Writing
3-D Mixed Media	Graphics Two	Speech
Expressive Drawing	Advanced Art	Acting
Construction in Clay	Interior Design	Media Inf. Literacy
2-D Mixed Media	Fashion & Sewing	Digital Illustration
Drawing in Style	Advanced Sewing	Beginning Animation

#### Job Shadows & Internships

Graphic Designer	Photography
Events Assistant	News & Broadcast
Production Assistant	Radio
Marketing	Writing
Sports	Community Engagement

#### High School Clubs & Organizations

Art Club	LMTV
Yearbook	

#### Experience Pathways

#### College CTE Courses in High School

Art Appreciation	Fundamentals of Oral Comm.
Composition 1	Mass Media
Composition 2	Popular Culture

#### Venture Academics

Venture Creative Writing (Creative Writing, Rhetoric, Venture Creative Writing)

### Pursuit Pathways

#### Certificates/Diplomas

Social Media Marketing	Web Design
Web Development	

#### Careers & Median Salary Information

Fine Artist \$19,200	Floral Designer \$26,000
Broadcast Technician \$31,660	Printing Press Operator \$32,700

#### Associate Degrees

Graphic Communication Technology	Web Design
Web Development	

#### Careers & Median Salary Information

Broadcast Technician \$40,000	Camera Operator \$28,800
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#### Bachelor Degrees

Broadcasting	Theater
English	

#### Careers & Median Salary Information

Proofreader \$24,500	Talent Director \$42,500
Stage Director \$42,500	Editor \$41,200



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## Career Pathway: Business Management



A career in business management and administration requires certain skills and education depending on job requirements. Skills include planning, organizing, directing, and evaluating business functions essential to productive business operations.

### Exposure Pathways

#### High School Courses

Accounting	Economics
Advanced Accounting	Marketing
theROARstore	Business/Consumer Law
Introduction to Business	Entrepreneurship

#### Job Shadows & Internships

Business Management	Operations
Clerical Assistant	Publications
Hockey Operations	Safety & Loss
Hospital Administration	Administrative
Human Resources	Business Development
Marketing	

#### High School Clubs & Organizations

FBLA (Future Business Leaders of America)
Student Council

#### Experience Pathways

#### College CTE Courses in High School

Introduction to Business
Human Relations in Management

#### Venture Academics

Venture Applied Entrepreneurship (Entrepreneurship, Rhetoric, Venture)
Venture Applied Marketing (Marketing, Digital Marketing, Rhetoric, Venture)

### Pursuit Pathways

#### Certificates/Diplomas

Office Assistant	Entrepreneurship
Medical Coding	Human Resources
Medical Transcription	Project Management
Technical Accounting	Medical Transcription
Global Perspectives in Business	

#### Careers & Median Salary Information

Admin. Assistant	Tax Preparer
\$35,800	\$38,300
Data Entry	Bookkeeping
\$32,500	\$37,800
Payroll Clerk	
\$42,100	

#### Associate Degrees

Business Admin.: Accounting	Administrative Management
Business Admin.: Financial Services	Health Information Technology
Business Admin.: Management	Business Admin. w/ Transfer Option

#### Careers & Median Salary Information

Executive Secretary	Legal Secretary
\$50,000	\$35,900

#### Bachelor Degrees

Business	Business Management
Business Administration	Human Resources
Business Information Systems	

#### Careers & Median Salary Information

Marketing Manager	Technical Writer
\$91,600	\$57,300
Search Marketing Strategist	Human Resources Manager
\$71,300	\$95,700



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## Career Pathway: Education & Training



A career in education and training requires certain skills and education depending on job requirements. Skills include planning, managing, and providing education and training service, and related learning support services.

### Exposure Pathways

#### High School Courses

Human Growth and Development	KCC Child Growth and Development
Introductory Psychology	Exploring Teaching
AP Psychology	

#### High School Clubs & Organizations

LM Buddies	Student Ambassadors
TRY (Teens Reaching Youth)/SODA	FCCLA

#### Venture Academics

Venture Behavioral Science (Intro to Psychology, Sociology, Rhetoric, Venture)	
Venture Exploring Education ( Kirkwood Exploring Teaching, Kirkwood Behavior Management, Kirkwood Child Growth and Development, Venture)	

#### Job Shadows & Internships

Counselor	Librarian
Child Development Specialist	Teacher & Classroom Assistant
High School Athletic Director	Youth Ministry
Hockey Assistant Coaching	Tutorial Admin. Assistant

#### Experience Pathways

##### College CTE Courses in High School

KCC Child Growth and Development	Intro to Human Services
Exploring Teaching	Behavior Management

##### Industry Recognized Credentials

Education (Venture) – Paraeducator Cert.
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### Pursuit Pathways

#### Certificates/Diplomas

Early Childhood Paraeducator	Early Childhood Education
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#### Careers & Median Salary Information

Library Assistant \$22,400	Special Education Teacher \$44,400
Vocational Education Teacher \$73,150	Teacher Assistant \$26,400

#### Associate Degrees

Early Childhood Education	Liberal Arts: Ed. w/ Transfer Option
Exercise Science and Wellness	

#### Careers & Median Salary Information

Education Administrator, Preschool & Childcare Center \$31,200
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#### Bachelor Degrees

Elementary Education	Organizational Leadership
Secondary Education	Athletic Training

#### Careers & Median Salary Information

Kindergarten Teacher \$63,100	Special Education Teacher \$57,300
Physical Education Teacher \$59,400	Middle School Teacher \$55,400



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## Career Pathway: Finance



A career in finance requires certain skills and education depending on job requirements. Skills include planning services for financial and investment planning, banking, insurance, and business financial management.

### Exposure Pathways

#### High School Courses

Personal Finance	Marketing
Accounting	Business/Consumer Law
Advanced Accounting	Entrepreneurship
Economics	Agriculture Business Foundations
AP Microeconomics	Introduction to Business
The ROAR store	

#### Job Shadows & Internships

Accounting	Finance & Sales
Finance	

#### High School Clubs & Organizations

FBLA (Future Business Leaders of America)

### Venture Academics

Venture Entrepreneurship (Entrepreneurship, Rhetoric, Venture)
Venture Applied Marketing (Marketing, Digital Marketing, Rhetoric, Venture)

#### Experience Pathways

#### College CTE Courses in High School

Mathematics and Society
Personal Finance
Introduction to Business

### Pursuit Pathways

#### Certificates/Diplomas

Technical Accounting

#### Careers & Median Salary Information

Statement Clerk \$40,200	Loan Counselor \$33,000
Bill & Account Collector \$36,000	Bank Teller \$28,200

#### Associate Degrees

Business Administration: Accounting
Business Administration: Financial Services

#### Careers & Median Salary Information

Insurance Appraiser \$34,200
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#### Bachelor Degrees

Accounting	Financial Counseling and Planning
Finance	

#### Careers & Median Salary Information

Financial Analyst \$73,800	Budget Analyst \$70,300
Financial Examiner \$73,000	Actuary \$83,800



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## Career Pathway: *Health Sciences*



A career in health sciences requires certain skills and education depending on job requirements. Skills include planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### Exposure Pathways

#### High School Courses

Anatomy & Physiology	Advanced Biology	AP Chemistry
Biology	Chemistry	Advanced Biology
Physics	AP Biology	Health II

#### High School Clubs & Organizations

HOSA

#### Venture Academics

Venture Biomedical Science (PLTW Biomedical Science, Venture Biomedical Science, Rhetoric)

### Experience Pathways

#### College CTE Courses in High School

Human Anatomy I	Medical Terminology
Human Anatomy II	Exploring Health Careers
Nutrition	

### Pursuit Pathways

#### Certificates/Diplomas

Dental Assisting	Pharmacy Technician
Medical Coding	Surgical Technology
Medical Assisting	Medical Transcription
Medical Transcription	Nurse Aide
Practical Nursing (LPN)	EMT

#### Associate Degrees

Dental Assisting	Exercise Science & Wellness	Occupational Therapy
Dental Hygiene	Health Information Tech.	Paramedic
Dental Technology	Medical Assisting	Physical Therapy Assistant
Diagnostic Assistant (Rad. Tech.)	Medical Laboratory Tech.	Respiratory Therapist
Electroneurodiagnostic Tech.	Associate Degree Nursing, RN	Surgical Technology

#### Bachelor Degrees

Biology	Culinary Food Science,
Dietetics	Diet and Exercise
Healthcare Administration	Food Science & Global Health Studies
Nursing	

#### Job Shadows & Internships

Chiro & Wellness	Dermatology	Physical Therapy
Nursing	Occupational Therapy	Personal Trainer
Dental	Oncology	Radiology
Dietary	Optician	Physician Assistant

#### Industry Recognized Credentials

Patient Care or Pre-RN (Kirkwood Academy) – CNA  
Explorations of Healthcare Careers (Kirkwood) – Basic Life Support (BLS)  
Health Career Preparation (Venture & Health II) – American Health Association (AED, CPR, First Aid)

#### Kirkwood Career Academies

[Emergency Medical Tech.\(EMT\)](#) [Pre-Prof. Health Academy](#)  
[Patient Care Academy](#)

#### Careers & Median Salary Information

Licensed Practical & Licensed Vocational Nurse	\$41,200
Ophthalmic Medical Tech	\$40,300

#### Careers & Median Salary Inf.

Dental Hygienist	Registered Nurse
\$69,100	\$69,100
Diagnostic Medical Sonographer	Histotechnologist

#### Careers & Median Salary Information

Clinical Research Coordinator	Natural Science Manager
\$111,700	
Clinical Data Manager	Recreational Therapist



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## Career Pathway: Government



A career in government and public administration requires certain skills and education depending on job requirements. Skills include planning and performing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

### Exposure Pathways

#### High School Courses

Law and Constitution	AP French
Government	Spanish 5
AP Government	Intermediate Spanish I
Business/Consumer Law	Intermediate Spanish II

#### Job Shadows & Internships

City Clerk	Presidential Campaign
Congressional Campaign	Civil Rights

#### High School Clubs & Organizations

Model UN
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#### Venture Academics

Venture Government (US Government, State and Local Government, Rhetoric, Venture)

### Experience Pathways

#### College CTE Courses in High School

Introduction to Criminal Justice
Social Problems
Cultural Anthropology

### Pursuit Pathways

#### Certificates/Diplomas

Office Assistant
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#### Careers & Median Salary Information

Administrative Service Manager	Postmaster
\$83,900	\$49,900

Postal Service Mail Carrier	Meter Reader
\$50,000	\$36,000

#### Associate Degrees

Business Administration	Administrative Management
Business Administration: Management	Water Environmental Technology

#### Careers & Median Salary Information

Assessor
\$73,200

#### Bachelor Degrees

Urban Planning	Accounting
Public Administration	

#### Careers & Median Salary Information

Statistical Assistant	Legislator
\$51,100	\$22,100

Social and Community Service Manager	Financial Examiner
\$54,300	\$72,900



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## Career Pathway: Hospitality & Tourism



A career in hospitality and tourism requires certain skills and education depending on job requirements. Skills include management, marketing, and operations of restaurants and other culinary arts services, lodging, attractions, recreation events, and travel related services.

### Exposure Pathways

#### High School Courses

Culinary Basics	ProStart Two
Foundations of Living	Food Science and Safety
ProStart One	

#### Job Shadows & Internships

Cafe Line Cook	Special Events
Chef Assistant	Travel Agent
Cosmetology	

### Experience Pathways

#### College CTE Courses in High School

ProStart One	ProStart Two
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#### High School Clubs & Organizations

FCCLA

### Industry Recognized Credentials

Culinary Basics – ServSafe Food Handler

### Pursuit Pathways

#### Certificates/Diplomas

Baking & Pastry Arts	Hospitality Management
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#### Careers & Median Salary Information

Gaming Manager \$57,600	Tour Guide \$28,800
Animal Trainer \$31,500	Hotel, Motel, & Resort Desk Clerk \$21,400

#### Associate Degrees

Culinary Arts	Hospitality Management
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#### Careers & Median Salary Information

Travel Agent \$4,700	Chef & Head Cook \$37,000
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#### Bachelor Degrees

Hospitality Management	Event Management
Business Administration	

#### Careers & Median Salary Information

Lodging Manager \$36,000	Interpreter & Translator \$35,000
Residential Advisor \$23,800	Meeting, Convention & Event Planner \$42,000

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## Career Pathway: Human Services



A career in human services requires certain skills and education depending on job requirements. Skills include preparing individuals that relates to family and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

### Exposure Pathways

#### High School Courses

Introductory Psychology	KCC Child Growth and Development
Sociology	Exploring Teaching
AP Psychology	Behavior Management
Human Growth and Development	

#### Job Shadows & Internships

Activity Coordinator	Therapist Assistant
Event Planning	Waypoint Ambassador
Medical Clinic	Volunteer Coordinator

#### High School Clubs & Organizations

LM Buddies	TRY (Teens Reaching Youth)
SODA (Students Opposed to Drugs and Alcohol)	Student Ambassadors
	FCCLA

#### Venture Academics

Venture Behavioral Science (Intro to Psychology, Sociology, Rhetoric, Venture)  
 Venture Exploring Education (Child Growth and Development, Exploring Teaching, Behavior Management, Venture)

### Experience Pathways

#### College CTE Courses in High School

Marriage and Family	KCC Child Growth and Dev.
Social Problems	Exploring Teaching
Introductory to Sociology	Behavior Management
Introduction to Criminal Justice	

#### Industry Recognized Credentials

Culinary Basics – ServSafe Food Handler
Exploring Education (Venture) – Iowa Paraeducator Generalist
Patient Care or Pre-RN (Kirkwood Academy) – CNA
Explorations of Healthcare (Kirkwood) – Basic Life Support (BLS)
Health Career Preparation (Venture & Health II) – American Health Association (AED, CPR, First Aid)

### Pursuit Pathways

#### Certificates/Diplomas

Early Childhood Paraeducator	Early Childhood Education

#### Careers & Median Salary Information

Preschool Teacher \$26,000	Nanny \$19,300
Childcare Worker \$19,300	Fitness Trainer \$37,700

#### Associate Degrees

Early Childhood Education	Human Services

#### Careers & Median Salary Information

Funeral Service Manager \$54,000

#### Bachelor Degrees

Social Work	Psychology
Elementary Education	

#### Careers & Median Salary Information

Social & Community Service Manager \$54,300	Elementary Teacher \$52,000
Religious Activities & Education \$42,000	Social & Community Service Officer \$54,300



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## Career Pathway: Information Technology



A career in information technology requires certain skills and education depending on job requirements. Skills include building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

### Exposure Pathways

#### High School Courses

Computer Science Essentials	PLTW Digital Electronics
Computer Science Principles	Cybersecurity
AP Computer Science	

#### Job Shadows & Internships

Quality Analyst	Software Development
Computer Technician	Technology Support
Information Tech	Web Development
IT/Help Desk	

#### High School Clubs & Organizations

eSports	Robotics
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### Experience Pathways

#### College CTE Courses in High School

PLTW Computer Science Essentials	PLTW Computer Science Applications
PLTW Computer Science Principles	PLTW Digital Electronics

### Pursuit Pathways

#### Certificates/Diplomas

Database Technologies	Web Design
Java Programming	Network Security
Mobile App Development	Network and System Administration
.NET Programming	PC Technician
Healthcare IT Technician	Desktop Customer Service
Web Development	

#### Careers & Median Salary Information

Statement Clerk	Loan Counselor
\$40,200	\$33,000
Bill & Account Collector	Bank Teller
\$36,000	\$28,200

#### Associate Degrees

Computer Software Development	Web Technologies
Computer Support Specialist	Network and System Administration
Graphic Communication Technology	

#### Careers & Median Salary Information

Computer Operator
\$46,200

#### Bachelor Degrees

Technology	Business Analytics & Information Systems
Technology and Engineering Education	Technical Communication
Technology Management	

#### Careers & Median Salary Information

Computer & Info. Systems Manager	Database Administrator
\$123,600	\$80,000
Computer Hardware Engineer	Software Developer
\$85,600	\$88,000



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## Career Pathway: Law



A career in law, public safety, corrections, and security requires certain skills and education depending on job requirements. Skills include planning, managing, and providing legal, public safety, protective services, and homeland security, including professional and technical support services.

### Exposure Pathways

#### High School Courses

Government	AP Comparative Government
Law & the Constitution	Sociology
AP American Government	Media Information Literacy

#### Job Shadows & Internships

Legal Administrative Assistant	Receptionist & Security
Legal Support	Safety & Security
Police Officer	

#### High School Clubs & Organizations

Model United Nations
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### Experience Pathways

#### College CTE Courses in High School

Introduction to Criminal Justice	Introduction to Sociology
Social Problems	

#### Kirkwood Career Academies

Venture Government (US Government, State and Local Government, Rhetoric, Venture)
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### Pursuit Pathways

#### Certificates/Diplomas

Entry-Level Firefighter	Entry-Level Firefighter
Emergency Medical Technician	

#### Careers & Median Salary Information



Legal Secretary \$36,000	Fire Inspector \$70,000
Correctional Officer \$50,700	Fire Fighter \$67,600

#### Associate Degrees

Criminal Justice	Paralegal Studies
Entry-Level Firefighter	Paramedic

#### Careers & Median Salary Information



Paralegal \$44,000
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#### Bachelor Degrees

Public Health	Linguistics
Criminology	

#### Careers & Median Salary Information



Private Detective \$75,000	Intelligence Analyst \$58,000
Loss Prevention Manager \$63,400	Arbitrator, Mediator & Conciliator \$81,500



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## Career Pathway: Manufacturing



A career in manufacturing requires certain skills and education depending on job requirements. Skills include planning, managing, and performing the process of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

### Exposure Pathways

#### High School Courses

PLTW Computer Integrated Man.	PLTW Principles of Engineering
Computer Aided Drafting	Woods
Metals	Digital Electronics
PLTW Intro to Engineering	Cabinetmaking

#### Job Shadows & Internships

Welding

#### High School Clubs & Organizations

Robotics SkillsUSA

### Experience Pathways

#### College CTE Courses in High School

Intro to 3D Printing
Intro to Parametric Solid Modeling

#### Kirkwood Career Academies

#### Industry Recognized Credentials

Welding, Woods/Construction – OSHA 10 Construction

### Pursuit Pathways

#### Certificates/Diplomas

Industrial Robotics Certificate	CAD/Mechanical Engineering Tec.
Entry-Level Welding	HVAC Installer
CNC Machining Technology	Electromechanical Technology
Electronics Engineering Technology	Plumbing Pre-Apprenticeship

#### Careers & Median Salary Information

Radio Mechanic \$77,000	Industrial Machinery Mechanic \$53,300
Elevator Installer \$57,200	Tool and Die Makers \$45,000

#### Associate Degrees

Advanced Manufacturing & Robotics Tech.	Electronics Engineering Tech.
Advanced Welding Tech.	CAD/Mechanical Engineering Tech.
Automation & Instrumentation Tech.	Energy Production & Distribution Tech.
CNC Machining Tech.	Industrial Maintenance

#### Careers & Median Salary Information

Robotic Technician \$49,000	Methane/Landfill Gas Generation System Technicians \$55,000
Computer, Automated Teller, and Office Machine Repairer \$36,000	

#### Bachelor Degrees

Aerospace Engineering	Manufacturing Technology
Mechanical Engineering	

#### Careers & Median Salary Information

Industrial Production Manager \$91,000	Industrial Engineers \$79,000
Quality Control Systems Managers \$91,000	Environmental Engineering Technicians \$41,000



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## Career Pathway: Marketing



A career in marketing requires certain skills and education depending on job requirements. Skills such as anticipating, planning, managing, and performing marketing activities to reach organizational objectives such as advertising and promotion techniques, business communication, and business development.

### Exposure Pathways

#### High School Courses

Personal Finance	Business/Consumer Law	Beginning Animation
Accounting	Entrepreneurship	Introduction to Business
Advanced Accounting	Agriculture Business	
Economics	Foundations	
AP Microeconomics	Beginning Graphics	
theROARstore	Graphics Two	
Marketing	Digital Illustration	

#### Job Shadows & Internships

Business Development & Event Promotions
Market Research Analyst
Marketing & Communications

#### High School Clubs & Organizations

Future Business Leaders of America (FBLA)
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### Experience Pathways

#### College CTE Courses in High School

Introduction to Business	Personal Finance
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#### Venture Academics

Venture Applied Marketing (Marketing, Digital marketing, Rhetoric, Venture)
Venture Applied Entrepreneurship (Entrepreneurship, Rhetoric, Venture)

### Pursuit Pathways

#### Certificates/Diplomas

Retail Marketing	Social Media Marketing
Sales	Office Assistant

#### Careers & Median Salary Information

Demonstrators & Product Promoters	Parts Salespersons
\$24,000	\$34,000
Real Estate Sales Agents	Telemarketers
\$48,000	\$28,600

#### Associate Degrees

Business Administration: Marketing	Apparel Merchandising
Management	

#### Careers & Median Salary Information

Procurement Clerks	Assessors
\$42,000	\$73,000

#### Bachelor Degrees

Marketing	Communication Studies
Advertising and Digital Media	

#### Careers & Median Salary Information

Online Merchants	Sales Engineers
\$59,000	\$87,000
Sales Managers	Appraisers, Real Estate
\$98,000	\$73,000



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## Career Pathway: *Transportation*



A career in transportation, distribution, and logistics requires certain skills and education depending on job requirements. Skills include planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistic services, mobile equipment and facility maintenance.

### Exposure Pathways

#### High School Courses

Metals

#### High School Clubs & Organizations

Robotics

SkillsUSA

#### Job Shadows & Internships

Auto Mechanic Assistant

Flight Operations

Diesel Technician

### Experience Pathways

#### Kirkwood Career Academies

### Industry Recognized Credentials

Automotive Suspension and Steering (Kirkwood) – Auto Wheel Service Alignment (NC3)  
 Auto Wheel Service and Alignment (NC3) (Kirkwood) – Auto Suspension and Steering  
 Hand Tool Identification & Safety & Scanner Diagnostics (Apollo D9) (Kirkwood) – Automotive Technical Lab  
 Multimeter Use (Kirkwood) – Automotive Technical Lab II  
 EPA 609 Certification (Kirkwood) – Automotive Heating & Air Conditioning

### Pursuit Pathways

#### Certificates/Diplomas

Automotive Collision Repair

#### Careers & Median Salary Information

Transportation Vehicle, Equipment and Systems Inspectors  
 \$83,000  
 Customs Brokers  
 \$59,000

Cargo and Freight Agents  
 \$33,000  
 Traffic Technicians  
 \$31,000

#### Associate Degrees

Automotive Technology

Diesel Truck Technology

#### Careers & Median Salary Information

Aviation Inspectors  
 \$83,000

Signal and Track Switch Repairers  
 \$36,000

#### Bachelor Degrees

Finance

Supply Chain Management

#### Careers & Median Salary Information

Transportation Managers  
 \$81,000

Logistics Managers  
 \$81,000  
 Storage and Distribution Managers  
 \$81,000  
 Airline Pilots, Copilots, and Flight Engineers  
 \$76,000



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## Career Pathway: Science, Technology, Engineering & Math



A career in science, technology, engineering, and mathematics requires certain skills and education depending on job requirements. Skills include providing, planning, and managing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

### Exposure Pathways

#### High School Courses

Algebra 2	Physics	PLTW Digital Electronics	Food Science & Safety
Pre-Calculus	AP Chemistry	PLTW Engineering Design & Development	Animal and Plant Biotechnology
AP Calculus AB	AP Biology	Mechanical Drawing	Agricultural Research & Development
AP Calculus BC	AP Physics	Introduction to Agriculture, Food & Ntr Resources	
AP Statistics	Anatomy & Physiology	Aquaculture Science	
Astronomy	Geology	Principles of Agricultural Science-Animal	
Meteorology	PLTW Intro to Engineering	Principles of Agricultural Science-Plant	
Bioethics	PLTW Principles of Engineering	Natural Resources and Ecology	
AP Envmntl Science	PLTW Aerospace Engineering	Environmental Science Issues	
Chemistry	PLTW Computer Integrated Mfg	Cybersecurity	
Earth & Space Science	PLTW Civil Engineering & Architect Dsgn		

#### Job Shadows & Internships

Analytical Chemistry Research	Conservation Biology Research
CAD Design	Organic Chemistry Assistant
Chemistry Lab	Wastewater Plant Operations & Maintenance
Civil & Electrical Engineering	

#### High School Clubs & Organizations

Robotics	SkillsUSA
Science Olympiad	

#### Venture Academics

Venture Biology (Advanced Biology, Rhetoric, Venture Biology)
Venture Biomedical Science (PLTW Biomedical Science, Venture Biomedical Science, Venture)

### Experience Pathways

#### College CTE Courses in High School

Math and Society	Human Anatomy I
Nutrition	Human Anatomy II

#### Kirkwood Career Academies

Adv.Man.with Robotics & Welding	Technology
Architectural & Engineering	
Pre-Professional Health Careers	

### Industry Recognized Credentials

- Automotive Suspension and Steering (Kirkwood) – Automotive Wheel Service Alignment (NC3)
- Automotive Wheel Service and Alignment (NC3) (Kirkwood) – Automotive Suspension and Steering
- Hand Tool Identification & Safety & Scanner Diagnostics (Apollo D9) (Kirkwood) – Automotive Technical Lab
- Multimeter Use (Kirkwood) – Automotive Technical Lab II
- EPA 609 Certification (Kirkwood) – Automotive Heating and Air Conditioning

2026-2027

## Career Pathway: Science, Technology, Engineering & Math

Pursuit Pathways		Careers & Median Salary Information	
Certificates/Diplomas		 Careers & Median Salary Information	
Industrial Robotics	Network Security	Civil Engineering Technicians	Food Science Technicians \$46,000
Database Technologies	Network & System Admin.	\$50,000	
Java Programming	PC Technician		
Mobile App Development	CAD/Mechanical Eng. Tech.		
.NET Programming	Desktop Customer Service		
Healthcare IT Technician	Electromechanical Tech.		
Associate Degrees		Careers & Median Salary Information	
Advanced Manufacturing & Robotic Tech.	Exercise Science & Wellness	Chemical Technicians \$41,500	Fuel Cell Technicians \$54,000
CAD/Mechanical Engineering Tech.	Industrial Maintenance		
Computer Software Development	Network & System Administration	Surveying Technicians \$51,000	
Computer Support Specialist	Water Environmental Tech.		
Energy Production & Distribution			
Bachelor Degrees		 Careers & Median Salary Information	
Bio Chemistry	Technology Management	Management and Information Systems,	
Actuarial Science	Biological Systems Engineering	Statistics	
Seed Science	Food Science	Military Science	
Ag Engineering	Political Science	Business Analytics & Information Systems	
Electrical Engineering	Computer Science	Construction Engineering	
Microbiology	Technology	Materials Engineering	
Physics	Chemical Engineering	Technical Communication	
Geo Science	Industrial Engineering	Movement and Exercise Science	
Ag and Life Sciences Education	Seed Science	Mortuary Science	
Environmental Science	Earth Science	Culinary Food Science	
Nutritional Science	Applied Physics	Mathematics	
Bio Chemistry	Civil Engineering	Biology	
Technology and Engineering Education	Industrial Technology	Mechanical Engineering	
Animal Science	Software Engineering	Chemistry	
Family & Consumer Science Education	Graphic Technology	Social Science	
Physics	Bio Medical Engineering	Radiation Sciences	
Communication Sciences & Disorder	Computer Engineering		
Careers & Median Salary Information			
Chemical Engineers \$88,000	Materials Engineers \$75,400	Civil Engineers \$76,000	
Chemists \$79,000	Biochemical Engineers \$71,000	Marine Engineers \$64,000	

# Linn-Mar High School

**LM Core  
Subjects**

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**LM Arts**

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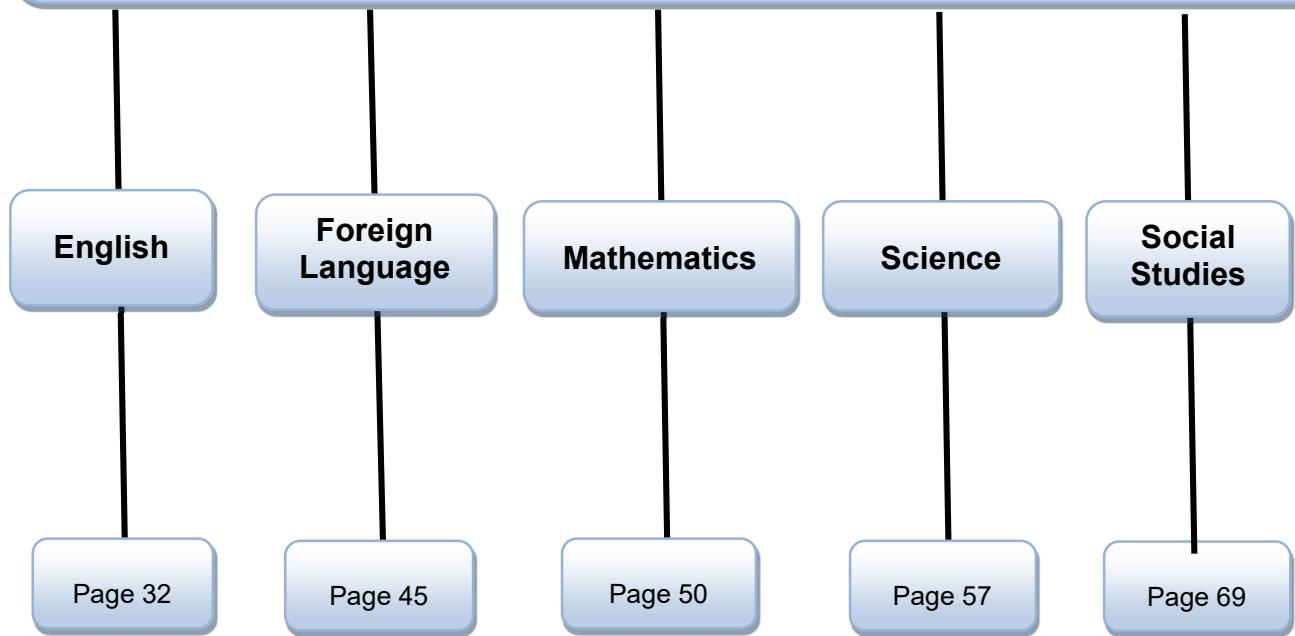
**LM Fitness/  
Health**

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**LM CTE/  
Electives**

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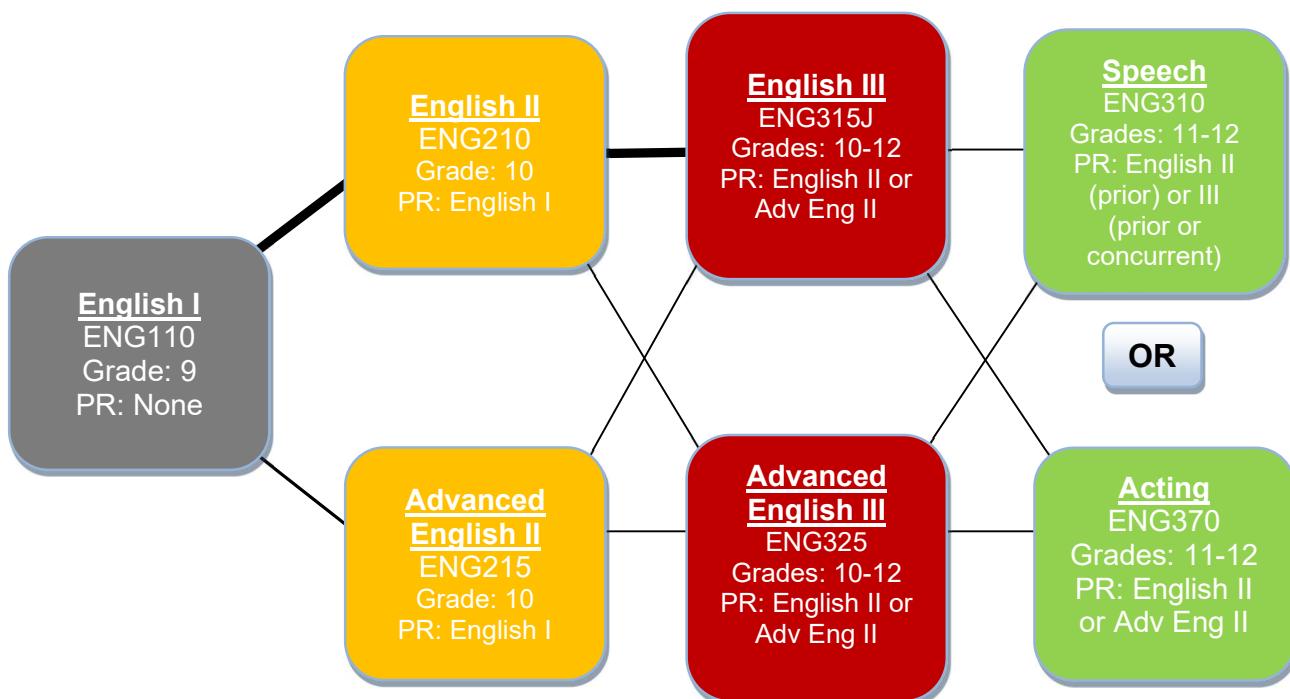
## Linn-Mar Core Subjects



# English

## English I Path

PR=Prerequisite Requirement



### Venture Creative Writing Strand

ENG702  
Grade: 10-12, 20 Credits

ENG120 Rhetoric  
ENG410 Creative Writing  
ENG702 Venture Creative Writing

English Electives p.34

### Graduation Requirements

- **40 credits of English (will include at least 1 elective)**
- **English I or Advanced English I**
- **English III or Advanced English III**
- **Speech/Rhetoric/Communications or Acting**

# English

## Venture Creative Writing Strand

ENG702  
Grade: 10-12, 20 Credits

ENG120 Rhetoric  
ENG410 Creative Writing  
ENG702 Venture Creative Writing

## Advanced English I Path

PR=Prerequisite

**Advanced English I**  
ENG130  
Grade: 9  
PR: None

**English II**  
ENG210  
Grade: 10  
PR: English I

**English III**  
ENG315J  
Grades: 10-12  
PR: English II or  
Adv Eng II

**Speech**  
ENG310  
Grades: 11-12  
PR: English II  
(prior) or III  
(prior or concurrent)

**OR**

**Advanced English II**  
ENG215  
Grade: 10  
PR: English I

**Advanced English III**  
ENG325  
Grades: 10-12  
PR: English II or  
Adv Eng II

**Acting**  
ENG370  
Grades: 11-12  
PR: English II  
or Adv Eng II

**English Electives p.34**

## Graduation Requirements

- **40 credits of English (will include at least 1 elective)**
- **English I or Advanced English I**
- **English III or Advanced English III**
- **Speech or Acting**

## English Electives

PR=Prerequisite Requirement

### Academic Literacy I

ENG105  
Grades: 9-10  
PR: Placement

### Academic Literacy II

ENG205  
Grades: 9-10  
PR: Placement

The above courses may be required for individual students

### Rhetoric

ENG120  
Grades: 9-12  
PR: None

### Journalism

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

### British Literature

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

### Classics

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

### Multicultural Literature

ENG355  
Grades: 10-12  
PR: English I or  
Advanced English I

### Contemporary Literature

ENG360  
Grades: 10-12  
PR: English II or  
English Dept. 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

### College Writing

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

### College Grammar

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

### College Reading

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

### Composition I

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

### Composition II

ENG465  
Grades: 11-12  
PR: Composition I

### AP English Literature and Composition

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

**Academic Literacy I**

Course #:	ENG105
Grade Level:	9-10
Credits:	5
Length:	1 Semester
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 I**

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

**Considerations:** English I or Advanced English I required for graduation. This course does not meet criteria to allow students to qualify to bypass English II.

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

**Rhetoric**

Course #:	ENG120
Grade Level:	9-12
Credits:	5
Length:	1 Semester
Format:	SuperBlock
Prerequisite:	None

**Considerations:**

May be used to fulfill the graduation requirement for Speech/Rhetoric/Acting through Venture Academics. Students must earn a 90% or higher to be awarded speech credit.

Not offered as a standalone class.

**Course Description:** This course is designed for Venture Academics. Students will work on three foundational skills: reading, writing, and speaking relative to the strand focus.

**Advanced English I**

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



**Considerations:** English I or Advanced English I required for graduation. Students earning a 90% or higher in this course may opt to bypass English II. 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: 9-10  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: Academic Literacy I or Instructor approval

**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 I or Advanced English I



**Considerations:** See prerequisite. Fulfils 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. It includes the following units: short story, novel, poetry, drama, and research. It will also introduce various writing styles (literary analysis, narrative, and research). In English II, work continues on student responsibility, respect for each other, intellectual curiosity, and embracing of varying viewpoints.

**Journalism**

Course #: ENG220  
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English II, English III, or English Department approval



**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.

**Advanced English II**

Course #: ENG215 

Grade Level: 10-12

Credits: 10

Length: 2 Quarters

Format: Block

Prerequisite: English I or Advanced English I

**Considerations:** See prerequisite. Fulfills the 10th grade English requirement for graduation.

**Course Description:** This is an accelerated version of English II where students will analyze/interpret a variety of American and global literature with an emphasis on analytical writing and interpreting literary pieces. Students will also write argumentative, 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 texts will be covered in class:

- Selection of short pieces of fiction and nonfiction from American authors and those outside of the global North
- *I am Malala*
- *Love Hate & Other Filters*
- *Fahrenheit 451*
- A literary circle novel (*The Fishermen*, *Under the Udala Trees*, *No Friend but the Mountains*)
- Possible additional texts (*Of Mice and Men*, *House on Mango Street*, Shakespeare)

**English III**

Course #: ENG315J 

Grade Level: 10-12

Credits: 10

Length: 2 Quarters

Format: Block

Prerequisite: English II or English Department approval

**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. Students will also write informative, argumentative, research and personal essays. This is a process-oriented class where students will revise and edit their own work. The following text will be covered in class:

- Short pieces of fiction and nonfiction from American authors
- Selections of poetry from Walt Whitman, Emily Dickinson, and other American poets
- *The Great Gatsby*
- *The Crucible*
- *A Raisin in the Sun*

**Speech**

Course #: ENG310   
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English II (prior) or III (prior or concurrent)

**Considerations:** See prerequisite. Speech, Rhetoric, or Acting is required for graduation. Students who have passed English I or Advanced English I with high marks may request English Department approval to register for Speech prior to 11<sup>th</sup> grade.

**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 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 high marks may ask their counselor to be put on a waiting list for this class. Admission is subject to availability.

**Advanced English III**

Course #: ENG325   
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: English II or English Department approval

**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*
- *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	(R)
Grade Level:	10-12	
Credits:	5	
Length:	1 Quarter	
Format:	Block	
Prerequisite:	English II, English III, or English Department approval	

**Considerations:** See prerequisites.

**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	(R)
Grade Level:	11-12	
Credits:	5	
Length:	1 Quarter	
Format:	Block	
Prerequisite:		

**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 to gain new awareness of themselves and others.

**Multicultural Literature**

Course #:	ENG355
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	English I or Advanced English I

**Considerations:** See prerequisites. This course earns elective English credit.

**Course Description:** As a course, Multicultural Literature seeks to explore, investigate, and reflect on how writers from underrepresented cultural identities and backgrounds express their experiences through narrative, short story, poetry, film, and more. Students will be presented opportunities to ask (and answer) the questions: how is a person's interaction with and experience in the world impacted by their identities? how are these experiences and interactions reflected in and shared through literature?

**Contemporary Literature**

Course #:	ENG360	(R)
Grade Level:	10-12	
Credits:	5	
Length:	1 Quarter	
Format:	Block	
Prerequisite:	English II, English III, or English Department approval	

**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, English III, or English Department approval

**Considerations:** See prerequisites. Acting, Rhetoric, or Speech is required for graduation. Acting DOES NOT meet the Board of Regents criteria for the RAI. 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.

**Communications**

Course #:	ENG390
Grade Level:	10-12
Credits:	5
Length:	1 Semester
Format:	SuperBlock
Prerequisite:	English I or Advanced English I



**Considerations:** May be used to fulfill the graduation requirement for Speech/Rhetoric/Acting through Venture Academics.

**Course Description:** Communications will prepare students to effectively publicly speak for career and professional endeavors and interactions. Students will understand and apply necessary skills for interviewing, team collaboration, public presentations to school boards and community organizations, creating professional digital profiles, and professional use of social media. Students will develop speaking and listening skills in authentic learning opportunities that address an evolving definition of public speaking.

**Literature of a Selected Author**

Course #:	ENG380
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	English II, English III, or English Department approval

**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 English Department approval



**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.

**Venture Creative Writing Strand**

Course #: ENG702   
 Grade Level: 10-12  
 Credits: 20 (10 Creative Writing, 5 elective Venture credits, and 5 Rhetoric credits)  
 Length: 2 semesters  
 Format: Block  
 Prerequisite: Adv. English I or English II

**Courses:** ENG410 (Creative Writing) and ENG120 (Rhetoric). Students that successfully complete both courses will meet speech graduation requirements and earn 5 elective English credits.

**Course Description:** This course combines the content of ENG410 and ENG120 into a project-based, hands-on, and community-engaged way. Students will learn important skills such as collaboration, communication, creativity, critical thinking, and time management as they complete projects while exploring opportunities to express their personal and community voice. Students will learn from and be mentored by professionals in the community. See page 132 to learn more about the Venture program.

**College Writing**

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

**Considerations:** 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 English Department approval

**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

**Composition II**

Course #: ENG465 or ENG465E  
 Grade Level: 11-12  
 Credits: 5 (LM), 3 (KW)  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: Composition I



**Considerations:** See prerequisite.

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

**Composition I**

Course #: ENG460 or ENG460E  
 Grade Level: 11-12  
 Credits: 5 (LM), 3 (KW)  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: English III or Adv. English III, 3.0 GPA or higher, or ACT score of 18 or higher.



**Considerations:** See prerequisites. 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.

**AP English Literature and Composition**

Course #: ENG512  
 Grade Level: 11-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Advanced English III is strongly recommended

**Considerations:** See prerequisite. This two-quarter class will be offered during the first semester of the year and will prepare students to take the AP English Literature and Composition exam in May. Review sessions during semester 2 will be provided.

**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.

**English Language Learners Fundamentals**

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

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the English Language Proficiency Assessments.

**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**

Course #: ENG245  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Instructor approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the English Language Proficiency Assessments.

**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 and writing, analyzing, and interpreting different genres which build academic vocabulary and grammar skills. This course will also focus on the writing process, a variety of essay styles, and writing research papers.

**English Language Learners I**

Course #: ENG145  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Instructor approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the English Language Proficiency Assessments.

**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 and writing, analyzing, and interpreting different genres which build academic vocabulary and grammar skills.

**English Language Learners III**

Course #: ENG335  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Instructor approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the English Language Proficiency Assessments.

**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 and writing, analyzing, and interpreting different genres which build academic vocabulary and grammar skills. In this course, students will read texts that relate to American history and culture in order to increase students' background on these subjects while honing their reading skills. This course will also focus on the writing process, a variety of essay styles, and writing research papers.

## English Language Learners Civics and Culture I

Course #:	ELL100
Grade Level:	9-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Instructor approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the English Language Proficiency Assessments.

**Course Description:** This course is designed to help English Language Learners develop their academic language while building background knowledge about history, government, and culture in the United States.

## English Language Learners College Prep

Course #:	ELL001CP
Grade Level:	9-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Instructor approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the English Language Proficiency Assessments.

**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 vocabulary, grammar, reading and composition practice. Focus will also be given to the college admissions process, financial aid concerns, scholarship opportunities, personal finance, and career skills.

## Work Experience - Yearbook

Course #:	GUI411
Grade Level:	9-12
Credits:	10
Length:	2 Semesters
Format:	Skinny- Early Bird (8:05-8:45 AM, Tues/Thurs)
Prerequisite:	Instructor approval

**Considerations:** The class is a blended class meeting 2 days a week before school. During blended days students will be covering school events or working on yearbook work assignments on their own time. Though taught through the English Department, credits earned through yearbook are elective only and do not count toward English graduation requirements.

**Course Description:** Yearbook is a project-based class where students will work with the yearbook printing company on real-time deadlines to complete the school yearbook. Students will take photos of school events, write copy, interview students and staff, and design pages for the yearbook. NOTE: Class will be flexible with any interested Marching Band students Q1.

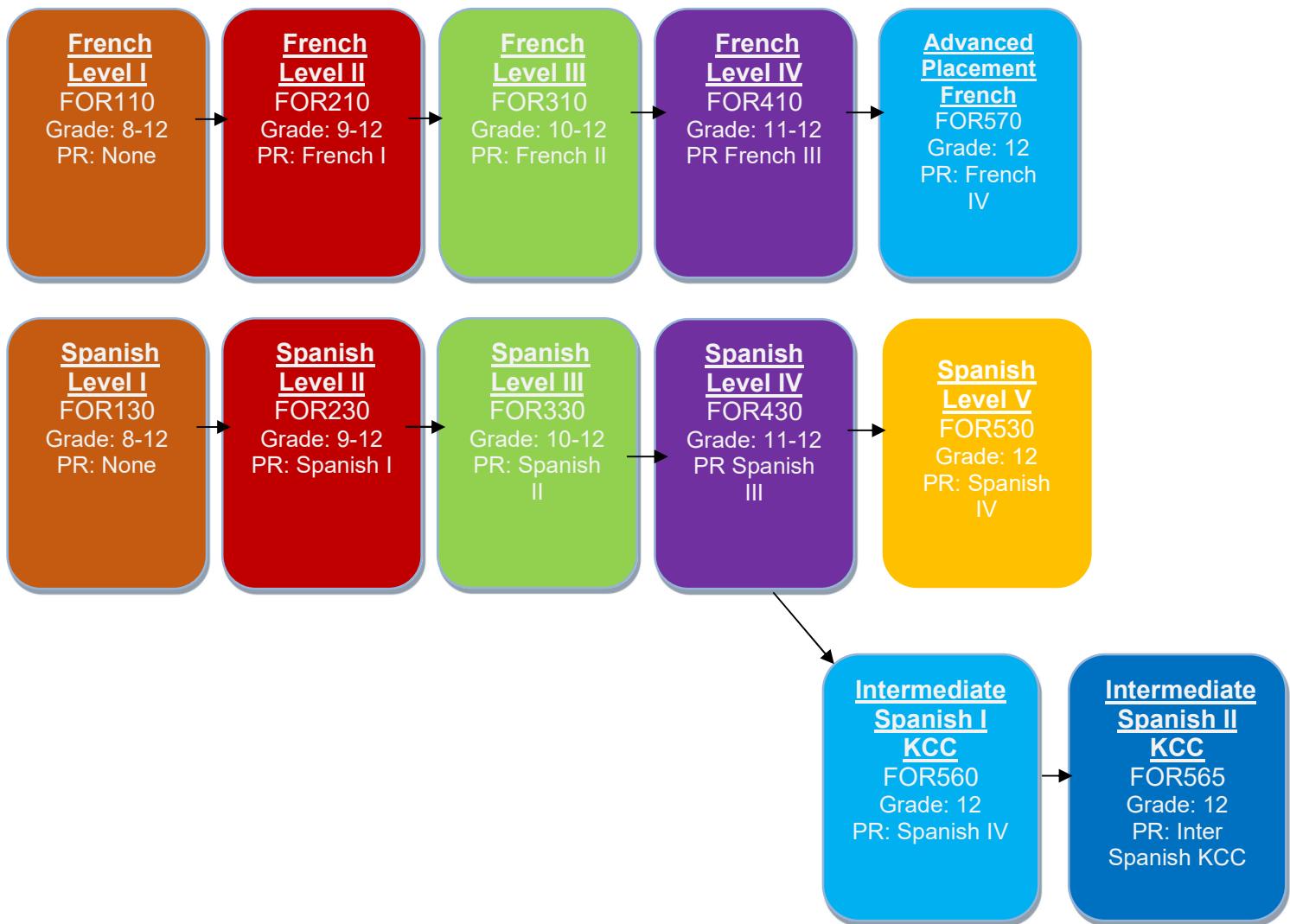
## English Language Learners Directed Studies

Course #:	ELL001DS
Grade Level:	9-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Instructor approval

**Considerations:** Students are placed in the course based on the Home Language Survey and their scores on the English Language Proficiency Assessments.

**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



**Level I French**

Course #: FOR110  
 Grade Level: 8-12  
 Credits: 10  
 Length: 1 Semester  
 Format: Block  
 Prerequisite: None

**Level II French**

Course #: FOR210  
 Grade Level: 9-12  
 Credits: 10  
 Length: 1 Semester  
 Format: Block  
 Prerequisite: French I



**Considerations:** A second term grade of 75% or higher in Level I is required to progress to Level II.

**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. Students are required to speak, listen, read, and write in the target language. The culture focus during French I is Paris.

**Level I Spanish**

Course #: FOR130  
 Grade Level: 8-12  
 Credits: 10  
 Length: 1 or 2 Semester(s)  
 Format: Block or Skinny  
 Prerequisite: None

**Level II Spanish**

Course #: FOR230  
 Grade Level: 9-12  
 Credits: 10  
 Length: 1 or 2 Semester(s)  
 Format: Block or Skinny  
 Prerequisite: Spanish I



**Considerations:** A second term grade of 75% or higher in Level I is required to progress to Level II.

**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. Students are required to speak, listen, read, and write in the target language.

**Considerations:** Second term grade of 75% 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. Students are required to speak, listen, read, and write in the target language.

Topics include families, parties, rooms and household tasks, clothing, and shopping.

**Level III French**

Course #: FOR310  
 Grade Level: 10-12  
 Credits: 10  
 Length: 1 Semester  
 Format: Block  
 Prerequisite: French II

**Level IV French**

Course #: FOR410  
 Grade Level: 11-12  
 Credits: 10  
 Length: 1 Semester  
 Format: Block  
 Prerequisite: French III



**Considerations:** Second term grade of 75% 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. Students are required to speak, listen, read, and write in the target language. The culture focus in French 3 is the Francophone world.

Topics include expansion on prior topics and prior preparation and francophone holidays, cuisine, school technology, morning routine, childhood memories and activities.

**Level III Spanish**

Course #: FOR330  
 Grade Level: 10-12  
 Credits: 10  
 Length: 1 or 2 Semester(s)  
 Format: Block or Skinny  
 Prerequisite: Spanish II



**Considerations:** Second term grade of 75% 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. Students are required to speak, listen, read, and write in the target language.

Topics include school, extracurricular activities, special events, clothing, errands, and places in the city.

**Considerations:** Second term grade of 75% 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. Students are required to speak, listen, read, and write in the target language. The culture focus in French 4 is the Francophone world and current events to help prepare for AP French.

Topics include camping and nature, fitness and health, professions, travel plans, movies and reading.

**Level IV Spanish**

Course #: FOR430  
 Grade Level: 11-12  
 Credits: 10  
 Length: 1 or 2 Semester(s)  
 Format: Block or Skinny  
 Prerequisite: Spanish III



**Considerations:** Grade of 75% or higher for second term 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. Students are required to speak, listen, read, and write in the target language.

Topics include childhood, natural disasters, accidents, emergency room, TV programs, and sporting events, movies, cooking, and camping.

**Advanced Placement French**

Course #: FOR570  
 Grade Level: 12  
 Credits: 10  
 Length: 1 Semester  
 Format: Block  
 Prerequisite: French IV

**Level V Spanish**

Course #: FOR530  
 Grade Level: 12  
 Credits: 10  
 Length: 1 Semester  
 Format: Block  
 Prerequisite: Spanish IV



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

**Course Description:** AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations. This course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. Students will engage in an exploration of culture in both contemporary and historical contexts. It develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions with a culture), and perspectives (values, attitudes, and assumptions).

Units of studies include: family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

**Considerations:** Second term grade of 75% or higher in Level IV is required.

**Course Description:** Level V will focus on the communicative skills of reading, writing, speaking, and listening. Complex grammar concepts are introduced. Class will be conducted extensively in the target language. Students are required to speak, listen, read, and write in the target language.

Topics include visiting an airport, planning a trip and traveling to a foreign country, staying in a hotel, and discussing professions and making plans for the future. The course utilizes podcasts and television series to improve listening comprehension. Time permitting, an art unit and the teaching Spanish to elementary and preschool classes are possibilities.

Spanish V will offer students an opportunity to explore the Hispanic culture.

Intermediate Spanish I KCC

Course #: FOR560  
 Grade Level: 12  
 Credits: 5 (LM), 4 (KW)  
 Length: 1 Quarter  
 Format: Block  
 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 are required to speak, listen, read, and write in the target language. 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, and textbook activities outside of class.

Intermediate Spanish II KCC

Course #: FOR565  
 Grade Level: 12  
 Credits: 5 (LM), 4 (KW)  
 Length: 1 Quarter  
 Format: Block  
 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, and textbook activities outside of class.

# Mathematics

## Graduation Requirements

- 30 Credits Mathematics
- Must include Algebra 1 OR Advanced Algebra I, OR Algebra 1A & Algebra 1B

### Algebra 1B

MAT155  
Grade: 10-12  
PR: Algebra 1A

### Algebra 1

MAT170  
Grade: 9-12  
PR: Pre-Algebra  
or  
Math 8

OR

### Advanced Algebra 1

MAT175  
Grade: 9-12  
PR: Math 8;  
Accelerated 7th

### Geometry

MAT220  
Grade: 9-12  
PR: Algebra 1B,  
Algebra 1, Adv.  
Algebra I

*\*Will become "Advanced Geometry" in 27-28*

### Algebra 2

MAT315  
Grade: 9-12  
PR: Geometry

*\*Will become "Advanced Algebra 2" in 27-28 or 28-29*

## Math Electives

PR=Prerequisite Requirement

### Exploring Math in the Trades

MAT325  
Grade: 12  
PR: Geometry

### Advanced Placement Pre-Calculus

MAT505  
Grade: 10-12  
PR: Algebra 2

### Pre-Calculus

MAT420  
Grade: 9-12  
PR: Algebra 2

### Advanced Placement Statistics

MAT530  
Grade: 10-12  
PR: Algebra 2

### Foundations of College Math

MAT410  
Grade: 11-12  
PR: Algebra 2

### Mathematics and Society (KCC)

MAT415  
Grade: 12  
PR: 3 Years of High School Math

### Advanced Placement Calculus (AB)

MAT510  
Grade: 10-12  
PR: Pre-Calculus

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

MAT511 &  
MAT512  
Grade: 10-12  
PR: Pre-Calculus

### Probability & Statistics

MAT330  
Grade: 10-12  
PR: Algebra 2

**Algebra 1B**

Course #:	MAT155	(R)
Grade Level:	10-12	
Credits:	10	
Length:	2 Semesters	
Format:	Skinny	
Prerequisite:	Algebra 1A	
Subsequent:	Geometry (recommended) Mathematics and Society	

**Considerations:** Students are placed in this course per approval of the math department based on Pre-Algebra and Iowa Assessment scores. A scientific calculator or equivalent is required. *Algebra 1A and Algebra 1B together meet the Algebra graduation requirement.*

**Course Description:** This course is designed to include material covered in the second semester of Algebra 1. Topics include negative numbers, absolute values, opposites, linear equations, and inequalities in one variable word problems, factoring, graphing, and quadratic equations.

**Algebra 1**

Course #:	MAT170	(R)
Grade Level:	9-12	
Credits:	10	
Length:	2 Semesters	
Format:	Skinny	
Prerequisite:	Pre-Algebra, Math 8	
Subsequent:	Geometry	

**Considerations:** A scientific or graphing calculator is required.

**Course Description:** Algebra 1 deals with variables, properties of operations and formulas. Topics include negative numbers, absolute value, opposites, and linear equations in one variable, inequalities in one variable, word problems, factoring, graphing, and quadratic equations.

**Advanced Algebra 1**

Course #:	MAT175	(R)
Grade Level:	9-12	
Credits:	10	
Length:	2 Semesters	
Format:	Skinny	
Prerequisite:	Strong performance in Math 8 or Accelerated 7	
Subsequent:	Geometry	

**Considerations:** A scientific or graphing calculator is required.

**Subsequent:** Geometry or other Advanced Geometry offering, i.e. Advanced Geometry

**Course Description:** Advanced Algebra I is an accelerated and more rigorous study of algebraic concepts designed for students who demonstrate strong mathematical reasoning and readiness for a faster pace. The course emphasizes deeper conceptual understanding, precision, and problem-solving across multiple representations. Topics include variables, properties of operations, and algebraic formulas; operations with integers and rational numbers; absolute value and inequalities; linear equations and systems; modeling and solving real-world problems; factoring and polynomial operations; graphing linear and quadratic functions; and solving quadratic equations.

**Geometry Priority Standards**

Course #:	MAT220PS
Grade Level:	9-12
Credits:	2.5
Length:	1 Quarter
Format:	Skinny
Prerequisite:	Teacher and/or Counselor recommendation, concurrent enrollment in Geometry

**Considerations:** Students are placed into this course by recommendation of a mathematics teacher or school counselor. This course is designed for students who need extra support with the core concepts of Geometry.

**Course Description:** This course develops mathematical skills focused on the priority standards of Geometry. These topics include points, lines, planes, polygons, circles, solid figures, and their associated relationships as a mathematical system. Emphasis is placed on the application of knowledge in algebraic and proof contexts.

“Credit earned for Priority Standards classes does not count toward the 30-credit math graduation requirement.”

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**Algebra 2 Priority Standards**

Course #:	MAT290PS
Grade Level:	9-12
Credits:	2.5
Length:	1 Quarter
Format:	Skinny
Prerequisite:	Teacher and/or Counselor recommendation, concurrent enrollment in Algebra 2

**Considerations:** Students are placed into this course by recommendation of a mathematics teacher or school counselor. This course is designed for students who need extra support with the core concepts of Algebra 2.

**Course Description:** This course develops mathematical skills focused on the priority standards of Algebra 2. These topics include equations, inequalities, linear functions and relations, systems of equations and inequalities, quadratic functions and relations, polynomials, inverse functions and relations, radical functions and relations, exponential functions and relations, logarithmic functions and relations, and rational functions and relations, sequences and series, trigonometry functions, trigonometry identities, and trigonometry equations.

“Credit earned for Priority Standards classes does not count toward the 30-credit math graduation requirement.”

**Geometry**

Course #:	MAT220	(R)
Grade Level:	9-12	
Credits:	10	
Length:	2 Semesters	
Format:	Skinny	
Prerequisite:	Algebra 1 or Algebra 1B	
Subsequent:	Algebra 2 or Mathematics & Society	

**Considerations:** A scientific calculator is required.

**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 2**

Course #:	MAT315	(R)
Grade Level:	9-12	
Credits:	10	
Length:	2 Semesters	
Format:	Skinny	
Prerequisite:	Geometry	
Subsequent:	Pre-Calculus (recommended) or Mathematics & Society or AP Statistics	

**Considerations:** A 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, inverse functions and relations, radical functions and relations, exponential functions and relations, logarithmic functions and relations, and rational functions and relations, sequences and series, trigonometry functions, trigonometry identities, and trigonometry equations. .

**Probability and Statistics**

Course #:	MAT330	(R)
Grade Level:	10-12	
Credits:	5	
Length:	1 Semester	
Format:	Skinny	
Prerequisite:	Algebra 2	

**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 2B or Algebra 2
Subsequent:	AP Calculus (recommended) or Mathematics & Society or AP Statistics

**A.P. Pre-Calculus**

Course #:	MAT505
Grade Level:	9-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Algebra 2

**Course Description:** This course is an advanced, college-level math course designed to prepare students for higher-level calculus and STEM coursework. The course deepens students' understanding of functions, modeling, and mathematical reasoning through the study of polynomial, rational, exponential, logarithmic, trigonometric, polar, and parametric functions. Students will explore how quantities change in relation to one another and use technology to model, analyze, and solve real-world problems.

This course emphasizes conceptual understanding and application, helping students build connections across mathematical domains and develop fluency in multiple representations. Successful completion may lead to college credit or placement in advanced math courses, depending on the results of the AP Exam and college policies.

**Considerations:** Graphing calculator is required. 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 will 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.

**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 2
Subsequent:	Mathematics & Society or AP Calculus

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

**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.

**Exploring Math in the Trades**

Course #	MAT325
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Geometry

**Considerations:**

**Course Description:** This course connects classroom mathematics to real-world applications in skilled trades such as construction, electrical, plumbing, and design. Students will apply concepts of geometry, measurement, and algebra to solve authentic design and building problems. Through hands-on projects and modeling activities, students will calculate rates of change, apply geometric methods in design, analyze density and materials, and interpret quantitative data used in trade professions.

The course emphasizes problem solving, precision, and practical reasoning—skills essential for students pursuing postsecondary training or careers in the skilled trades. Students will engage with tools and materials such as tape measures, lumber, and electrical kits while developing confidence in applying math to tangible, career-connected contexts.

**Mathematics and Society (KCC)**

Course #:	MAT415
Grade Level:	12 <sup>th</sup> Grade Only
Credits:	5 (L-M) 3 (KCC)
Length:	1st Semester only
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. In order to take this class, the student needs to register as a Kirkwood student earning college credit in high school by using this link:

<https://www.kirkwood.edu/site/index.php?d=725>.

**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.

**Foundations of College Math**

Course #:	MAT410
Grade Level:	11-12
Credits:	5
Length:	1 Semester
Format:	Skinny
Prerequisite:	Algebra 2

**Course Description:** This course is intended to prepare college-bound students for further study in a non-STEM field. This course addresses a variety of topics which will engage students in mathematical decision making. It will introduce a variety of topics like set theory, logic, and probability, as well as incorporating ACT/SAT preparation.

# Science

**GRADUATION REQUIREMENT beginning with the class of 2030 – Must take a course from each discipline (row) for a minimum of 30 credits.**

**Biology**  
SCI210  
Grade: 9-10  
PR: None

**OR**

**Advanced Biology**  
SCI220  
Grade: 10-12  
PR: None

**OR**

**Venture Advanced Biology**  
SCI220,  
SCI702,  
ENG120

**Life Science**

**Chemistry**  
SCI310  
Grade: 9-12  
PR: Successful Biology course

**OR**

**Advanced Chemistry**  
SCI320  
Grade: 9-12  
PR: Successful Biology course; Min. of Algebra I

**Chemistry**

**Physics**  
SCI350  
Grade: 10-12  
PR: Successful Biology & Chemistry course

**OR**

**Advanced Physics**  
SCI365  
Grade: 10-12  
PR: Successful Biology & Chemistry course

**Physics**

## Science Electives (starting with class of 2030 & beyond)

Elective Science credits DO NOT fulfill Science credit requirements for graduation.

### Bioethics

SCI370

Grade: 10-12

PR: Biology

### Geology

SCI380

Grade: 11-12

PR: Geometry  
and Chemistry

### Astronomy

SCI390

Grade: 11-12

PR: Geometry  
and Chemistry

### Meteorology

SCI395

Grade: 11-12

PR: Geometry  
and Chemistry

### Anatomy & Physiology

SCI410

Grade: 10-12

PR: Biology

### AP Biology

#### 1&2

SCI511 &

SCI512

Grade: 10-12

PR: Biology & Chemistry

### AP Chemistry

#### 1&2

SCI521 & SCI522

Grade: 10-12

PR: Algebra &  
Chemistry

### AP Physics 1

SCI531

Grade: 10-12

PR: Chemistry  
& Algebra 2

### AP Physics 2

SCI532

Grade: 10-12

PR: Chemistry  
& Algebra 2

### AP Physics C: Mechanics

SCI534

Grade: 10-12

PR: AP Calc  
AB or BC

### A.P. Environmental Science 1&2

SCI541 & 542

Grade: 10-12

PR: Bio, Algebra,  
& Chemistry

### AP Physics

#### C: E & M

SCI535

Grade: 10-12

PR: AP  
Calculus AB or  
BC

# Science

**GRADUATION REQUIREMENT for the 2029, 2028, & 2027 graduating classes.** – Must take a course from each discipline (row) for a minimum of 30 credits. Two courses meet requirements for two different disciplines.

## Earth Science

## Physics

## Chemistry

## Life Science

### Applied Physics and Chemistry

SCI360

Grade: 10-12

PR: Algebra

### Physics

SCI350

Grade: 10-12

PR: Algebra I

### Chemistry

SCI310

Grade: 9-12

PR: Algebra

### Biology

SCI210

Grade: 9-10

PR: None

### A.P. Environmental Science 1&2

SCI541 &amp; 542

Grade: 10-12

PR: Bio, Algebra I, &amp; Chemistry

### AP Physics 1

SCI531

Grade: 10-12

PR: Chemistry &amp; Algebra 2

### AP Physics 2

SCI532

Grade: 10-12

PR: Chemistry &amp; Algebra 2

### Venture Advanced Biology

SCI220,

SCI702,

ENG120

Grade: 9-12

### AP Physics C: Mechanics

SCI534

Grade: 10-12

PR: AP Calc AB or BC

### AP Physics C: E & M

SCI535

Grade: 10-12

PR: AP Calculus AB or BC

# Science Electives

(for classes of 2029, 2028, & 2027)

Elective Science credits DO NOT fulfill Science credit requirements for graduation.

## Earth Science

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

## Chemistry

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

## Life Science

**Anatomy & Physiology**  
SCI410  
Grade: 10-12  
PR: Biology

## Integrated Sciences

**CASE Curriculum for Agricultural Science Education**  
See pp 98

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

**Bioethics**  
SCI370  
Grade: 10-12  
PR: Biology

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

**Biology**

Course #: SCI210 

Grade Level: 9-12

Credits: 10

Length: 2 Quarters

Format: Block

Prerequisite: none

Subsequent: Chemistry or Advanced Chemistry

**Course Description:** Students explore the living world through real-world phenomena and problem-based learning. Topics include ecosystems, cell structure and function, genetics, evolution, and human impact on the environment. Learning emphasizes hands-on investigations, data analysis, and scientific modeling to explain and predict biological processes. Students develop collaboration, problem-solving, and communication skills while building a strong foundation for advanced science courses and scientific literacy in everyday life. This course meets the biology graduation requirement.

**Advanced Biology**

Course #: SCI220 

Grade Level: 9-12

Credits: 10

Length: 2 Quarters

Format: Block

Prerequisite: none

Subsequent: Chemistry or Advanced Chemistry

**Course Description:** This advanced course engages students in in-depth exploration of living systems through real-world phenomena and problem-based learning. Topics include ecosystems, cell structure and function, genetics, evolution, and human impact on the environment. Students investigate complex topics such as cellular processes, genetics and molecular biology, evolution, ecology, and human impact on ecosystems. Emphasis is placed on analyzing data, developing and refining scientific models, and constructing evidence-based explanations. Students strengthen critical thinking, problem-solving, and communication skills, preparing them for college-level biology and advanced scientific study. Advanced biology is strongly recommended for AP Biology. This course meets the biology graduation requirement.

**Venture Advanced Biology**

Course #: SCI702 

Grade Level: 9-12

Credits: 20 (10 Bio, 5 Rhetoric, 5 Elective Venture credits)

Length: Semester

Format: SuperBlock (2 Blocks)

Prerequisite: none

**Considerations:** Students will frequently collaborate on projects with their peers. Due to this, regular attendance is important for student success.

**Courses:** SCI220 and ENG120. Students that successfully complete both courses will meet life science and speech graduation requirements.

**Course Description:** This course covers the same standards as SCI220 in a project-based, community-focused way. Students will learn from and be mentored by professionals in the community. Students will learn and use important skills such as collaboration, communication, creativity, critical thinking, and time management as they complete projects. See page 132 to learn more about the Venture program.

**Chemistry**

Course #: SCI320 

Grade Level: 9-12

Credits: 10

Length: 2 Quarters

Format: Block

Prerequisite: Successful completion of a Biology course

Subsequent: Physics or Advanced Physics

**Course Description:** Students investigate the properties and interactions of matter through real-world phenomena and problem-based learning. Topics include atomic structure, bonding, chemical reactions, energy, and matter cycling. Emphasis is placed on hands-on experiments, data analysis, and modeling to explain and predict chemical behavior. Students strengthen collaboration, problem-solving, and communication skills while preparing for advanced science courses and developing scientific literacy for everyday life. This course meets the chemistry graduation requirement.

**Advanced Chemistry**

Course #: SCI320

Grade Level: 9-12

Credits: 10

Length: 2 Quarters

Format: Block

Prerequisite: Successful completion of a Biology course; minimum of Algebra I

**Course Description:** This advanced course challenges students to extend their understanding of matter and its interactions using real-world phenomena and problem-based learning. Topics include atomic structure, bonding, chemical reactions, energy, and matter cycling. Students further investigate topics such as thermodynamics, kinetics, equilibrium, and electrochemistry. Emphasis is placed on complex data analysis, mathematical applications, and the use of scientific models to explain and predict chemical systems. Students refine their critical thinking, problem-solving, and communication skills, preparing them for college-level coursework in chemistry and related scientific fields. Advanced Chemistry is strongly recommended for AP Chemistry. This course meets the chemistry graduation requirement.

**Physics**

Course #:	SCI350	(R)
Grade Level:	10-12	
Credits:	10	
Length:	2 Quarters	
Format:	Block	
Prerequisite:	Successful completion of a Biology & Chemistry courses	

**Course Description:** Students study the physical world through real-world phenomena and problem-based learning. Topics include mechanics, energy and momentum, waves, electricity and magnetism, and interactions of matter. Learning emphasizes hands-on investigations, mathematical applications, and scientific modeling to explain and predict physical systems. Students develop collaboration, problem-solving, and communication skills while gaining a foundation for advanced science courses and practical applications of physics in everyday life. This course meets the physics graduation requirement.

**Advanced Physics**

Course #:	SCI365	(R)
Grade Level:	10-12	
Credits:	10	
Length:	2 Quarters	
Format:	Block	
Prerequisite:	Successful completion of a Biology & Chemistry courses; Min. of Algebra 2	

**Course Description:** This advanced course guides students in deepening their understanding of the physical world through real-world phenomena and problem-based learning. Topics include mechanics, energy and momentum, waves, electricity and magnetism, and interactions of matter. Learning emphasizes quantitative analysis, mathematical modeling, and the construction of evidence-based explanations to predict physical behavior. Students develop critical thinking, problem-solving, and communication skills, preparing them for college-level physics and advanced scientific study. Advanced Physics is strongly recommended for AP Physics. This course meets the physics graduation requirement.

**Applied Physics and Chemistry**

Course #:	SCI360	(R)
Grade Level:	10-12	
Credits:	10	
Length:	2 Quarters	
Format:	Block	
Prerequisite:	Earth Science & Biology	

**Course Description:** Applied Chemistry and Physics is based on the NGSS Physical Science Standards and successful completion will meet the Physics and Chemistry Graduation requirement. This course is designed to allow students to explore the big ideas in Chemistry and Physics. Chemistry concepts include properties of matter, the influence of electrons on behavior of the chemical elements, behavior of chemical reactions, and nuclear reactions. Physics content includes force, motion, momentum, collisions, energy transformations, electromagnetism, waves, and light.

**\*\*\*Only students in the graduating classes of 2027 and 2028 may take this course. This course will be phased out by the 2028-2029 school year.**

**Bioethics**

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

**Geology**

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



**Considerations:** Bioethics is a science elective course. Students taking this course must have completed Biology. Oral discussion is a primary focus of this course in addition to research, writing, and reading.

**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.

**Astronomy**

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



**Considerations:** Astronomy is a science elective course. Students taking this course must have completed Geometry and Applied Physics and Chemistry or Chemistry.

**Course Description:** This course is designed to allow students to receive an intense, in-depth look at astronomy topics including 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 Applied Chemistry and Physics or Chemistry I



**Considerations:** Meteorology is a science elective course. Students taking this course must have completed Geometry and ACP (Applied Chemistry and Physics) or Chemistry I.

**Course Description:** This course is designed to allow students to 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: Biology

**Advanced Placement****Chemistry 1 & 2**

Course #: SCI521 & SCI522  
 Grade Level: 10-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: Chemistry and Algebra 2



**Considerations:** Anatomy & Physiology is a science elective course. Students taking this course must have completed Biology.

**Course Description:** This course is designed to allow students to study 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. One critical instructional element of anatomy to help foster an understanding of structures and functions is the exploration and dissection of animal tissues, organs, and bodies.

**Advanced Placement****Biology 1 & 2**

Course #: SCI511 & SCI512  
 Grade Level: 10-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: Chemistry and Biology (or instructor approval)



**Considerations:** Advanced Placement Biology 1 & 2 is a NGSS course based on the completion of NGSS Life Science Standards and successful completion will meet the life science requirement for graduation. Students MUST sign up for both sections listed above. Students may take the AP Biology exam in May.

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

**Advanced Placement Physics 1**

Course #:	SCI531	(R)
Grade Level:	10-12	
Credits:	10	
Length:	1 <sup>st</sup> semester only (Fall)	
Format:	Block	
Prerequisite:	Physics or Advanced Physics, and Algebra 2.	
Subsequent:	AP Physics 2, AP Physics C: Mechanics, AP Physics C: Electricity and Magnetism	

**Considerations:** AP Physics 1 supports students interested in health sciences, biology, and other STEM fields. This course is only offered in the Fall semester.

**Course Description:** AP Physics 1 is an algebra-based, introductory college-level physics course that explores the fundamental principles of the physical world. Students develop a deep understanding of core topics such as motion, forces, energy, momentum, rotational motion, oscillations, and fluids. Emphasis is placed on inquiry-based investigations, conceptual reasoning, and problem solving. Laboratory work helps students design experiments, collect and analyze data, and draw evidence-based conclusions. This course prepares students for the AP Physics 1 exam and serves as a strong foundation for further studies in physics or other sciences.

**Advanced Placement Physics 2**

Course #:	SCI533	(R)
Grade Level:	10-12	
Credits:	10	
Length:	1 semester (Spring only)	
Format:	Block	
Prerequisite:	AP Physics 1 and Algebra 2	
Subsequent:	AP Physics C: Mechanics, AP Physics C: Electricity and Magnetism	

**Considerations:** AP Physics 2 supports students interested in health sciences, biology, and other STEM fields. This course is only offered in the Spring semester.

**Course Description:** AP Physics 2 builds upon the skills and concepts from AP Physics 1, continuing the study of physics at the college introductory level using algebra and trigonometry. Major topics include fluids, thermodynamics, electricity and magnetism, optics, and modern physics. Students will engage in hands-on labs, conceptual discussions, and quantitative problem solving that emphasize connections between physical principles and real-world applications. The course prepares students for the AP Physics 2 exam.

**Advanced Placement Physics C: Mechanics**

Course #:	SCI534	
Grade Level:	10-12	
Credits:	10	
Length:	2 Quarters (Fall semester only)	
Format:	Block	
Prerequisite:	Physics or Advanced Physics, Taken or Concurrent – Calculus AB/BC	

**Considerations:** AP Physics C: Mechanics is ideal for students planning to pursue physics or engineering in college. This course is only offered in the Fall semester.

**Course Description:** AP Physics C: Mechanics is a calculus-based, college-level physics course that provides a deep, mathematical exploration of motion and forces. Students apply calculus to analyze topics such as kinematics, Newton's laws, energy, momentum, rotation, gravitation, and oscillations. Laboratory investigations reinforce conceptual understanding and mathematical modeling skills. It prepares students for the AP Physics C: Mechanics exam.

**Advanced Placement Physics C: Electricity & Magnetism**

Course #:	SCI535	
Grade Level:	10-12	
Credits:	10	
Length:	2 Quarters (Spring semester only)	
Format:	Block	
Prerequisite:	AP Physics 1 or AP Physics C: Mechanics and taken or concurrent - Calculus AB/BC	

**Considerations:** AP Physics C: Electricity and Magnetism is ideal for students planning to pursue physics or engineering in college. This course is only offered in the Spring semester.

**Course Description:** AP Physics C: Electricity and Magnetism is a rigorous, calculus-based college-level course focusing on electric and magnetic phenomena. Students explore electric forces and fields, electric potential, circuits, magnetic fields, and electromagnetic induction using both analytical and experimental approaches. The course emphasizes reasoning from fundamental principles, problem solving with calculus. It prepares students for the AP Physics C: Electricity and Magnetism exam.

**Advanced Placement**  
**Environmental Science 1 & 2**

Course #: SCI541 & SCI542  
Grade Level: 10-12  
Credits: 15  
Length: 3 Quarters  
Format: Block  
Prerequisite: Biology, Algebra, and Chemistry

**Considerations:** Advanced Placement

Environmental Science 1 & 2 is a NGSS course based on the completion of NGSS Earth Science Standards and successful completion will meet the earth science requirement for graduation. Students taking this course should have completed Biology, Chemistry, and Algebra. Students MUST sign up for both sections listed above. Students may take the AP exam in May.

**Course Description:** The goal of AP

Environmental Science is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

# Social Studies

PR = Prerequisite Requirement

## Electives

### US History 9

SOC110  
Grade: 9-12  
PR: None

OR

### Advanced US History 9

SOC130  
Grade: 9-12  
PR: None

OR

### AP US History 1 & 2

SOC521 &  
SOC522  
Grade: 9-12

### Current Events

SOC150  
Grade: 9-12  
PR: None

### World History

SOC270  
Grade: 10-12  
PR: None

OR

### AP World History 1 & 2

SOC541 &  
SOC542  
Grade: 10-12

### Law and the Constitution

SOC320  
Grade: 10-12  
PR: None

### Economics

SOC310  
Grade: 11-12  
PR: None

### Sociology

SOC330  
Grade: 11-12  
PR: None

OR

### Introductory Psychology

SOC340  
Grade: 11-12  
PR: None

### AP Psychology

SOC530  
Grade: 11-12  
PR: Previous A.P. courses

### Government

SOC400  
Grade: 12  
PR: None

OR

### AP American Government

SOC500  
Grade: 11-12  
PR: None

OR

### Venture Government

SOC390, SOC400,  
SOC701,  
ENG120  
Grade: 11-12  
PR: None

### State and Local Government

SOC390  
Grade: 11-12  
*Note: Only offered through Venture Civics*

### Venture Behavioral Science

SOC330,  
SOC340,  
SOC702,  
ENG120  
Grade: 11-12  
PR: None

## Graduation Requirements

- 30 Credits of Social Studies
- US History 9, Advanced US History 9, or AP US History
- World History or AP World History
- Sociology or Introductory Psychology
- Government, A.P. Government, or Venture Government

**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.

**Advanced US History 9**

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, Advanced US History 9, 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, and 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.

**Current Events**

Course #: SOC150 

Grade Level: 9-12

Credits: 5

Length: 1 Quarter

Format: Block

Prerequisite: None

**Considerations:** Students will be reading articles, analyzing sources, and using web-based applications.

**Course Description:** Current Events promotes critical thinking skills to empower students to make independent judgments and informed decisions in response to information conveyed through the channels of mass communication.

**World History**

Course #: SOC270 

Grade Level: 10-12

Credits: 10

Length: 2 Quarters

Format: Block

Prerequisite: None

**Considerations:** 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

**Sociology**

Course #: SOC330  
 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: 10-12  
 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.

**Introductory Psychology**

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



**Considerations:** Meets the Behavioral Sciences graduation requirement. This course is taught at the college-prep level and requires higher order thinking skills and work outside of the classroom 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.

**State & Local Government**

Course #: SOC390  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Semester  
 Format: SuperBlock (2 Blocks)  
 Prerequisite: None

**Venture Government Strand**

Course #: SOC701  
 Grade Level: 11-12  
 Credits: 20 (5 US Gov, 5 Local Gov, 5 Rhetoric, 5 Elective Venture credits)  
 Length: 2 Semesters  
 Format: Block  
 Prerequisite: none

**Considerations:**

This course is for elective credit in Social Studies.  
 Not offered as a standalone class.

**Course Description:** This course is designed for Venture Academics. Students will discover the structures and actions of both state and local (school boards, city councils and county supervisors) governments through hands-on opportunities with local government representatives.

**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.

**Venture Behavioral Science Strand**

Course #: SOC702  
 Grade Level: 11-12  
 Credits: 20 (5 Psych, 5 Sociology, 5 Rhetoric, 5 Elective Venture credits)  
 Length: Semester  
 Format: SuperBlock (2 Blocks)  
 Prerequisite: none



**Courses:** SOC330, SOC340, and ENG120.

Students who successfully complete all courses will meet behavioral science and speech graduation requirements.

**Course Description:** This course covers the same content as SOC330 & SOC340 in a project-based, hands-on, community-engaged way. Students will learn from and be mentored by professionals in the community. Students will learn important skills such as collaboration, communication, creativity, critical thinking, and time management as they complete projects. See page 132 to learn more about the Venture program.

## Advanced Placement American Government



Course #: SOC500  
 Grade Level: 11-12 or approval  
 Credits: 10  
 Length: 2<sup>nd</sup> semester only  
 Format: Block  
 Prerequisite: none

**Considerations:** 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 US History 1 & 2



Course #: SOC521 & SOC522  
 Grade Level: 9-12  
 Credits: 15  
 Length: 3 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:** Instructor approval for 9<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



Course #: SOC530  
 Grade Level: 11-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Previous AP courses or strong background in science courses highly encouraged.

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

**Course Description:** Areas studied are inclusive of the research and application to the national standards set forth by the APA and College Board. These include the content of the psychology pillars of biology cognition, development, social and personality, and mental and physical health. College level work is expected, as this is a college level course.

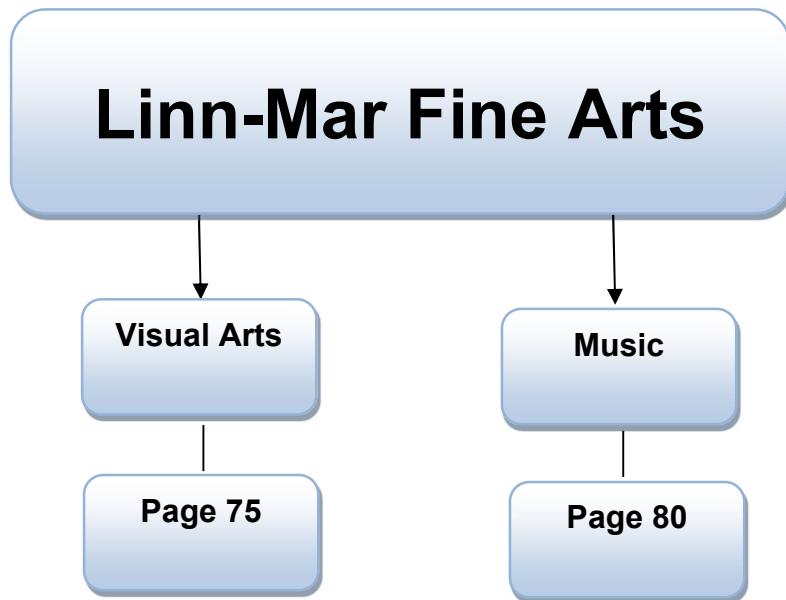
## Advanced Placement World History 1 & 2



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.





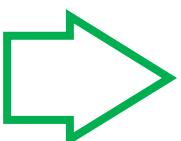
# Visual Arts

PR: Prerequisite Requirement

## Entry Level

### Beginning Ceramics

ART125  
Grade: 9-12  
PR: None



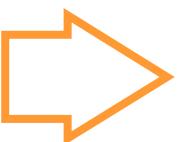
## Intermediate

### Construction in Clay

ART225  
Grade: 10-12  
PR: Beg. Ceramics

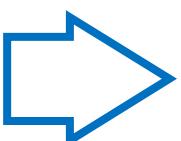
### Art Exploration

ART110  
Grade: 9-12  
PR: None



### Beginning Drawing

ART115  
Grade: 9-12  
PR: None



### Beginning Painting

ART135  
Grade: 9-12  
PR: None

## Advanced Levels

### Exploring Ceramic Techniques

ART325  
Grade: 10-12  
PR: Beg. Ceramics  
Recommended: Construction in Clay

### 3D Art

ART145  
Grade: 10-12  
PR: Art Exploration

### Expressive Drawing

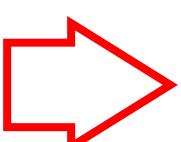
ART215  
Grade: 10-12  
PR: Beg. Drawing

## Advanced Art

ART450  
Grade: 11-12  
PR: Must have  
3 prior art courses  
10 credits

### Beginning Graphics

ART410  
Grade: 9-12  
PR: None



### Digital Drawing & Illustration

ART415  
Grade: 9-12  
PR: None

### Graphics Two

ART420  
Grade: 10-12  
PR: Beginning Graphics

### Beginning Animation

ART425  
Grade: 9-12  
PR: None

### Digital Photography

ART400  
Grade: 10-12  
PR: None  
Recommended: Art Exploration

**Art Exploration**

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

**Considerations:** This course is an introductory art course which is **highly recommended** before taking any art course.

**Course Description:** This course 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 artwork through direct application of the elements and principles. Students will develop technical skills using a variety of mediums including computer-generated images.

**3-D Art**

Course #:	ART145
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	Art Exploration or Instructor Approval

**Considerations:** Art Exploration is required before taking class unless approved by the instructor. We will look at the history of sculpture and how we go from two dimensions to three dimensions. This course will involve working three dimensionally using various mixed materials to create sculptural pieces. Presentations and class discussions are a regular occurrence in this class.

**Course Description:** Students will learn a variety of techniques related to working three dimensionally. Such as relief sculptures, sculpture in the round, assemblages, molas and installations. Students will learn to create art by reflecting on their own personal experiences and by researching other artists and cultural three-dimensional works of art.

**Beginning Ceramics**

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

**Considerations:** Art Exploration is strongly recommended before taking this course. Students may need to spend extra time in the studio to complete all the required course work. This class is for motivated students who like to be hands-on in class.

**Course Description:** Like getting dirty? Working with your hands? Then Beginning Ceramics is right for you. This class allows students to dig into clay and learn the basic hand building methods: pinch, coil, slab, and sculpting. Students will learn how to use the potter's wheel to create simple forms and the scientific principles of clay and glazes. Class will be spent learning basic clay 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.

**Construction in Clay**

Course #:	ART225
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	Beginning Ceramics

**Considerations:** This class is for the more **serious** ceramic student. More in-depth work on the wheel is required as well as continuing work on hand building skills.

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

**Exploring Ceramic Techniques**

Course #:	ART325
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	Beginning Ceramics Construction in Clay Highly Recommended

**Considerations:** Construction in Clay is **highly** recommended before taking 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 requires the production of wheel throwing portfolio. Students will also select different hand-building techniques to communicate visual ideas. This class allows for deeper exploration of ceramic techniques, glazing and alternative firings. Course emphasis on individual expression; experimentation with glazes, clay bodies, and kiln firing.

**Beginning Drawing**

Course #:	ART115
Grade Level:	9-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	None, Art Exploration Highly Recommended but not required.

**Considerations:** This course is for the student that wants to improve their drawing skills.

**Course Description:** Students will learn and practice a variety of drawing skills that can be implemented in drawing comics and illustrations for graphic novels. Linear perspective, contour drawing, shading/rendering skills will also be taught. Emphasis will be placed on tone, line, value, and proportion. The works of other artists, past and present, will be studied.

**Expressive Drawing**

Course #:	ART215
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	Beginning Drawing

**Considerations:** Students will draw everyday developing ideas, revising compositions, and creating projects. Students will participate in discussions regarding their own artwork as well as other artists' work.

**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.

**Digital Drawing & Illustration**

Course #	ART415
Grade Level:	9 -12
Credits:	5
Length	1 Quarter
Format	Block
Prerequisite	None

**Considerations:** This class is open to 9-12 grade students who are interested in learning Digital Drawing & Illustration. This is a beginning level course designed to teach students how to use Procreate to create digital art.

**Course Description:** Digital Drawing & Illustration introduces students to the fundamentals of creating art in a digital environment. Using iPads and the Procreate app, students will explore a wide range of illustration techniques including line art, inking, and layering. The course emphasizes creative expression, technical skill development, and visual storytelling. Students will learn how to use masks, brushes, textures, and other digital tools to create dynamic works of art. Projects will connect fine arts with creative industries such as graphic design, game art, and print/web media.

**Beginning Animation**

Course #	ART425
Grade Level:	9 -12
Credits:	5
Length	1 Quarter
Format	Block
Prerequisite	None

**Considerations:** This class is open to 9-12 grade students who are interested in learning animation. This is a beginning level course designed to teach students how to use Stop Motion Pro and Procreate to make our animations.

**Course Description:** Bring your creative ideas to life in Beginning Animation! Students will breathe life into their characters and stories using the 12 principles of animation. This course will cover animation techniques using Procreate as well as using Stop Motion Pro, where students experiment with physical materials to create frame-by-frame movements. Applications of animation such as film, commercial, and design platforms will be explored throughout the class. The final project allows students to produce an original animation in the medium of their choice. No prior animation experience is required - just bring your imagination and willingness to explore!

**Beginning Graphics**

Course #	ART410
Grade Level:	9 -12
Credits:	5
Length	1 Quarter
Format	Block
Prerequisite	None

**Considerations:** This course is heavily dependent on students learning and applying their knowledge of Adobe Illustrator. This course will strengthen students' digital skill sets empowering them to creatively navigate the visual world they live in.

**Course Description:** Interested in experiencing the world through the eyes of a graphic designer? Beginning Graphics is the perfect class for students who want to express their creativity using Adobe Illustrator. Apply your newfound skill sets to relevant project-based work such as logo design, branding, advertising, digital illustration, and app/game design to name a few. Take your digital literacy to the next level while fostering 21<sup>st</sup> century skills such as critical thinking, complex communication, and collaboration.

**Graphics Two**

Course #	ART420
Grade Level:	10-12
Credits:	5
Length	1 Quarter
Format	Block
Prerequisite	Beginning Graphics

**Considerations:** 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 Two continues to push the boundaries of design with in-depth rigorous approaches utilizing the skills learned in Beginning Graphics. Projects will continue to challenge and polish a student's understanding of typography, grid, composition, & layout. Students will have the opportunity to further develop their skills using the Adobe Creative Suite, as well as having access to iPad Pro's and Digital SLR Cameras. Additionally, all coursework will benefit students interested in developing a design portfolio.

**Digital Photography**

Course #: ART400  
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: None

**Considerations:** Digital Photography is designed to help students improve image composition, camera know-how, and overall use of Adobe Photoshop.

**Course Description:** This course teaches students the fundamentals of photography including basic workings of a digital camera, elements of composition, proper lighting, and using Adobe Photoshop to edit and enhance images. Students will engage in various projects ranging from fine arts applications to real-world applications. Class reflections and presentations are a critical part of growing your digital photography tool belt. Digital photography will change the way you see the world!

**Beginning Painting**

Course #: ART135  
 Grade Level: 9-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: None

**Considerations:** Taking **Art Exploration** is Highly Recommended

**Course Description:** Students will be introduced to a variety of water-based paints: watercolor, 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.

**Advanced Art**

Course #: ART450  
 Grade Level: 11-12  
 Credits: 10  
 Length: 1 semester (Fall only)  
 Format: Block  
 Prerequisite: 3 or more Art Classes

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

**Course Description:** This class will emphasize preparing a portfolio for college admission scholarships and learning about art related careers. Students will learn work ethic and attitudes that promote independent idea development and problem solving. Students will explore selected ideas and media in depth in their development as an artist. Students will set up and curate a class art show. Students will create promotional items for the show and have a reception for public, family and friends.

# Music

PR=Prerequisite Requirement

## Linn-Mar High School Band Program

### Concert Band

MUS110

Grade: 9

PR: 8<sup>th</sup> Grade Band

OR Instructor Approval

### Wind Symphony

MUS200C

Grade: 10-12

PR: Instructor Approval

### Marching Band

MUS280

Grade: 10-12 (9<sup>th</sup>

Grade by Audition)  
PR: None

### Symphony Band

MUS150A

Grade: 9-11

PR: Instructor Approval

### Wind Ensemble

MUS200A

Grade: 10-12

PR: Instructor Approval

### AP Music Theory

MUS500

Grade: 10-12

PR: Instructor Recommendation

### Symphonic Winds

MUS150B

Grade: 10-12

PR: Instructor Approval

# Music

PR=Prerequisite Requirement

## Linn-Mar High School Choral Program

**Fortis**  
MUS120A  
Grade: 9-12  
PR: Instructor Approval

**Lux**  
MUS120B  
Grade: 9-12  
PR: Instructor Approval

**Chamber Singers**  
MUS210A  
Grade: 10-12  
PR: Instructor Approval

**Linn-Mar Singers**  
MUS210AA  
Grade: 10-12  
PR: Instructor Approval

**Concert Chorale**  
MUS210B  
Grade: 10-12  
PR: Instructor Approval

**Bella Voce**  
MUS210D  
Grade: 10-12  
PR: Instructor Approval

**Cantemus**  
MUS210E  
Grade: 10-12  
PR: Instructor Approval

**AP Music  
Theory**  
MUS500  
Grade: 10--12  
PR: Instructor  
Recommendation

# Music

PR=Prerequisite Requirement

## Linn-Mar High School Orchestra Program

### Concert Orchestra

MUS230-1

Grade: 9-12

PR: 9 -12 Instructor Placement (9), Audition / Instructor Approval

### Sinfonietta

MUS230-2

Grade: 9-12

PR: Audition / Instructor Approval

### Philharmonic Orchestra

MUS290

Grade: 9-12

PR: Audition / Instructor Approval (10-12), Instructor Placement (9)

### Symphony Strings

MUS240

Grade: 9-12

PR: 9-12 Audition; Instructor Approval

### Full-Symphony Orchestra

MUS235

Grade: 9-12

PR: 9 -12 Audition / Instructor Approval (All students registered for Symphony Strings are required to be in the Full-Symphony Orchestra)

### AP Music Theory

MUS500

Grade: 10--12

PR: Instructor Recommendation

**Concert Band**

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

**Fees:** \$50 rental fee for percussionists and \$55 rental if using a school wind 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. Emphasis is on the preparation and performance of high school level quality music literature. Students will also participate in a brass, woodwind, or percussion ensemble during the third quarter. In addition, members will learn fundamentals of marching. Each member receives a lesson each six-day cycle.

**Symphony Band**

Course #:	MUS150A
Grade Level:	9-11
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Participation in a school band the prior year OR instructor approval

**Fees:** \$50 rental fee for percussionists and \$55 rental if using a school wind 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. Emphasis is on the preparation and performance of high school level quality music literature. Students will also participate in a brass, woodwind, or percussion ensemble during the third quarter. Each member in grades 9-10 receives a lesson each six-day cycle.

**Symphonic Winds**

Course #:	MUS150B
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Participation in a school band the prior year OR instructor approval

**Fees:** \$50 rental fee for percussionists and \$55 rental if using a school wind 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. Emphasis is on the preparation and performance of high school level quality music literature. Students will also participate in a brass, woodwind, or percussion ensemble during the third quarter. Each member in grade 10 receives a lesson each six-day cycle.

**Wind Symphony**

Course #:	MUS200C
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Participation in a school band the prior year OR instructor approval

**Fees:** \$50 rental fee for percussionists and \$55 rental if using a school wind 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. Emphasis is on the preparation and performance of advanced high school and college level music. Students will also participate in a brass, woodwind, or percussion ensemble during the third quarter. Each member in Grade 10 receives a lesson each six-day cycle. Private lessons are recommended.

**Wind Ensemble**

Course #:	MUS200A
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Participation in a school band the prior year OR instructor approval

**Fees:** \$50 rental fee for percussionists and \$55 rental if using a school wind instrument.

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

**Course Description:** This course is a concert ensemble which rehearses daily. The group learns and performs concert band music. Emphasis is on the preparation and performance of college/university level band music. Students will also participate in a brass, woodwind, or percussion ensemble during the third quarter. Each member in grade 10 receives a lesson each six-day cycle. Private lessons are recommended.

**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.

**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.

**Chamber Singers**

Course #:	MUS210A
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Fortis, Lux, 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 advanced choral music by established and emerging composers. Private Lessons are recommended.

**Linn-Mar Singers**

Course #: MUS210AA  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Fortis, Lux, 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 advanced choral music by established and emerging composers. Private Lessons are recommended.

**Bella Voce**

Course #: MUS210D  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Lux, 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.

**Concert Chorale**

Course #: MUS210B  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Fortis, Lux, 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 developing music literacy and vocal technique skills through choral repertoire.

**Cantemus**

Course #: MUS210E  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Lux, 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 developing music literacy and vocal technique skills through choral repertoire.

**Concert Orchestra**

Course #: MUS230-1  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: 9-12 instructor placement (9), Audition/Instructor Approval

**Fees:** \$65 rental fee, \$10 uniform fee

**Considerations:** Entry-level ensemble with students placed by director discretion with consultation of middle school orchestra staff. Cellos and basses are provided for daily rehearsal only. Students must provide their own instrument for home use.

**Course Description:** Emphasis is on the preparation and performance of high school level quality music literature for string instruments, with this ensemble moving at an accelerated pace. Students receive a mix of whole-class and small-group instruction on technical mechanics and music performance and literacy. Private lessons are recommended.

**Philharmonic Orchestra**

Course #: MUS290  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Semesters  
 Format: Skinny  
 Prerequisite: Audition / Instructor approval (10-12), Instructor Placement (9)

**Fees:** \$65 rental fee, \$10 uniform fee

**Considerations:** Entry-level ensemble with 9<sup>th</sup> grade students placed by director discretion with consultation of middle school orchestra staff. 10-12 students are required to audition for this ensemble. Cellos and basses are provided for daily rehearsal only. Students must provide their own instrument for home use.

**Course Description:** Emphasis is on the preparation and performance of high school level quality music literature for string instruments. Students receive a mix of whole-class and small-group instruction on technical mechanics and music performance and literacy. Private lessons are encouraged.

**Sinfonietta**

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

**Fees:** \$65 rental fee, \$10 uniform fee

**Considerations:** Advanced-level ensemble requiring audition and instructor approval. Cellos and basses are provided for daily rehearsal only. Students must provide their own instrument for home use.

**Course Description:** Emphasis on preparation and performance of advanced high school literature. Students work collaboratively within whole-class and small-group instruction, developing musical and technical independence and integration. Private lessons are recommended.

**Symphony Strings**

Course #:	MUS240
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	9-12 audition /Instructor approval

**Fees:** \$65 rental fee, \$10 uniform fee

**Considerations:** Advanced-level ensemble requiring audition and instructor approval. Attendance at additional rehearsals outside of normal class time. Cellos and basses are provided for daily rehearsal only. Students must provide their own instrument for home use.

**Course Description:** Emphasis on preparation and performance of advanced high school, college, and professional level literature. (All students registered for Symphony Strings are required to be in the Full-Symphony Orchestra class) Students will collaborate with wind, brass, and percussion to form the Full-Symphony Orchestra which meets during flex time and for three of the four quarters during the school year. Students work collaboratively within whole-class and small-group instruction, developing musical and technical independence and integration. Private lessons are recommended.

**Full-Symphony Orchestra**

Course #:	MUS235
Grade Level:	9-12
Credits:	8
Length:	3 quarters (1st quarter, 3rd quarter, 4th quarter, does <b>not</b> meet 2nd quarter)
Format:	Flex period
Prerequisite:	Instructor approval

**Fees:** Already assessed from MUS240

**Considerations:** Advanced-level ensemble requiring audition and instructor approval. (All students registered for Symphony Strings are required to be in the Full-Symphony Orchestra class) (wind, brass, percussion players are invited to participate based on director recommendations and approval) Attendance at additional rehearsals outside of normal class time. Cellos and basses are provided for daily rehearsal only. Students must provide their own instrument for home use.

**Course Description:** Emphasis on preparation and performance of advanced high school, college, and professional level literature. Students work collaboratively within whole-class and small-group instruction, developing musical and technical independence and integration. 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 (7:45-8:30)
Prerequisite:	None

**Fees:** \$20 rental fee for color guard, percussion, and school-owned wind instruments + \$60 marching band fee for all students.

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

**Advanced Placement Music Theory**

Course #:	MUS500
Grade Level:	10-12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	Instructor Recommendation

**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.

# Linn-Mar Fitness/Health

REQUIRED - CHOICE OF 2	REQUIRED x 2	REQUIRED
	<u><a href="#">Lifetime Fitness - Fundamentals</a></u> HPE110 Grade: 9-10	<u><a href="#">Health I</a></u> HPE250 Grade: 10 PR: None
	<u><a href="#">Lifetime Fitness - Intermediate</a></u> HPE305 Grade: 11-12	<u><a href="#">Lifetime Fitness - Aqua Fit I</a></u> HPE321 Grade: 11-12
	<u><a href="#">Lifetime Fitness - Advanced</a></u> HPE415 Grade: 10-12	<u><a href="#">Lifetime Fitness - Aqua Fit II</a></u> HPE322 Grade: 11-12
	<u><a href="#">Super Sport</a></u> ALT400, HPE120 Grade: 9-12 PR: Approval	<u><a href="#">Lifetime Fitness - Lifeguard Certification</a></u> HPE323 Grade: 10-12

## Health II

HPE260  
 Grade: 11-12  
 PR: Health I, Biology

## Health Careers

HPE450  
 Grade: 12  
 PR: None

## Sports Officiating

HPE500, HPE501  
 Grade: 9-12  
 PR: None

## Venture Principles of Biomedical Science

HPE600, HPE702, ENG120  
 Grade: 10-12  
 20 credits

## Graduation Requirements

- 20 Credits of Fitness/Health
- Must include [Health I](#) and CPR
- Must include 5 credits of [Lifetime Fitness - Fundamentals](#) each year for grades 9 and 10, and a minimum of 2.5 credits of [Lifetime Fitness - Intermediate](#), [Aqua Fit I or II](#), [Lifeguard Certification](#), or [Super Sport](#) each year for grades 11 and 12.

# Fitness/Health

PR=Prerequisite Requirement

The Department of Education mandates that physical education is compulsory for every student (Iowa Code § 256.11; 281—IAC 12). The Fitness Program is designed to encompass a wide range of core component areas, including cardiovascular fitness, muscular fitness, and total body flexibility. We believe in providing a holistic approach to physical education that prepares our students for a healthy and active lifestyle. A comprehensive CPR Skills review course is integrated into the Intermediate Fitness (11-12) sections. It is mandatory for students to complete this CPR review course to fulfill both LMHS and State graduation requirements. Our approach at Linn-Mar High School is rooted in providing students with a well-rounded and comprehensive education that not only focuses on academic growth but also on improved physical fitness skills.

## 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, nutrition, eating disorders, sexual education, substance abuse, STDs, HIV/AIDS, cancer, infectious and non-infectious diseases.

## Health II

Course #:	HPE260
Grade Level:	11-12
Credits:	10
Length:	1 Semester
Format:	Block
Prerequisite:	Biology and Health 1

**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, HPE120  
 Grade Level: 9-12  
 Credits: 2.5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: Approval

**Considerations:** Required for students with adaptive physical education IEP goals. Students without adaptive physical education IEP goals may also enroll in this course (with PE Department approval) to earn Lifetime Fitness credit.

**Course Description:** This adaptive physical education course focuses on individual and team activities to promote an active and healthy lifestyle. This course will adapt activities to meet the physical needs of all students. Students will work together to meet physical education goals and standards. Specific skills taught and assessed will be determined by each student's adaptive physical education IEP goals or established by Linn-Mar's Lifetime Fitness standards.

**Lifetime Fitness - Intermediate**

Course #: HPE305  
 Level: Year 3 or 4 (11-12)  
 Credits: 2.5  
 Length: 1 Quarter  
 Format: Skinny  
 Prerequisite: LF-Fundamentals or Permission  
 Grading: Credit/No credit

**Considerations:** A Lifetime Fitness course is required for each year of enrollment.

**Course Description:** This section emphasizes enhancing personal functional fitness skills and exploring a variety of fitness and relaxation activities. Students will be encouraged to achieve an improved level of fitness while demonstrating advanced knowledge of fitness concepts and principles. Additionally, students will complete a CPR Skills Unit. Successful completion of this section will fulfill the state graduation requirement for physical activity and the state CPR Skills review requirement.

**Lifetime Fitness - Fundamentals**

Course #: HPE110  
 Level: Years 1 and 2 (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 section emphasizes beginning personal functional fitness skills and introduces basic fitness concepts and principles. Students will be encouraged to participate in the class activities at a moderate level while demonstrating a foundational knowledge of fitness concepts and principles. The course includes engaging in a variety of activities that target total body fitness, along with recreational and team games. Successful completion of this section will fulfill the yearly state graduation requirement for physical activity.

**Lifetime Fitness - Advanced**

Course #:	HPE415
Level:	Advanced (Grades 10-12)
Credits:	2.5 (Each Quarter)
Length:	1 Quarter
Format:	1 <sup>st</sup> and 4 <sup>th</sup> Blocks Only
Prerequisite:	LF-Fundamentals or Permission
Grading:	Credit/No credit

**Considerations:** A Lifetime Fitness course is required for each year of enrollment.

**Course Description:** This section is an advanced-level course designed for students interested in a curriculum that will enhance their physical preparedness for athletic competition. The focus is on elevating the students' athletic performance through targeted off-season strength and speed development workouts, designed to increase muscle mass while refining both linear and lateral speed. Additionally, students will complete a CPR Skills Unit. Successful completion of this section will fulfill the state graduation requirement for physical activity and the state CPR Skills review requirement.

Students will select the desired term (Q1, Q2, Q3, and/or Q4) for participation. Students may participate in this course up to 3 times per year.

**Lifetime Fitness - Aqua Fit I**

Course #:	HPE321
Grade Level:	11-12
Credits:	2.5
Length:	1 Quarter
Format:	Skinny
Prerequisite:	LF-Fundamentals or Permission
Grading:	Credit/No credit

**Considerations:** A Lifetime Fitness course is required for each year of enrollment.

**Course Description:** This section explores the unique buoyancy, resistance, and movement of water to improve overall fitness. The student will design and implement an Individualized Aquatic Fitness Plan. The class emphasis includes enhancing fitness through Activity Labs designed to improve Aerobic Capacity, Core Endurance, Muscular Fitness, and overall Flexibility. The student will demonstrate the ability to use Goalsetting skills to aid in enhancing personal fitness and complete a Life Skills Unit. The student will be challenged to achieve an improved level of fitness while demonstrating knowledge of fitness concepts and principles. The student will complete and reflect on district-approved fitness assessments for completion of the class. CPR training is included in this course.

**Lifetime Fitness - Aqua Fit II**

Course #:	HPE322
Grade Level:	11-12
Credits:	2.5
Length:	1 Quarter
Format:	Skinny
Prerequisite:	LF-Fundamentals, Aqua Fit I, or permission
Grading:	Credit/No credit

**Considerations:** A Lifetime Fitness course is required for each year of enrollment.

**Course Description:** This section is an extension of concepts and skills learned in Lifetime Fitness – Aqua Fit I. The student will design and implement an Individualized Aquatic Fitness Plan. The class will continue to emphasize enhancing fitness through Activity Labs designed to improve Aerobic Capacity, Core Endurance, Muscular Fitness, and overall Flexibility. The student will demonstrate the ability to use enhanced Goalsetting skills to aid in enhancing personal fitness and complete a Life Skills Unit. The student will be challenged to achieve an advanced level of fitness while demonstrating knowledge of fitness concepts and principles. The student will complete and reflect on district-approved fitness assessments for completion of the class. CPR training is included in this course.

**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 at Linn Regional Center by Kirkwood staff.

**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.

**Lifetime Fitness - Lifeguard Certification**

Course #:	HPE323E
Grade Level:	10-12
Credits:	2.5
Length:	1 Quarter
Format:	Skinny, 3 <sup>rd</sup> Quarter, 7:50 – 8:30 am
Prerequisite:	See below for prerequisite info.
Grading:	Credit/No credit

**Considerations:** A Lifetime Fitness course is required for each year of enrollment.

**Course Description:** This is a Red Cross Certified Lifeguard training course. The primary purpose of the courses in the American Red Cross Lifeguarding program is to provide participants with the knowledge and skills needed to:

- Prevent, recognize, and respond to aquatic emergencies.
- Provide professional-level care for breathing and cardiac emergencies, injuries, and sudden illnesses until emergency medical services (EMS) professionals take over.

The intended audience for the courses in this program includes those seeking certification to work as lifeguards at pools and non-surf waterfronts.

Throughout the course, participants will learn and be evaluated on knowledge and skills related to lifeguarding, water rescues, extrications, CPR and AED and First Aid.

Red Cross Lifeguard Requirements for certification:

- Participants must score a minimum of 80% on a 50-question final knowledge exam.
- Participants must successfully complete 3 final skills assessments:
  - Rotate in, conduct surveillance, rotate out
  - Timed Single-rescuer CPR Scenario
  - Multiple Rescuer Response Scenario

Students electing certification will be required to pay an American Red Cross fee of approximately \$50. Financial assistance is available for free or

reduced lunch students through the counseling office.

Upon successful completion of the Lifeguarding course, the participant will receive an American Red Cross Universal Certificate indicating certification in Lifeguarding/First Aid/CPR/AED, valid for two years.

NOTE: Student may pass the course for school credit but not pass the Red Cross test for Lifeguard certification.

\*\*\*

**Course Prerequisite:**

- Students must be 15 years of age before the last scheduled class session.
- Must demonstrate the following skills by the end of the first week of class:

**Lifeguarding Swim-Tread-Swim Sequence**

- Swim 150 yards using the front crawl, breaststroke, or a combination of both.
- Swimming on the back or side is not permitted.
- Swim goggles are allowed.
- Maintain position at the surface of the water for 2 minutes by treading water using only the legs.

**Timed Event**

Complete a timed event within 1 minute, 40 seconds.

- Starting in the water, swim 20 yards.
- The face may be in or out of the water.
- Swim goggles are not allowed.
- Surface dive (feet-first or head-first) to a depth of 7 to 10 feet to retrieve a 10-pound object.
- Return to the surface and swim 20 yards on the back to return to the starting point, holding the object at the surface with both hands and keeping the face at or near the surface.
- Exit the water without using a ladder or steps

## **Sports Officiating**

Course #:	HPE500, HPE501
Grade Level:	9-12
Credits:	1 credit per license
Length:	1 Semester
Format:	Morning Flex
Prerequisite:	None

**Considerations:** Individual learning schedules will be determined based on the officiating licenses being pursued. Some of the course will be online learning and students will not meet every day.

**Fee:** Initial IHSAA or IGHSAU license fees (\$20 for one sport and \$12 for each additional sport) are waived for students completing this course.

**Course Description:** Sports Officiating prepares students to serve as a referee, umpire, judge, or other official for sports contests. The course emphasizes knowledge and interpretation of the rules, mechanics, and effective decision-making. Licensing is available for basketball, wrestling, and soccer in the fall semester, and baseball, softball, volleyball, and football in the spring semester.

## **PLTW/ Venture Principles of Biomedical Science**

Course #:	HPE702
Grade Level:	10-12
Credits:	20 credits (10 Biomedical, 5 Rhetoric, 5 Elective Venture credits)
Length:	1 Semester
Format:	SuperBlock (2 Blocks)
Prerequisite:	Health I, General Biology

**Considerations:** This is a Project Lead the Way course provided only through Venture Academics. There is no standalone section.

**Course Description:** From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

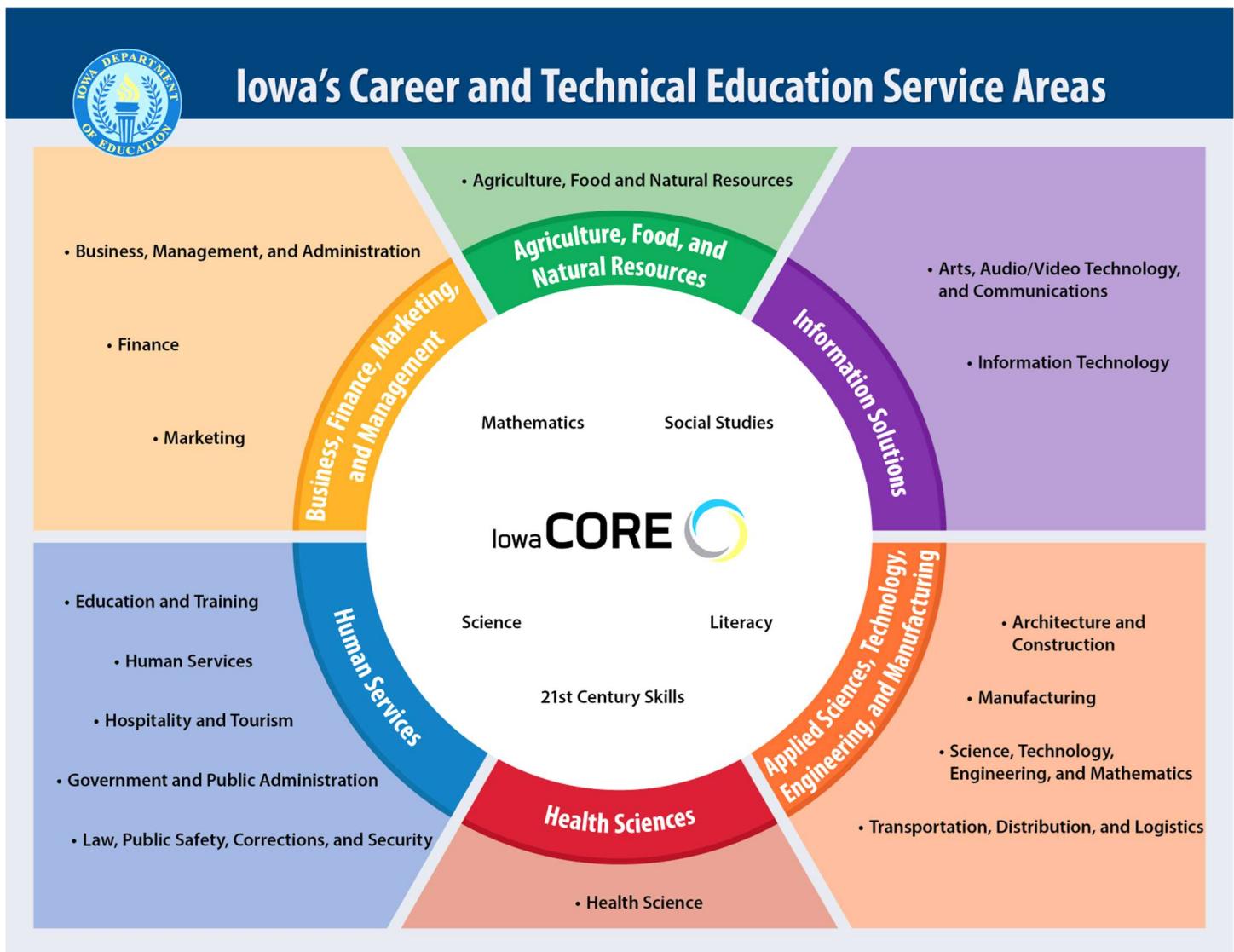
In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

Students in this course will earn the Health Career Preparation Credential and receive an American Heart Association Heartsaver certificate card. Through hands-on instruction and practical training, students will become certified in First Aid, CPR, and AED use.

Students will learn from and be mentored by professionals in the community during the course and have opportunities for field experiences and job shadows in areas of interest. See page 132 to learn more about the Venture program.

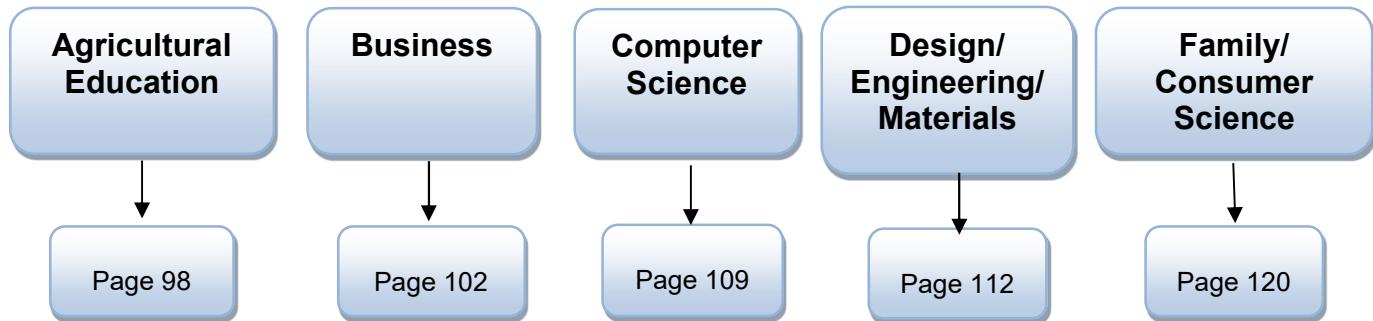


# Career and Technical Education Service Areas and Career Clusters



Linn-Mar Career and Technical Education Pathways begin on page 97.

## Linn-Mar CTE and Electives



# Agricultural Education

PR=Prerequisite Requirement

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

**Aquaculture Science**  
AGR225  
Grade: 9-12  
PR: None

**Principles of Agricultural Science- Animal**  
AGR240  
Grade: 9-12  
PR: None

**Principles of Agricultural Science- Plant**  
AGR250  
Grade: 9-12  
PR: None

**Natural Resources and Ecology**  
AGR260  
Grade: 10-12  
PR: None

**Food Science and Safety**  
AGR270  
Grade: 10-12  
PR: None

**Animal and Plant Biotechnology**  
AGR280  
Grade: 10-12  
PR: None

**Environmental Science Issues**  
AGR290  
Grade: 10-12  
PR: None

**Agriculture Power and Technology**  
AGR300  
Grade: 10-12  
PR: None

**Agricultural Business Foundations**  
AGR325  
Grade: 10-12  
PR: None

**Agricultural Research and Development**  
AGR500  
Grade: 10-12  
PR: None

**AFNR – Workplace Experience**  
AGR550  
Grade: 11-12  
PR: None

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

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



**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Introduction to Agriculture, Food, and Natural Resources (AFNR)* introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Student experiences involve the study of natural resources, plants and animals, food science and agricultural mechanics.

### Principles of Agricultural Science-

#### Animal

Course #:	AGR240
Grade Level:	9-12
Credits:	10
Length:	2 Quarters
Format:	Block
Prerequisite:	None



**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Principles of Agricultural Science-Animal* is a course engaging students in hands-on laboratories and activities to explore the world of animal agriculture. Student experiences involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing.

### Aquaculture Science

Course #:	AGR225
Grade Level:	9-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	None

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Aquaculture Science*

introduces students to the world of animal and plant aquaculture. Students will acquire the skills needed to produce and harvest finfish, freshwater prawn and food plants while working in the department's aquaculture laboratory.

### Principles of Agricultural Science-

#### Plant

Course #:	AGR250
Grade Level:	9-12
Credits:	10
Length:	2 Quarters
Format:	Block
Prerequisite:	None

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Principles of Agricultural*

*Science-Plant* is a course which teaches students the form and function of plant systems. Student experiences include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting.

**Natural Resources and Ecology**

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

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Natural Resources and Ecology* is a course that provides students with a variety of experiences in the field of natural resources. Students explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies.

**Animal and Plant Biotechnology**

Course #: AGR280  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Animal and Plant Biotechnology*, a specialization course, provides students with experiences in industry appropriate applications of biotechnology related to plant and animal agriculture. Students are expected to become proficient at biotechnological skills involving micro pipetting, bacterial cultures and transformations, electrophoresis, and polymerase chain reaction.

**Food Science and Safety**

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

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Food Science and Safety* is a course where students complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills.

**Environmental Science Issues**

Course #: AGR290  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Environmental Science Issues* is a course where students research, analyze, and propose sustainable solutions to environmental issues. Students will investigate areas of environmental science including ecosystem management, sustainable agriculture, energy choices, and pollution.

**Agricultural Power and Technology**

Course #: AGR300  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Agricultural Power and Technology* is a course to expose students to mechanics, power, technology, and career options in the world of agriculture. Student experiences involve the study of sustainable energy, geographic information & global position systems, drone technology, machines, and structures as it relates to multiple areas of agriculture, including animals, plants, food science, biotechnology, and natural resource management.

**Agricultural Business Foundations**

Course #: AGR325  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:** Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** *Agricultural Business Foundations* introduces students to business management in agriculture. Student experiences involve the study of starting a business, financial documents required of a business, risk management, and writing a business plan.

**Agricultural Research and Development**

Course #: AGR500  
 Grade Level: 10-12  
 Credit Hours: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:**

Students will be introduced to SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:**

*Agricultural Research and Development* is the capstone course designed to culminate students' experiences in agriculture, based on the pathway of study they pursued. Woven throughout the course are projects and problems based in practical applications and designed to develop and improve employability skills of students. Students will further enhance research, critical thinking, and teamwork skills as they expand on content knowledge from previous CASE courses. Students completing coursework for all four courses within a specific CASE Pathway are eligible to receive CASE program certification.

**AFNR – Workplace Experience**

Course #: AGR550  
 Grade Level: 9-12  
 Credit Hours: 5  
 Length: Varies  
 Format: Independent study  
 Prerequisite: None

**Considerations:** Instructor approval required. SAE (supervised agricultural experience) and FFA opportunities.

**Course Description:** This Agriculture, Food, and Natural Resources—Workplace Experience course provides work experience in fields related to agriculture, food, and natural resources. Goals are set cooperatively by the student, teacher, and worksite supervisor.

# Business Accounting/Finance

PR=Prerequisite Requirement

## Personal Finance

BUS110 or BUS110E

Grade: 9-12

PR: None

## Accounting

BUS330

Grade: 10-12

PR: None

## theROARstore

BUS550

Grade: 11-12

PR: Any of 2 or more Business Courses

## Advanced Accounting

BUS430

Grade: 10-12

PR: Accounting

## Work-Based Internship

BUS440

Grade: 12 or Approval

## Work-Based Learning

BUS450

Grade: 12 or Approval

# Business Marketing/Entrepreneurship

PR=Prerequisite Requirement

## Introduction to Business

BUS120

Grade: 9-12

PR: None

## Economics

SOC310

Grade: 11-12

PR: None

## Marketing

BUS355

Grade: 10-12

PR: None

## Business/Consumer Law

BUS410

Grade: 11-12

PR: None

## Entrepreneurship

BUS460

Grade: 10-12

PR: None

## theROARstore

BUS550

Grade: 11-12

PR: Any of 2 or more Business Courses

## AP Microeconomics

BUS510

Grade: 10-12

PR: None

## Work-Based Internship

BUS440

Grade: 12 or Approval

## Work-Based Learning

BUS450

Grade: 12 or Approval

**Personal Finance**

Course #:	BUS110, BUS110E, or BUS110V	
Grade Level:	9-12	
Credits:	5 for BUS110 and BUS110V, 2.5 for BUS110E	
Length:	1 Quarter	
Format:	Block	
Prerequisite:	None	

**Considerations:** This course meets financial literacy standards of the Iowa Core required for graduation. Students choosing the teacher-led, face-to-face experience must register for BUS110. Students desiring a self-paced (must be completed in one semester), online experience must register for BUS110E. Students desiring a virtual experience where up to nine mandatory virtual attendance days are required must register for BUS110V.

**Course Description:** This course exposes students to areas of personal finance that they will likely encounter. The curriculum covers, among other topics: consumer awareness, manage personal finances to achieve financial goals, prepare bank account documents, maintain financial records, manage credit and debt (credit scores/identity theft), career preparation, insurance, saving and investing strategies. Information will be presented through projects, activities, guest speakers, virtual simulations, and multimedia presentations.

**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).

**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.

**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.

**Sports and Entertainment Marketing**

Course #: BUS345  
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: None

**Considerations:** Sports and Entertainment Marketing was formerly offered only as part of the Venture Marketing Essentials strand.

**Course Description:** Sports and Entertainment Marketing focuses on marketing tasks that can be applied in amateur or professional sports or sporting events, entertainment or entertainment events, products and services related to hobbies or cultural events, or businesses primarily engaged in satisfying the desire for enjoyable use of leisure time.

**Marketing**

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

**Considerations:** None

**Course Description:** This class will focus on exploring one of the most critical functions a business often spends time and money on. Students will learn about tools and strategies that businesses of all types and sizes use to create an image, influence targeted customers, and eventually sell a product or service (or idea). Content is grouped into the categories of product, place, price, and promotion and includes branding, social media marketing, marketing research, selling, and distribution.

**Venture Applied Marketing**

Course #: BUS701  
 Grade Level: 10-12  
 Credits: 20 (5 Marketing, 5 Digital Marketing, 5 Rhetoric, 5 Elective Venture credits)  
 Length: Semester  
 Format: SuperBlock (2 Blocks)  
 Prerequisite: None

**Courses:** BUS355, BUS360, and ENG120.

**Course Description** In this project-based course, students will be introduced to the core concepts of marketing, both traditional and digital strategies. Students will engage in hands-on projects that simulate real-world marketing campaigns, providing opportunities to apply principles such as (but not limited to) market research, branding, advertising, product development, and sales strategies. They will learn how to craft compelling marketing messages, analyze consumer behavior, and create multi-channel campaigns that reach diverse audiences. By the end of the course, students will have a strong foundation in marketing theory, practical skills in digital platforms, and the ability to present their ideas professionally. See page 132 to learn more about the Venture program.

**Digital Marketing**

Course #: BUS360  
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Semester  
 Format: SuperBlock  
 Prerequisite: None

**Considerations:** Not offered as a standalone class; this class is available only as part of the Venture Applied Business strand.

**Course Description:** Digital Marketing provides a broad overview of the techniques used by businesses to market to consumers of the 21<sup>st</sup> century, in a digital economy. Students will gain a fundamental understanding of web page design, content marketing, analytics, search engine optimization (SEO), pay per click, email marketing, and social media marketing.

**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: 10-12  
 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.

**Work-Based Internship****Career Immersion**

Course #: BUS440  
 Grade Level: 12  
 Credits: 20  
 Length: 2 Semesters  
 Format: Block  
 Prerequisite: See Considerations

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

**Course Description:** Work-Based Internship will provide substantial, meaningful career-related work experience and engagement with structured evaluation/reflection with area business and industry. Student interns work a minimum of 15 hours per week. Work-based learning prepares students for college and career readiness by helping them make informed decisions about their life goals and learning specific career related skills.

**Work-Based Learning**

Course #:	BUS450
Grade Level:	12
Credits:	10
Length:	2 Semesters
Format:	Skinny
Prerequisite:	See Considerations

**Considerations:** Must also enroll in Work-Based Internship; must commit to one year. Active and full participation of students in Future Business Leaders of America (FBLA) career and technical student organization at the local, state, and national levels including leadership and competitive skill events.

Students satisfactorily completing this course will be credited for meeting financial literacy (Personal Finance) diploma requirements.

**Course Description:** Student will learn career exploration, preparation, and application. Life and workplace skills: teamwork, professional development, customer relations, problem-solving, diversity, time management, communication, and information management. Consumer awareness, entrepreneurship, management, marketing, operations, and labor market information. Financial Analysis: manage personal finances to achieve financial goals, maintain financial records, prepare personal income tax forms, manage credit and debt (credit scores/identity theft), insurance, saving and investing strategies.

**Entrepreneurship**

Course #:	BUS460
Grade Level:	10-12
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 Entrepreneurship; Accounting, Marketing, Business/Consumer Law, Personal Finance.

**Course Description:** This class will teach students about entrepreneurship by exploring strategies used in the early stages of business development. This class takes a hands-on approach to solving problems and encourages students to be innovative, test assumptions, and develop a (business) startup. Students will use tools & strategies like the Lean Startup Methodology, Design Thinking, and the Business Model Canvas to validate their ideas.

\*Students also can earn college credit.

**AP Microeconomics**

Course #:	BUS510	(R)
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.

**Venture Applied Entrepreneurship**

Course #:	BUS702
Grade Level:	10-12
Credits:	20 (10 Entrepreneurship, 5 Rhetoric, 5 Elective Venture credits)
Length:	Semester
Format:	SuperBlock (2 Blocks)
Prerequisite:	None

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

**Courses:** BUS460 (10) and ENG120 (5).

**Course Description:** In this project-based course, students will learn about and participate in the process of turning ideas into reality. From brainstorming inventions, to creating prototypes, to creating a business model, students will explore the steps of building a startup. Throughout the class, students will develop and evolve multiple pitches, showing the progress of their inventions and startups. By the end of the course, students will have hands-on experience in bringing their concept to life, while gaining practical knowledge of what it takes to start a successful business. \*Students also have the opportunity to earn college credit. See page 132 to learn more about the Venture program.

**theROARstore**

Course #:	BUS550
Grade Level:	11-12
Credits:	10
Length:	1 Semester
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.

# Computer Science

PR=Prerequisite Requirement

## Computer Science Essentials

(CSE)

CSC100

Grade: 9-12

PR: None

## Computer Science Principles

(CSP)

CSC300

Grade: 9-12

PR: Algebra

## Cybersecurity

CSC350

Grade: 10-12

PR: None

## Advanced Placement Computer Science A (CSA)

CSC500

Grade: 10-12

PR: CSC300

**Computer Science Essentials (CSE)**

Course #: CSC100  
 Grade Level: 9-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:** Students with no prior computer science experience can take this as a first computer science course. Academically confident/motivated students or students with a bit of prior programming experience may skip CSE and sign up for Computer Science Principles (CSP).

**Course Description:** In this entry level computer science course, students will learn to program apps using a graphical, block-based programming language. After learning fundamentals of programming, students transition to text-based programming using the Python language. Students will use a variety of tools and computational thinking concepts as they build confidence and gain experience in the field of computer science.

**Cybersecurity**

Course #: CSC350  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: None

**Considerations:** Cybersecurity is not a programming course, so no programming experience is required. However, students will do much of their work by entering text commands in a Linux command line terminal.

**Course Description:** Students will study a variety of cybersecurity topics including types of threats, attacks, and actors; risk analysis and management; cryptographic solutions; vulnerability analysis and remediation; network security; data management; law and policy; and incident response. Students will study a variety of case studies and do labs using a safe virtual machine network environment. Course content will also include some aspects of computer networks and the Linux operating system.

**Computer Science Principles (CSP)**

Course #:	CSC300
Grade Level:	9-12
Credits:	10
Length:	2 Quarters
Format:	Block
Corequisite:	Algebra or concurrent

**Considerations:** Students who want a beginner level computer science experience should take Computer Science Essentials (CSE) as their first course. Academically motivated / confident students or students with a bit of prior programming experience may choose to skip CSE and register for CSP.

**Course Description:** Explore a variety of fields within computer science: Python programming, data visualization, image data manipulation, internet and cybersecurity, and simulation. The course aims to develop computational thinking, generate interest in career paths that utilize computing, and foster creativity. CSP helps students develop programming experience and confidence.

**Advanced Placement Computer Science A (CSA)**

Course #:	CSC500
Grade Level:	10-12
Credits:	10
Length:	2 Quarters
Format:	Block
Corequisite:	Computer Science Essentials (CSE) or Computer Science Principles (CSP)

**Considerations:** Students need a prior programming class (CSE or CSP) before taking CSA. Or, students with other previous programming experience can seek teacher approval to take CSA without a prior class. This course prepares students for the AP Computer Science A exam.

**Course Description:** CSA students will learn fundamentals of the Java programming language and continue to object-oriented programming. Students develop skills in solving computational problems, writing algorithms, testing code, and processing data.

# 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: Algebra

### Engineering Design and Development (EDD)

IND680

Grade: 12

PR: Any two (2) PLTW or Computer Science courses

# Design/Engineering/Materials Construction/Carpentry

PR=Prerequisite Requirement

## Woods: Materials & Processes

IND240

Grade: 10-12

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 Work-Based Internship

BUS440

Grade: 12 or Approval

# Design/Engineering/Materials Manufacturing

PR=Prerequisite Requirement

## Computer Aided Design

IND110

Grade: 9-12

PR: None

## Computer Integrated Manufacturing

IND640

Grade: 9-12

PR: Algebra

## Metals: Materials and Processes

IND310

Grade: 11-12

PR: None

## Career Immersion Work-Based Internship

BUS440

Grade: 12 or Approval

**Computer Aided Design**

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

**Considerations:** None

**Course Description:** This course is designed to teach the practical application of 2- and 3-dimensional computer aided design (CAD). Students will learn to use different types of software to model objects and communicate their ideas in industrial and commercial applications.

**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 advanced 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.

**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.

**Woods: Materials and Processes**

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.

**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**

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.

**Building Trades****Capstone Course**

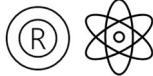
Course #: IND500  
 Grade Level: 12  
 Credits: 20  
 Length: 2 Semesters  
 Format: Block  
 Prerequisite: None  
 Fees: Purchase of safety equipment such as glasses or ear protection

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

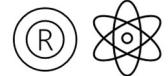
**Course Description:** Linn-Mar and Marion High School students work two hours a day to build a full-sized house. The course includes all skills and tasks needed to complete this activity.

**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

**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.

**Digital Electronics (DE)**

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

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

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



**Considerations:** This course earns Kirkwood Community College credit.

**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.

**Considerations:** This course earns Kirkwood Community College credit.

**Course Description:** This course is the study of electronic circuits that are used to process and control digital signals as opposed to analog signals that are varying. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

**Computer Integrated Manufacturing (CIM)**

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

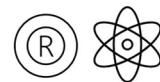


**Considerations:** This course involves college-level work.

**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.

**Aerospace Engineering (AE)**

Course #: IND670  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Algebra



**Considerations:** It is recommended that students have prior experience with a 3D CAD program.

**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, aeronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

## Engineering Design and Development (EDD)

Course #:	IND680	
Grade Level:	12	
Credits	10	
Length:	2 Quarters	
Format:	Block	
Prerequisite:	Any two PLTW or Computer Science courses.	

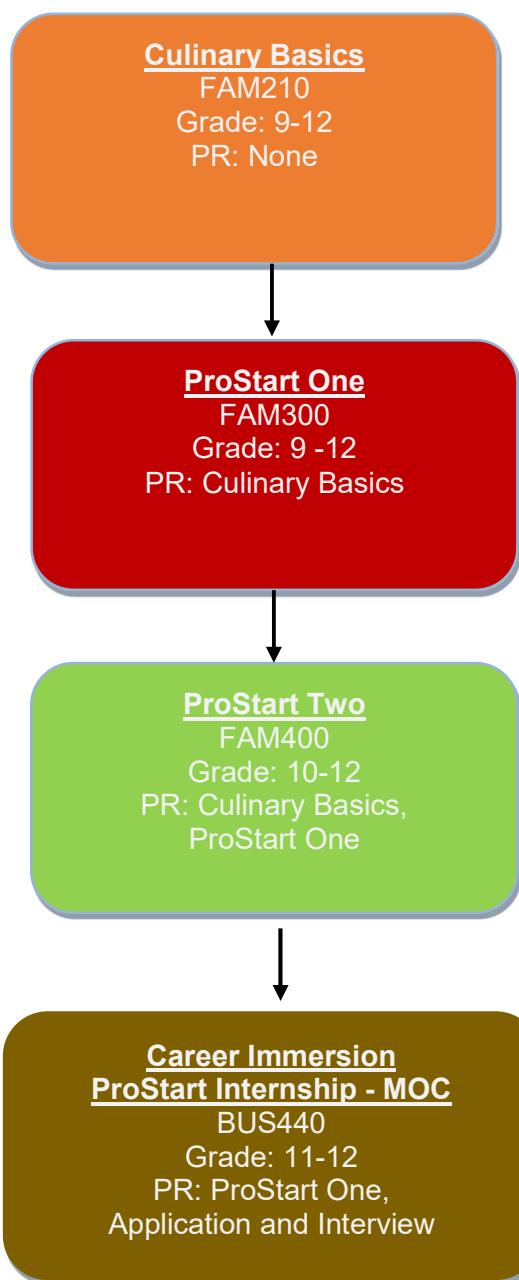
**Considerations:** EDD is a culminating capstone course. In order to have a solid foundation for this course, students need successful completion of the prerequisites of any two PLTW or Computer Science courses which include: Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Aerospace Engineering, Civil Engineering and Architecture, Computer Integrated Manufacturing, Computer Science Essentials, Computer Science Principles, Computer Science A, or Principles of Biomedical Science.

**Course Description:** Utilizing activity-project-problem-based (APPB) teaching and learning pedagogy, students will perform research to choose, validate, and justify a technical problem. After carefully defining the problem, teams of students will design, build, and test their solution. Finally, student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, creative and problem-solving abilities, and understanding of the design process.

# Family/Consumer Sciences

## Culinary

PR=Prerequisite Requirement



# Family/Consumer Sciences

## Child Development/Education

PR=Prerequisite Requirement

### Foundations of Living

FAM100  
Grade: 9-12  
PR: None

### Human Growth and Development

FAM440  
Grade: 10-12  
PR: None

### KCC Child Growth and

Development  
FAM425  
Grade: 10-12  
PR: KCC qualifying placement score

### KCC Exploring Teaching

FAM450  
Grade: 11-12  
PR: KCC qualifying placement score and one Growth and Development course

### KCC Behavior Management

FAM460  
Grade: 11-12  
PR: KCC qualifying placement score and one Growth and Development course

### Career Immersion

#### MOC

BUS450  
Grade: 12

PR: Application and Interview

### Venture Exploring Education

FAM701  
Grade: 10-12, 20 Credits  
FAM425 Child Growth and Development  
FAM450 Exploring Teaching  
FAM460 Behavior Management  
FAM701 Venture Exploring Education

# Family/Consumer Sciences

## Home

PR=Prerequisite Requirement

### Foundations of Living

FAM100

Grade: 9-12

PR: None

### Fashion and Sewing / Creative Sewing

FAM220

Grade: 10-12

PR: None

### Interior Design

FAM240

Grade: 9-12

PR: None

### Advanced Sewing

FAM250

Grade: 10-12

PR: Fashion & Sewing/Creative  
Sewing

### 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.

**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.

**Fashion and Sewing / Creative Sewing**

Course #: FAM220  
 Grade Level: 9-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: None

**Considerations:** None

**Course Description:** Students will learn to sew or increase sewing skills in this hands-on project-based course. Various tools and equipment will be used to produce a variety of projects. Students will also examine their personal style, apply design principles to clothing and learn about careers in the fashion industry.

**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.

**Advanced Sewing**

Course #:	FAM250
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	Fashion & Sewing/ Creative Sewing with grade of B or better

**Considerations:** This is an advanced level, project-based class for independent sewers.

**Course Description:** Students in this class will increase sewing machine skills by creating multiple projects with minimal instructor assistance. Also, students will explore other textile production methods such as embroidery, knitting, dyeing, and weaving.

**ProStart Two**

Course #:	FAM400
Grade Level:	10 - 12
Credits	10
Length:	1 Semester
Format:	Block
Prerequisite:	Culinary Basics, ProStart One, ProStart Internship (ongoing)

**Considerations:** Kirkwood credits earned upon completion of ProStart program

**Course Description:**

Topics include sustainability in the food service industry and global cuisine in America, Europe, the Mediterranean, the Middle East, and in Asia with an emphasis on nutrition and cost control. Food preparation labs will include the following: breakfast foods and sandwiches, salads, garnishing, meat, poultry, seafood, desserts, and baked goods.

**ProStart One**

Course #:	FAM300
Grade Level:	9 - 12
Credits:	10
Length:	1 Semester
Format:	Block
Prerequisite:	Culinary Basics

**Considerations:** Kirkwood Credits upon completion of ProStart program

**Course Description:** Topics addressed in ProStart One include successful customer relations, food safety, workplace safety, kitchen basics, foodservice equipment, communication, workplace ethics, and careers in the hospitality and tourism industry. Food preparation labs will include the following foods: stocks, soups, sauces, fruits, vegetables, potatoes, and grains.

**Human Growth and Development**

Course #:	FAM440
Grade Level:	10-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	None

**Considerations:** This is a general comprehensive course of human development. This course combines the two previously taught courses of Child Development and Parenting. Relevant career paths include education, childcare, nursing, counseling, therapy, social work, public health, and other service-related fields.

**Course Description:** This course explores the different stages of human life- Prenatal, Infancy, Childhood, Adolescence, and Adulthood. Developmental milestones and major life events of an individual will be examined. This course provides an opportunity to interact with children of various ages to learn about will be practiced.

**KCC Child Growth and Development**

Course #: FAM425  
 Grade Level: 10-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: None

**Considerations:** This is a concurrent course with Kirkwood Community College and is encouraged for those considering careers in education, social work, nursing, therapy, psychology, coaching, etc. It is recommended to have taken Human Growth and Development as a foundation but is not required. This is the first course necessary to obtain the Para-Educator Generalist Certification. The second course is Exploring Teaching, and the third course is Behavior Management-online.

**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.

**KCC Exploring Teaching**

Course #: FAM450  
 Grade Level: 11-12  
 Credits: 5  
 Length: 1 Quarter  
 Format: Block  
 Prerequisite: Human Growth and Development or KCC Child Growth and Development

**Considerations:** This course is offered through the Venture Exploring Education strand only. KCC Exploring Teaching is a concurrent course with Kirkwood Community College and is recommended for those considering careers in education. This is the second course necessary to obtain the Para-Educator Generalist Certification. The third course is Behavior Management.

**Course Description:** This class will promote understanding of the teaching and learning process. Students will be introduced to the activities and concerns of beginning teachers. The focus is on developing the skills, knowledge and attitude that will be needed to teach in elementary and secondary classrooms. Microteachings are utilized to simulate actual teaching situations and common teaching problems are discussed through case studies.

**KCC Behavior Management**

Course #:	FAM460
Grade Level:	11-12
Credits:	5
Length:	1 Quarter
Format:	Block
Prerequisite:	Human Growth and Development or KCC Child Growth and Development

**Considerations:** This course is offered through the Venture Exploring Education strand only. KCC Behavior Management is a concurrent course with Kirkwood Community College and is recommended for those considering careers in the education field or working with individuals with specific behavior needs. This course is necessary to obtain the Para-Educator Generalist Certification.

**Course Description:** This course develops skills of observation and management of the behavior of others individually and in groups. Students will gain an understanding about the purpose of behavior and will develop strategies necessary to successfully correct and manage behavior. This course meets part of the requirement for the Para-Educator Generalist Certification.

**ProStart Internship**

Course #:	BUS440
Grade Level:	10 - 12
Credits:	20
Length:	1 Semester
Format:	Block
Prerequisite:	Culinary Basics and ProStart One

**Considerations:** Kirkwood credits earned upon completion of ProStart program.

**Course Description:** Should be taken between ProStart One and ProStart Two. Must be taken if interested in Kirkwood Community College credit. While classroom experience is necessary to learn the foundational culinary and management skills, nothing beats real-life experience gained by working in the industry. Students must have a minimum of 400 hours of paid work experience. They must complete 52 of 75 competencies from the Student Work Experience Checklist, to be determined by employers.

**Venture Exploring Education**

Course #:	FAM701
Grade Level:	10-12
Credits:	20
Length:	1 Semester
Format:	SuperBlock (2 Blocks)
Prerequisite:	Application, and Teacher and Counselor Approval Required

**Courses:** FAM425 KCC Child Growth and Development (5 credits) FAM450 KCC Exploring Teaching (5 credits), FAM460 KCC Behavior Management (5 credits) and Venture Exploring Education (5 credits) are included.

**Course Description:** This course covers the same content as FAM425, FAM450, and FAM460, exploring the basics of teaching, child development, and behavior management and observation. A significant portion of this class will be spent participating in hands-on learning experiences and will provide opportunities to observe in classrooms. To create a safe and secure environment for working with young children, students will need teacher and counselor approval which will include an application, interview, and background check. See page 132 for more information about the Venture Academics Program.

**This Venture strand meets the requirement for the Para-Educator Generalist Certification.**

# Linn-Mar Digital Learning

## Blended Learning

A variety of courses at Linn-Mar High School are offered in a Blended Learning format.

Students involved in Blended Learning will interact with course content through a combination of face-to-face and digital instructional methods. Students participating in Blended coursework are exposed to both face-to-face instruction and online learning on a schedule that flexes day-to-day and week-to-week, depending on individual student and course needs.

## Online Learning

Linn-Mar Online Learning courses may take on one primary form; conducted online through Schoology. Students will be expected to meet requirements for course material, discussions, and activities beginning on and completed by communicated dates. Course standards and expectations will be equal to Traditional or Blended Learning courses.

Additional Online offerings may be communicated after initial publication of the Program of Studies.

## 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.

## Linn-Mar Extension Opportunities

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. Current extension offerings include the Linn-Mar project-based learning program **Venture Academics**, **Project Lead the Way (PLTW)** program, and, for those students identified for inclusion, 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)
- Principles of Biomedical Science (PBS)
- Computer Integrated Manufacturing (CIM)
- Civil Engineering and Architectural Design (CEA)
- Aerospace Engineering (AE)
- Engineering Design and Development (EDD)

**Venture Academics** is a project-based learning program designed to provide real-world context for learning. Students take part in the program for either a semester-long half day or a year-long 90-minute block, depending on their strand. Creative Writing and Civics meet year-round; all other strands meet for one semester. Each course allows students to earn required and elective credits through authentic, experience-based learning.

### **Talented and Gifted**

This program is for students identified according to established district guidelines. The program begins in 9<sup>th</sup> grade with a required quarter-long career awareness and college planning seminar designed especially for TAG students. 9<sup>th</sup> grade students also have the option of choosing to take Advanced US History 9 and Advanced English I; both of which are open to all students, but stress academic rigor and presenting the student with challenge.

10<sup>th</sup>, 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.



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

**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:** This course earns Kirkwood Community College credit.

**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.

**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 college engineering coursework is like.

**Digital Electronics (DE)**

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



**Considerations:** This course earns Kirkwood Community College credit.

**Course Description:** This course studies electronic circuits that are used to process and control digital signals as opposed to analog signals that are varying. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

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

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

**Considerations:** This course earns Kirkwood Community College credit.

**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.

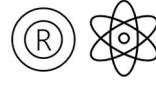
**Computer Integrated Manufacturing (CIM)**

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



**Considerations:** This course involves college-level work.

**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.

**Aerospace Engineering (AE)**

Course #: IND670  
 Grade Level: 10-12  
 Credits: 10  
 Length: 2 Quarters  
 Format: Block  
 Prerequisite: Algebra

**Considerations:** It is recommended that students have prior experience with a 3D CAD program.

**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, aeronautics, rocketry, propulsion, the physics of space science, space life sciences, the biology of space science, principles of aeronautics, structures and materials, and systems engineering.

## Engineering Design and Development (EDD)

Course #:	IND680
Grade Level:	12
Credits	10
Length:	2 Quarters
Format:	Block
Prerequisite:	Any two PLTW or Computer Science courses.



## PLTW/Venture Principles of Biomedical Science

Course #:	HPE600
Grade Level:	10-12
Credits:	20 credits (10 Biomedical, 5 Rhetoric, 5 elective)
Length:	2 Semesters
Format:	Block
Prerequisite:	Health I, General Biology



**Considerations:** This is a Project Lead the Way course provided only through Venture Academics. There is no standalone section.

**Course Description:** From design and data analysis to outbreaks, clinical empathy, health promotion, and more, students explore the vast range of careers in biomedical sciences. They develop not just technical skills, but also in-demand, transportable skills that they need to thrive in life and career.

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

Students in this course will earn the Health Career Preparation Credential and receive an American Heart Association Heartsaver certificate card. Through hands-on instruction and practical training, students will become certified in First Aid, CPR, and AED use.

See page 132 for more information about the Venture Academics Program.



## INNOVATIVE, PROJECT-BASED LEARNING

The goal of Venture Academics is to teach students high school coursework with a strong project component. Students will learn to apply what they are learning to real-world applications and develop skills, such as problem-solving, critical thinking, creativity, time management, and the ability to work collaboratively. We build connections with local businesses and professionals for the purpose of students working on projects for businesses, being mentored, and gaining exposure to businesses and careers in this area. Each strand earns 20 credits (15 content, 5 Venture skills).

- All strands except Exploring Education earn ENG120/390 rhetoric or communications credit
- First-year Venture students earn rhetoric credit
- Second-year Venture students earn communications credit
- Students must earn 90% or higher in rhetoric to count as required graduation speech credit

## AVAILABLE STRANDS

### Applied Entrepreneurship

BUS460 ENTREPRENEURSHIP  
 BUS702 VENTURE APPLIED ENTREPRENEURSHIP  
 ENG120 RHETORIC

### Applied Marketing

BUS355 MARKETING  
 BUS360 DIGITAL MARKETING  
 BUS701 VENTURE APPLIED MARKETING  
 ENG120 RHETORIC

### Behavioral Science

SOC330 SOCIOLOGY  
 SOC340 INTRODUCTORY PSYCHOLOGY  
 SOC702 VENTURE BEHAVIORAL SCIENCE  
 ENG120 RHETORIC

### Advanced Biology

SCI220 ADVANCED BIOLOGY  
 SCI702 VENTURE BIOLOGY  
 ENG120 RHETORIC

### Biomedical Science

HPE600 PLTW PRINCIPLES OF BIOMEDICAL SCIENCE  
 HPE702 VENTURE BIOMEDICAL SCIENCE  
 ENG120 RHETORIC

### Creative Writing

ENG410 CREATIVE WRITING  
 ENG702 VENTURE CREATIVE WRITING  
 ENG120 RHETORIC

### Exploring Education

FAM425 CHILD GROWTH AND DEVELOPMENT  
 FAM450 EXPLORING TEACHING  
 FAM460 BEHAVIOR MANAGEMENT  
 FAM701 VENTURE EXPLORING EDUCATION

### Government

SOC390 STATE AND LOCAL GOVERNMENT  
 SOC400 GOVERNMENT  
 SOC701 VENTURE GOVERNMENT  
 ENG120 RHETORIC



## LMHS Talented and Gifted

### 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 who have been identified for the LMHS TAG Program by established district guidelines.

**Course Description:** Students explore how their interests, abilities and personality traits connect to future educational and career opportunities. The course emphasizes how high school decisions- such as course selection, involvement, and personal growth- prepare students for success after graduation. Students also gain a foundational knowledge of the college search, admissions, and financial aid processes. Students also design and implement a collaborative community service project.

### AP Online Independent Study

Course #:	TAG620
Grade Level:	10-12
Credits:	10
Length:	1-2 Semesters
Prerequisite:	Instructor approval

**Considerations:** This course is for students who have been identified for the LMHS TAG Program by established district guidelines.

**Course Description:** Independent study options for AP Macroeconomics and AP English Language and Composition may be available through the Iowa Online AP Academy. Enrollment is limited and instructor approval is required. Students must have an open period in their schedule and be prepared for a self-directed learning experience.

# Linn-Mar Capstone Options

**Linn-Mar  
Capstone  
Courses**

**Work-Based  
Learning**

## Linn-Mar Capstone Courses

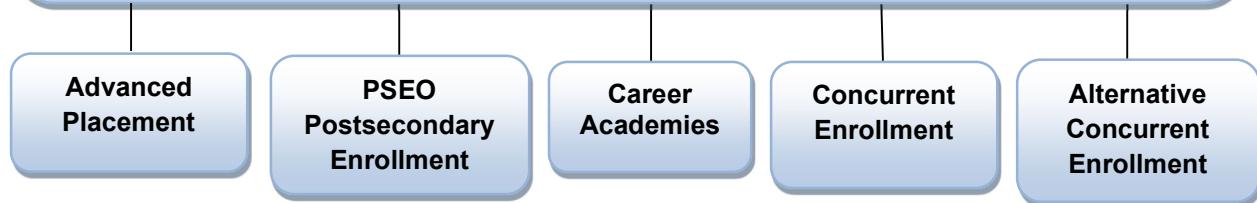
A “capstone” experience is an in-school immersion into the actual work environment of a particular job/subject area. These application opportunities allow a student to be trained in the specific skills of a particular work environment, as well as to be provided with experience in the career area. The following Capstone courses are currently being offered or developed:

- Building Trades
- LM Store
- ProStart I & II
- LM Teaching and Development
- Engineering Design and Development (EDD)
- Capstone Project in Agriculture, Aquaculture, Food and Natural Resources (developing)

## Work-Based Learning (Career Immersion)

Career Immersion opportunities include internships, job shadows, and other experiences on the actual job site. These opportunities are provided through the MOC Work-Based Internship program, a partnership with The Workplace Learning Connection, and other businesses and agencies. Please see a counselor for more information on these opportunities.

# Early College Options



## Advanced Placement

Linn-Mar High School offers Advanced Placement (AP) courses in Calculus (AB and BC), Statistics, Biology, Chemistry, Environmental Science, French, Physics (1 & 2), Physics C: E&M, Physics C: Mechanics, Computer Science A, English Literature and Composition, French, Microeconomics, Music Theory, , World History, Psychology, U.S. Government, and U.S. History. 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. Please refer to the websites of interested colleges or universities for A.P. score institutional requirements for possible college credit.

### **AP courses are weighted for grade point calculation purposes as follows:**

**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)**

## Post-Secondary Opportunities (PSEO)

Credit may be awarded by a college or university 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 for the school district to pay for the course.
- Students must maintain the minimum high school course load.

## **Career Academies**

Career 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 help students explore careers, develop new skills, and gain insights into today's workplace. Academics include:

- Advanced Manufacturing and Welding
- Allied Health
- Application and Software Development
- Architecture, Construction, and Engineering (ACE)
- Automotive Technology
- Business
- Criminal Justice and Human Services
- Dental
- Emergency Medical Technician (EMT)
- Exercise Science and Wellness
- Patient Care Exploration
- Pre-Med, Nursing, and Professional Health Careers
- Pre-Nursing with Nurse Aide Certification
- Project Management

## **Concurrent and Alternative Concurrent Enrollment Courses**

Concurrent and Alternative Concurrent Enrollment courses receive both Linn-Mar and Kirkwood Community College credit upon successful completion of course requirements. Students taking a Concurrent or an Alternative Concurrent Enrollment course must meet and follow all course guidelines of Kirkwood Community College and understand that course performance becomes part of the individual's permanent college record.

Students may enroll in Concurrent or Alternative Concurrent college courses under the following provisions:

- Alternative Concurrent Enrollment courses are intended for 9-12<sup>th</sup> grade students as part of their four-year plan.
- A course chosen under this option must be on the 28E agreement list (courses listed below) between Linn-Mar and Kirkwood Community College.
- The chosen course may not replace graduation requirements.
- The school district will pay for related tuition and related course fees.
- Students must maintain the minimum high school course load.
- Students wishing to enroll in Alternative Concurrent Enrollment courses must have a qualifying ACT, Accuplacer (Reading & Writing), or ALEKS (Math) placement exam score as required on file with Kirkwood Community College.

**Concurrent Enrollment Courses\*** (on-Linn Mar campus and schedule)

The following is a list of college-level courses offered on the Linn-Mar campus:

Behavior Management	Exploring Teaching
Childhood Growth and Development	Intermediate Spanish I
Intermediate Spanish II	Composition I
Composition II	Mathematics and Society
PLTW Intro to Engineering Design	PLTW Digital Electronics
PLTW Civil Engineering and Architectural Design	PLTW Principles of Engineering

**Alternative Concurrent Enrollment Courses\*** (off-Linn-Mar campus)

The Linn-Mar Community School District contracts with Kirkwood Community College to offer the following alternative concurrent enrollment college courses on a Kirkwood Community College campus or online:

American Sign Language I, II, III, IV	Intro to Programming Logic
Art Appreciation	Principles of Microeconomics
Art History I	Introduction to Sociology
Basic Anatomy and Physiology	Marriage and Family
Calculus II	Mass Media
Calculus III	Medical Terminology
Comparative Government & Politics	Music Fundamentals
Computer Concepts	Nurse Aide
Criminal Investigations	Nutrition
Cultural Anthropology	Personal Finance
Ethics in Information Technology	Personal Wellness
Encounters in Humanities	Popular Culture
Exploring Health Careers	
Fundamentals of Web Programming	Principles of Macroeconomics
Fundamentals of Oral Communication	Professionals in Health
Project Management Basics	Holocaust/Genocide: Mem & Lit
Public Speaking	Human Anatomy and Physiology I
Human Anatomy and Physiology II	Social Problems
Survey of World Religions	Intro to Criminal Justice
Introduction to Business	US History Since 1877
Intro to Early Childhood Education	US History to 1877
Introduction to Ethics	Working in America
Intro to Human Services	Workplace PBL: Information Solutions

\*Concurrent and alternative concurrent enrollment options are subject to change after publication. The Linn-Mar High School Counseling Office will maintain an updated list of available concurrent and alternative concurrent enrollment courses.

# Alternative Programming Options

## **Academic Assistance Program**

Credit Recovery is a component of the program intended for students who are significantly behind pace in earning credits for graduation. The assigned school counselor or Academic Assistance Counselor can answer questions for students and parents about guidelines and eligibility for the program.

## **Compass Alternative Program**

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.

## First Reading of Policy Recommendations (25.01.26 Board Meeting Exhibit)

The following policies were reviewed by the Policy Committee on 1/15/26 and are being presented for first reading.

### Edit Key:

- Edits in **green with strikethrough** are current LM language being recommended for removal.
- Edits in **red** are recommended new language.

Miscellaneous Policies		
Policy #	Title	Reviewed/Revised
201.6	Organization of the School Board	Revision recommended
201.6-R	Board President & Vice President Elections Regulation	Revision recommended
400.1	Equal Employment Opportunity	Revision recommended
504	Student Health Services	Revision recommended
504.10	Emergency Drills	Revision recommended
504.31	Administration of Medication to Students	Revision recommended
504.32	Stock Prescription Medication Supply	Revision recommended
300 Series: Administration		
Policy #	Title	Reviewed/Revised
300.1	Role of District Administration	Revision recommended
301.1	Management	Reviewed, no changes
302.1	Superintendent: Qualifications, Recruitment, Appointment	Reviewed, no changes
302.2	Superintendent: Contract and Contract Non-Renewal	Revision recommended
302.3	Superintendent: Salary and Other Compensation	Reviewed, no changes
302.4	Superintendent: Qualifications and Duties	Revision recommended
302.5	Superintendent: Evaluation	Revision recommended
302.6	Superintendent: Professional Development	Reviewed, no changes
303.1	Administrator: Qualifications, Recruitment, Appointment	Revision recommended
303.2	Administrator: Contract and Contract Non-Renewal	Revision recommended
303.3	Administrator: Evaluation	Revision recommended
303.4	Associate Superintendent: Qualifications, Contract, Responsibilities	Revision recommended
303.5	Building Principal: Qualifications, Appointment, Responsibilities	Revision recommended
303.5-R	Building Principal Responsibilities Regulation	Revision recommended
303.6	Associate/Assistant Principal: Qualifications, Appointment, Responsibilities	Revision recommended
304.1	Administrator Code of Ethics	Revision recommended

**Policy 201.6**  
**Organization of the School Board**

The Linn-Mar Community School District Board of Directors is authorized by and derives its organization from Iowa law. The board will consist of seven board members. Board members are elected at-large.

The board is organized for the purpose of setting policy and providing general direction for the district. The board will hold its organizational meeting at or before the first regular meeting following the canvass of votes. The retiring board will transfer materials, including the board policy manual, and responsibility to the new board.

The organizational meeting allows the outgoing board to approve minutes of its previous meetings, complete unfinished business, and review the school election results. The retiring board will adjourn and the new board will then begin. The board secretary will administer the Oath of Office to the newly-elected board members. The **board secretary President Pro Tem** will preside while the new board elects the president and vice president of the new board.

**Vacancies in Officer Positions:** If any office of the board should become vacant between organizational meetings, such office will be filled as follows:

- President: Filled by the vice president ([Refer to Policy 202.3](#))
- Vice President: Filled by election from members of board ([Refer to Policy 202.4](#))
- Secretary: Filled temporarily by the superintendent ([Refer to Policy 202.5](#))
- Treasurer: Filled temporarily by the business manager until a replacement is appointed by the board ([Refer to Policy 202.6](#))

Adopted: 6/70

Reviewed: 10/11; 9/16; 10/19; 10/22

Revised: 4/13; 9/13; 8/14; 1/22; 10/25

Related Policy: 201.6-R; 202.4-6

Legal Reference (Code of Iowa): §§ 274.2; 275.23A; 277.23, .28, .31; 279.1, .5, .7-8, .33; 281 IAC 12.3(2)

IASB Reference: 200.01

### **Policy 201.6-R Board President and Vice President Elections Regulation**

The board shall elect the Board President and Vice President in a public meeting held in accordance with Iowa Code chapter 21, at the meetings set forth in Board Policies 202.3 and 202.4, or at any time when required due to a vacancy in either position. The following procedures shall be followed for the election of Board President and Vice President:

1. The President Pro Tem shall call for nominations for Board President for a one-year term to begin immediately following the conclusion of the election for Board President. Any board member may nominate themselves or any other current board member to serve as Board President.
2. Following nominations, the board member(s) so nominated must verbally indicate a willingness to serve in the position of Board President. The nominated board member may make a brief statement in support of their candidacy, not to exceed three minutes.
3. Other board members may make statements of support relating to any nominated board member(s), not to exceed three minutes per board member.
4. If there is only one board member nominated, the President Pro Tem will call for a motion to elect the board member as Board President. If the motion receives a second, the President Pro Tem will call for a roll call vote.
5. If more than one nomination is made, the President Pro Tem will distribute paper ballots to each board member. Each member will write their name and the name of the nominee they are voting for on the ballot. The President Pro Tem will read off each board member's name and their vote in open session, tallying the votes. The President Pro Tem will then call for a motion for the person receiving the most votes. If the motion receives a second, the President Pro Tem will call for a roll call vote.
6. If the motion fails for lack of a second or by roll call vote, the President Pro Tem will call for a new motion for Board President. This will continue until a Board President is elected by a majority vote.
7. If the motion passes, the newly elected Board President will assume the role of Board President, effective immediately.
8. The **Board President President Pro Tem** will then follow steps 1-6 above to conduct the election for Board Vice President.
9. There is no limit on the number of consecutive terms that can be served by a board member serving as President or Vice President.

Adopted: 3/25  
Related Policy: 201.6; 202.3; 202.4; 204.4  
Reviewed: 10/25  
Legal Reference (Code of Iowa): Chapter 21

## **Policy 400.1**

### **Equal Employment Opportunity**

The Linn-Mar Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state, and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. **The district will take affirmative action in major job categories where women, men, minorities, and persons with disabilities are underrepresented. The district will utilize affirmative action standards which are based on the population of the district community, the student population served, or the individuals who can reasonably be recruited.** Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

The board will appoint an Equal Employment Coordinator. The Equal Employment Coordinator will have the responsibility of drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

The district will provide a workplace that fosters respect and appreciation for the cultural diversity found in our country; an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society; and reduce stereotyping and bias on the basis of race, color, creed, sex, national origin, religion, age, sexual orientation, gender identity, physical or mental ability or disability, marital status, physical attributes, genetic information, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status.

Individuals who file an application with the district will be given consideration for employment if they meet or exceed the qualifications set by the board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the board will consider the qualifications, credentials, and records of the applicants regard to race, color, creed, sex, national origin, religion, age, sexual orientation, gender identity, physical or mental ability or disability, marital status, physical attributes, genetic information, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status. In keeping with the law, the board will consider the veteran status of applicants.

Prior to final offer of employment, the district will perform the background checks required by law. Based upon the results of the background checks, the district will determine whether an offer will be extended. If the candidate is a teacher who has an initial license from the Board of Educational Examiners, then the requirement for a background check is waived. The district will perform repeat background checks on the applicable employees as required by law.

Advertisements and notices for vacancies within the district will contain the following statement: "The Linn-Mar Community School District is an EEO/AE employer." The statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Linn-Mar Community School District Equal Employment Coordinator and/or by writing to:

**Linn-Mar Community School District Equal Employment Coordinator**

Karla Christian, Chief Human Resources Officer

319-447-3036 / [kchristian@Linnmar.k12.ia.us](mailto:kchristian@Linnmar.k12.ia.us)

Address: 3556 Winslow Road, Marion IA 52302

Fax: 319-403-8008

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and/or affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to:

**Equal Employment Opportunity Commissions**

Milwaukee Area Office - Reuss Federal Plaza

310 West Wisconsin Avenue, Suite 800

Milwaukee, WI 53203-2292

800-669-4000 or TTY 800-669-6820

Website: <http://www.eeoc.gov/field/milwaukee/index.cfm>

**Iowa Civil Rights Commission**

6200 Park Avenue, Suite 100

Des Moines, IA 50321-1270

515-281-4121 or 800-457-4116

Website: <https://icrc.iowa.gov/>

This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint to the local level.

Further information and copies of the procedures for filing a complaint are available in the district's central administrative office and the administrative office in each attendance center.

Adopted: 7/81

Reviewed: 12/11; 2/14; 9/14; 12/16; 4/23

Revised: 1/11; 4/13; 11/18; 4/20; 10/23; 2/24; 9/24; 9/25

Related Policy: 400.1-E; 401.1; 403.11

Legal Reference (Code of Iowa): §§ 19B; 20; 35C; 73; 216; 279.8; 281 IAC 12.4; 95

IASB Reference: 401.01

Mandatory Policy

**Policy 504**  
**Student Health Services**

Health services are an integral part of assisting all students to increase learning, achievement, and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental, and social wellbeing. Student health services ensure continuity and create linkages between school, home, and community service providers. The school district's needs and resources determine the linkages.

Except in emergent care situations or child abuse assessments, the district will not administer invasive physical examinations or health screenings of a student that are not required by state or federal law without first obtaining the written consent of the student's parent or guardian.

- **Emergent care situation** means a sudden or unforeseen occurrence of onset of a medical or behavioral condition that could result in serious injury or harm to a student or others in the event immediate medical attention is not provided. Emergent care situation includes the need to screen a student or others for symptoms or exposures during an outbreak or public health event of concern as designated by the Iowa Department of Health & Human Services.
- **Invasive physical examination** means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, dental, or scoliosis screening.
- **Student health screening** means an intentionally planned, periodic process to identify if students may be at risk for a health concern and to determine if a referral for an in-depth assessment is needed to consider appropriate health services. Student health screening does not include an episodic, individual screening done in accordance with professional licensed practice.

The superintendent [or designee], in conjunction with the school nurses, will develop administrative regulations implementing this policy. The superintendent [or designee] will provide a written report on the role of health services in the education program to the board annually.

Adopted: 2/21

Reviewed:

Revised: 8/23; 8/24

Related Policy: 504.1-R

Legal Reference (Code of Iowa): §§ 22.7; 139A.3, .8, .21; 143.1; 152; 256.7(24), .11; 280.23; 281 IAC 12.3(4), (7), (11); 12.4(12); 12.8; 282 IAC 22; 641 IAC 7; **655 IAC 6, 481 IAC 620**

Iowa Senate File 2080 and Iowa House File 2393

IASB Reference: 607.02

Mandatory Policy

**Policy 504.10**  
**Emergency Plans and Drills**

Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, intruders, and other disasters ~~will be~~ are conducted each school year. ~~Fire and tornado drills are each conducted regularly during the academic school year with a minimum of two before December 31<sup>st</sup> and two after January 1<sup>st</sup>. At least four fire drills and four tornado drills must be conducted each school year. Two drills of each type must be conducted between July 1<sup>st</sup> and December 31<sup>st</sup> and two drills of each type must be conducted between January 1<sup>st</sup> and June 30<sup>th</sup>.~~

Intruder drills will be conducted regularly during the academic school year with a minimum of one before December 31<sup>st</sup> and one after January 1<sup>st</sup>.

Each attendance center will develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated to and reviewed with employees. Employees will participate in emergency drills. Licensed employees are responsible for instructing the proper techniques to be followed during ~~in~~ the drills.

Adopted: 6/70  
Reviewed: 4/11; 4/12; 7/13; 10/14; 11/20; 12/20; 10/23  
Revised: 7/07; 11/17  
Legal Reference (Code of Iowa): § **100.31 10A.522**  
IASB Reference: 507.05

**Policy 504.31**  
**Administration of Medication to Students**

The board is committed to the inclusion of all students in the education program and recognizes that some students may prescription and nonprescription medication to participate in their educational program.

Medication shall be administered when the student's parent/guardian provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container. Administration of medication may also occur consistent with board [Policy 504.32-Stock Prescription Medication Supply](#).

When administration of medication requires ongoing professional health judgement, an Individual Health Plan (IHP) shall be developed by licensed health personnel working under the auspice of the school with collaboration from the parent/guardian, individual's health care provider, or education team pursuant to 281.14.2(256). Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent/guardian shall be on file requesting co-administration of medication when competence has been demonstrated. By law, students with asthma, airway constricting diseases, respiratory distress or students at risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parent/guardian and prescribing licensed health care professional regardless of competency.

Persons administering medication shall include authorized practitioners, such as licensed registered nurses and physicians, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course conducted by a registered nurse or pharmacist that is provided by the Department of Education). The medication administration course is completed every five years with an annual procedural skills check completed with a registered nurse or pharmacist. A record of course completion will be maintained by the school.

A written medication administration record will be on file including:

- Date;
- Student's name;
- Prescriber or person authorizing administration;
- Medication;
- Medication dosage;
- Administration time;
- Administration method;
- Signature and title of the person administering medication; and

- Any unusual circumstances, actions, or omissions.

Medication shall be stored in a secured area unless an alternate provision is documented. The development of emergency protocols for medication-related reactions is required. Medication information shall be confidential information as provided by law.

Disposal of unused, discontinued/recalled, or expired abandoned medication shall be in compliance with federal and state laws. Prior to disposal school personnel shall make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications needs to be picked up. If medication is not picked up by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

Adopted: 5/91

Reviewed: 4/11; 7/13; 10/14; 12/20

Revised: 4/12; 4/16; 10/17; 4/18; 6/20; 8/21; 3/23; 8/23

Related Policy: 504.31-E1-E2; 504.32

Legal Reference (Code of Iowa): §§ 124.101(1); 147.107; 152.1; 155A.4(2); 280.16; 280.23;

**655 481** IAC **620** **§6.2(152)**; 281 IAC §14.1-2

IASB Reference: 507.02

Mandatory Policy

**Policy 504.32**  
**Stock Prescription Medication Supply**

The Linn-Mar Community School District seeks to provide a safe environment for students, staff, and visitors who are at risk of potentially life-threatening incidents including severe allergic reactions, respiratory distress, and opioid overdose. Therefore, it is the policy of the district to annually obtain a prescription for epinephrine auto-injectors, bronchodilator canisters and spacers, and/or opioid antagonists from a licensed health care professional, in the name of the school district, for administration by a school nurse or personnel trained and authorized to administer to a student or individual who may be experiencing an anaphylactic reaction, respiratory distress, or acute opioid overdose.

**PROCUREMENT AND MAINTENANCE OF SUPPLY**

The district shall stock a minimum of the following for each attendance center:

- a) Two epinephrine auto-injectors;
- b) Two bronchodilator canisters and spacers; and
- c) Two doses naloxone or other opioid antagonist.

The supply of such medications shall be maintained in a secure, easily accessible area for an emergency within the school building, or in addition to other locations as determined by the district. **Each Automated External Defibrillator (AED) box in each school building must contain one dose of naloxone or another opioid antagonist, stored in a temperature-controlled environment.**

The school nurse or trained and authorized personnel shall routinely check **the** stock of medication **and AED** and document in a log monthly:

1. The expiration date;
2. Any visualized particles or color change for epinephrine auto-injectors, **or**
3. Bronchodilator canister damage; **or**
- 4. AED safety check, AED battery expiration, and pad expiration date(s).**

The school nurse or trained and authorized personnel shall be responsible for ensuring the district replaces, as soon as reasonably possible, any logged epinephrine auto-injector, bronchodilator canister or spacer, or opioid antagonist that is empty after use, damaged, or close to expiration. The district shall dispose of stock medications and delivery devices in accordance with state laws and regulations.

**TRAINING**

A school nurse or personnel trained and authorized may provide or administer any of the medications listed in this policy from a school supply to a student or individual if the authorized personnel or school nurse reasonably and in good faith believes the student or individual is having an anaphylactic reaction, respiratory distress, asthma or other airway-constricting disease, or opioid overdose. Training to obtain a signed certificate to become personnel authorized to administer an epinephrine auto-injector, bronchodilator canister or spacer, or opioid antagonist shall consist of the requirements of medication administration established by law and an annual anaphylaxis, asthma, other airway-constricting disease, opioid overdose training program approved by the Department of Education.

Authorized personnel will be required to retake the medication administration course, training program, and provide a procedural skills demonstration to the school nurse demonstrating competency in the administration of stock epinephrine auto-injectors, bronchodilator canisters or spacers, or opioid antagonist to retain authorization to administer these medications if the following occur:

- a. Failure to administer an epinephrine auto-injector, bronchodilator canister or spacer, or opioid antagonist according to generally accepted standards of practice ("medication error"); or
- b. Accidental injury to school personnel related to improperly administering the medication ("medication incident").

## **REPORTING**

Authorized personnel will contact the school nurse or emergency medical services (911) immediately after a stock bronchodilator canister is administered to a student or individual. The school nurse retains accountability for professional nursing judgment with the administration of stock bronchodilator and whether to contact emergency medical services in accordance with Iowa law.

The district will contact emergency medical services (911) immediately after a stock epinephrine auto-injector or stock opioid antagonist is administered to a student or individual. The school nurse or authorized personnel will remain with the student or individual until emergency medical services arrive.

Within 48 hours, the district will report to the Iowa Department of Education:

1. Each medication incident with the administration of stock epinephrine; bronchodilator canister or spacer, or opioid antagonist;
2. Each medication error with the administration of stock epinephrine, bronchodilator canister or spacer, or opioid antagonist; and
3. Administration of a stock epinephrine auto-injector, bronchodilator canister or spacer, or opioid antagonist.

As provided by law, the district, board, authorized personnel or school nurse, and the prescriber shall not be liable for any injury arising from the provision, administration, failure to administer, or assistance in the administration of an epinephrine auto-injector, bronchodilator canister or spacer, or opioid antagonist provided they acted reasonably and in good faith.

The superintendent [or designee] may develop an administrative process to implement this policy.

Adopted: 4/16

Reviewed: 11/17; 12/20

Revised: 3/23; 4/23; 8/23

Related Policy: 504.31; 504.31-E1-E4

Legal Reference (Code of Iowa): §§ 135.185, .190; 279.8; 281 IAC 14.3; **655 IAC 6-2(2); 481 IAC 620**

IASB Reference: 804.05

**Policy 300.1**  
**Role of District Administration**

The administrators of the Linn-Mar Community School District have been given a great opportunity and responsibility to manage the district, to provide educational leadership, and to implement the educational philosophy of the district. The administrators are responsible for the day-to-day operations of the district. In carrying out these operations **as licensed by the State of Iowa**, the administrators are guided by board policies, the law, **negotiated agreements and contracts**, the needs of the students, and the needs of **the citizens in** the school district community.

It is the responsibility of the administrators **and managers, led by the superintendent**, to implement and enforce the policies of the board, to oversee employees, to monitor educational issues confronting the district, and to inform the board about district operations.

While the board holds the superintendent ultimately responsible for these duties, the principals are more directly responsible for educational results, for the administration of the school facilities, and for the employees.

The board and administration will work together to share information and decisions under the management team concept **with the superintendent as the chief executive officer. Individuals acting in isolation should not make decisions for the team.**

Adopted: 5/97  
Reviewed: 12/10; 4/13; 12/16; 11/19; 3/23  
Revised: 11/11; 8/14  
Related Policy: 301.1; 304.1  
IASB Reference: 300

**Policy 301.1**  
**Management**

The board and administrators will work together in making decisions and setting goals for the district. This effort is designed to obtain, share, and use information to solve problems, make decisions, and formulate district policies and regulations.

It is the responsibility of each administrator to fully participate in the management of the district by investigating, analyzing, and expressing their views on issues. Those board members or administrators with special expertise or knowledge of an issue may be called upon to provide information. Each board member and administrator will support the decisions reached on the issues confronting the district.

The board is responsible for making the final decision in matters pertaining to the district.

It is the responsibility of the superintendent to develop guidelines for collaborative decision-making.

Adopted: 8/14  
Reviewed: 12/16; 11/19; 3/23  
Related Policy: 300.1; 304.1  
Legal Reference (Code of Iowa): § 279.8  
IASB Reference: 301.01

**Policy 302.1**

**Superintendent: Qualifications, Recruitment, Appointment**

The board will employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the district, and to implement board policy with the power and duties prescribed by the board and law.

The board will consider applicants that meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board will consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity, physical or mental ability or disability, marital status, attributes, genetic information, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill, and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board will also consider the district's educational philosophy, financial situation, organizational structure, education programs, and other factors deemed relevant by the board.

The board may contract for assistance in the search for a superintendent.

Adopted: 8/14

Reviewed: 12/16; 11/19; 3/23

Revised: 9/25

Related Policy: 300.1; 301.1; 302.2-302.6; 304.1

Legal Reference (Code of Iowa): §§ 21.5(1)(i); 35C; 216; 279.8, .20; 281 IAC 12.4(4)

IASB Reference: 302.01

Mandatory Policy

## Policy 302.2

### Superintendent: Contract and Contract Non-Renewal

The length of the contract for employment between the superintendent and the board is determined by the board. The contract will begin on July 1st and end on June 30th. The contract will state the terms of employment **and shall not exceed three years.**

The first **two three consecutive** years of a contract issued to a newly employed superintendent is considered a probationary period. **The board may waive this period, or** The probationary period may be extended for an additional year upon the consent of the superintendent. In the event of termination of a probationary or non-probationary contract, the board will afford the superintendent appropriate due process, including notice by May 15th, as required by law. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

**If a superintendent's contract is not being renewed by the board, the contract will be extended automatically for additional one-year periods beyond the end of its term until it is modified or terminated as mutually agreed to by the parties or until the superintendent's contract is terminated consistent with statutory termination procedures.**

It is the responsibility of the board to provide the contract for the superintendent. **The board may issue a temporary and nonrenewable contract in accordance with law.**

If the superintendent wishes to resign, to be released from contract, or to retire, the superintendent must comply with applicable law and board policies **dealing with retirement, release, or resignation.**

Adopted: 8/14  
Reviewed: 12/16; 11/19; 3/23  
Related Policy: 300.1; 301.1; 302.1, .3-6; 304.1  
Legal Reference (Code of Iowa): §279; 281 IAC 12.4  
IASB Reference: 302.02

**Policy 302.3**

**Superintendent: Salary and Other Compensation**

The board has complete discretion to set the salary of the superintendent. It is the responsibility of the board to set the salary and benefits of the superintendent at a level that will include consideration of, but not be limited to, the economic condition of the district and the training, experience, skill, and demonstrated competence of the superintendent. The salary is set at the beginning of each contract term.

In addition to the salary and benefits, the superintendent's actual and necessary expenses are paid by the district when the superintendent is performing work-related duties. It is within the discretion of the board to pay dues to professional organizations for the superintendent.

The board may approve the payment of dues and other benefits or compensation over and above the superintendent's contract. Approval of dues and other benefits or compensation will be included in the records of the board in accordance with board policy.

Adopted: 8/14  
Reviewed: 12/16; 11/19; 3/23  
Related Policy: 300.1; 301.1; 302.1-2, .4-6; 304.1  
Legal Reference (Code of Iowa): §§ 279.8, .20  
IASB Reference: 302.03

**Policy 302.4**

Superintendent: **Qualifications and Duties**

~~The superintendent of schools will hold at a minimum a master's degree plus 30 semester hours of approved graduate preparation beyond the master's degree. The superintendent will also meet the licensure requirements as designated by the Iowa Board of Educational Examiners.~~

~~The Linn-Mar Community School District Board of Directors may appoint the superintendent of schools for a term not to exceed three years. However, the board's initial contract with a superintendent shall not exceed one year if the board is obligated to pay a former superintendent under an unexpired contract.~~

~~The board employs a superintendent of schools to serve as the chief executive officer of the board. The board delegates to the superintendent the authority to implement board policy and to execute decisions made by the board concerning the internal operations of the district, unless specifically stated otherwise.~~

~~The superintendent is responsible for the implementation and execution of board policy and the observance of board policy by employees and students. The superintendent is responsible for overall supervision and discipline of employees and the education program.~~

~~In executing the above-stated duties, the superintendent will consider the financial situation of the district as well as the needs of the students. Specifically, the superintendent:~~

~~The superintendent of schools will:~~

- ~~1. In all respects be the chief executive officer of the school board, except as otherwise provided by law. The superintendent will have the power to make rules not in conflict with law or with the policies of the board and decide all matters of administrative and supervisory detail in connection with the operation and maintenance of the schools.~~
- ~~2. Be directly responsible to the school board.~~
- ~~3. Be expected to initiate and direct the development of policies for the approval of the board and to delegate such responsibility to whomever they may deem appropriate or qualified.~~
- ~~1. Interprets and implements all board policies and all state and federal laws relevant to education;~~
- ~~2. Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;~~

3. Represents the board as a liaison between the district and the community;
4. Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the district, effecting a wholesome and cooperative working relationship between the district and the community;
5. ~~Attend meetings of the board, except those concerned with their own contract status, and be granted the privilege of taking part in the deliberations; but shall not vote. Attends and participates in all meetings of the board, except when the superintendent has been excused, and makes recommendations affecting the school district;~~
6. ~~In order to assist the board in reaching sound judgments, establishing policies, and approving those matters which the law requires the board to approve; be responsible for placing before the board necessary and helpful facts, comparisons, investigations, information, and reports and for making available, at the proper time, the personal advice on special or technical matters of those persons who, in their opinion or that of the board or the president, are particularly qualified to furnish it. Reports to the board on such matters as deemed material to the understanding and proper management of the district or as the board may request;~~
7. Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
8. Establishes and maintains efficient procedures and effective controls for all expenditures of district funds in accordance with the adopted budget, subject to the direction and approval of the board;
9. ~~Files, or causes to be filed, all reports required by law;~~
10. ~~Have the power to recommend the appointment, assignment, transfer, promotion, demotion, discharge, and/or suspension of all employees of the board as provided by law and the policies of the board with such recommendations reported to the board for final approval and confirmation.~~
11. ~~Through the administrative staff, the superintendent will direct, assign, and assist teachers and all other educational employees in the performance of their duties; classify, assign, and control the promotion of students; and perform such duties as the board determines.~~
12. ~~Direct the formulation of salary programs and make recommendations regarding same to the board. After adoption by the board, the superintendent shall assign salaries to personnel on the basis of said programs.~~
10. ~~Makes recommendations to the board for the selection of employees for the district;~~
11. ~~Makes and records assignments and transfers of all employees pursuant to their qualifications;~~
12. ~~Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;~~
13. ~~Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;~~

14. Prescribes rules for the classification and advancement of students, and for the transfer of students from one building to another in accordance with board policies;
15. Summons employees of the district to attend such regular and occasional meetings as are necessary to carry out the education program of the district;
16. Supervises methods of teaching, supervision, and administration in effect in the schools;
17. ~~Keep the public informed about modern education practices and~~ Attend such conventions and conferences as are necessary to keep informed of the latest educational trends ~~and the practices and problems in the school district~~;
18. Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
19. **Defines educational needs and formulates policies and plans for recommendation to the board;**
20. Makes administrative decisions necessary for the proper functioning of the district;
21. **Responsible for scheduling the use of buildings and grounds by all groups and/or organizations;**
22. **Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials, and supplies;**
23. **Approves vacation schedules for employees;**
24. Conducts periodic district administration meetings;
25. Performs other duties as may be assigned by the board;
26. Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board; and
27. Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects.
28. **Take the lead in developing and implementing the district's strategic planning process and accountability for the outcomes of the Strategic Plan in collaboration with the Board of Education, staff, students, and community.**
29. **Direct the work of the professional staff in the evaluation of curriculum, textbooks, instructional materials, and assessments and upon the basis of such study, will make recommendations for consideration and judgment.**

**This list of duties will not act to limit the Board's authority and responsibility of the office of over the superintendent will not be limited to the above listing as they pertain to the learning, development, and the welfare of students and staff. In executing these duties and others the board may delegate; the superintendent will consider the district's financial condition as well as the needs of the students in the district.**

Adopted: 6/70

Reviewed: 4/13; 12/16; 11/19; 3/23

Revised: 12/10; 11/11; 8/14

Related Policy: 300.1; 301.1; 302.1-3, .5-6; 304.1

Legal Reference (Code of Iowa): §§ 279.8; .20, .23A; 281 IAC 12.4(4)

IASB Reference: 302.04

**Policy 302.5**  
**Superintendent: Evaluation**

The board will conduct an **ongoing** evaluation of the superintendent's skills, abilities, and competence. **At a minimum, the board will formally evaluate the superintendent on an annual basis.** The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent. This policy supports and does not preclude the ongoing, informal evaluation of the superintendent's skills, abilities, and competence.

**The superintendent will be an educational leader who promotes the success of all students by:**

1. Mission, Vision, and Core Values: Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.
3. Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Curriculum, Instruction, and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Community Care and Support for Students: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Professional Community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.
8. Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.
10. School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.

**The formal evaluation will be based upon the following principles:**

- a. The evaluation criteria will be in writing, clearly stated, and mutually agreed upon by the board and the superintendent. The criteria will be related to the job description, the Iowa Standards for School Leaders, the district's goals, and the goals of the administrator's individual professional development plan;
- b. At a minimum, the evaluation process will be conducted annually at a time agreed upon;
- c. Each board member will have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation from the entire board
- d. The superintendent will conduct a self-evaluation prior to discussing the board's evaluation, and the board as a whole will discuss its evaluation with the superintendent;
- e. The board may discuss its evaluation of the superintendent in closed session upon a request from the superintendent and if the board determines its discussion in open session will needlessly and irreparably injure the superintendent's reputation; and
- f. The individual evaluation by each board member, if individual board members so desire, will not be reviewed by the superintendent. Board members are encouraged, however, to communicate their criticisms and concerns to the superintendent in the closed session. The board president will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the superintendent, and place it in the superintendent's personnel file to be incorporated into the next cycle of evaluations.

Adopted: 8/89

Reviewed: 12/10; 4/13; 12/16; 11/19; 3/23

Revised: 11/11; 8/14; 9/21

Related Policy: 300.1; 301.1; 302.1-4, .6; 304.1

Legal Reference (Code of Iowa): §§ 279.8, .20, .23, .23A; 281 IAC Ch 83; 12.3(4)

IASB Reference: 302.05

**Policy 302.6**  
**Superintendent: Professional Development**

The board encourages the superintendent to continue professional growth by being involved in professional organizations, attending conferences, continuing education, and participating in other professional activities.

It is the responsibility of the superintendent to arrange their schedule in order to enable attendance at various conferences and events. If a conference or event requires the superintendent to be absent from the office for more than three days, requires overnight travel, or involves unusual expense, the superintendent will bring it to the attention of the board president prior to attending the event.

The superintendent will report to the board after an event.

Adopted: 8/14  
Reviewed: 12/16; 11/19; 3/23  
Related Policy: 300.1; 301.1; 302.1-6; 304.1  
Legal Reference (Code of Iowa): §§ 279.8; 281 IAC 12.7  
IASB Reference: 302.06

**Policy 303.1**

**Licensed Administrator: Qualifications, Recruitment, Appointment**

The board will employ building principals and other administrators, in addition to the superintendent, to assist in the daily operations of the district.

The board will consider applicants who meet or exceed the standards set by the Iowa Department of Education and the qualifications established in the job descriptions for the position. In employing an administrator, the board will consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, religion, sex, national origin, age, sexual orientation, gender identity, physical or mental ability or disability, marital status, physical attributes, genetic information, ancestry, political party preference, political belief, military status, socioeconomic status, pregnancy, or familial status. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill, and demonstrated competence of qualified applicants in making its final decision.

In choosing an administrator, the board will also consider the district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It is the responsibility of the superintendent to make a recommendation to the board for filling an administrative position, based on the requirements stated in this policy. The board will act only on the superintendent's recommendation.

The board may contract for assistance in the search for administrators or managers.

Adopted: 8/14  
Reviewed: 12/16; 11/19; 3/23  
Revised: 9/25  
Related Policy: 300.1; 301.1; 303.2-6; 304.1  
Legal Reference (Code of Iowa): §§ 279.8, .21; 281 IAC 12.4  
IASB Reference: 303.02  
Mandatory Policy

## Policy 303.2

### Licensed Administrator: Contract and Contract Non-Renewal

The length of the contract for employment between an administrator and the board will be determined by the board and stated in the contract. The contract will also state the terms of the employment.

The first **two three consecutive** years of a contract issued to a newly employed administrator will be considered a probationary period. **The board may waive this period, or** The probationary period may be extended for an additional year upon the consent of the administrator. In the event of termination of a probationary or non-probationary contract, the board will afford the administrator appropriate due process, including notice by May 15<sup>th</sup>, as required by law. The administrator and board may mutually agree to terminate the administrator's contract.

**If an administrator's contract is not being renewed by the board, the contract will be extended automatically for additional one-year periods beyond the end of its term until it is modified or terminated, as mutually agreed to by the parties or until the administrator's contract is terminated consistent with statutory termination procedures.**

It is the responsibility of the superintendent to create a contract for each administrative position. **The board may issue temporary and nonrenewable contracts in accordance with law.**

Administrators and managers who wish to resign, to be released from contract, or to retire must comply with applicable law and board policies **dealing with retirement, release, or resignation.**

Adopted: 8/14  
Reviewed: 12/16; 11/19; 3/23  
Related Policy: 300.1; 301.1; 303.1, .3-6; 304.1  
Legal Reference (Code of Iowa): § 279; 281 IAC 12.4  
IASB Reference: 303.03

**Policy 303.3**

**Licensed Administrator: Evaluation**

**An ongoing process of evaluating administrators on their skills, abilities, and competence will occur at a minimum, annually, concluding with a formal evaluation. The superintendent or associate superintendent will conduct an ongoing process of evaluating the administrators on their skills, abilities, and competence. At a minimum, the superintendent or associate superintendent will formally evaluate the administrators annually.** The goal of the formal evaluation process is to ensure that the educational program for the students is carried out, ensure student learning goals of the district are met, promote growth in effective administrative leadership for the district, clarify the administrator's role as defined by the board and the superintendent **and associate superintendent**, assess administrator competence in the Iowa Standards for School Leaders, ascertain areas in need of improvement, clarify the immediate priorities of the responsibilities listed in the job description, and develop a working relationship between the superintendent **and associate superintendent** and the administrator. This policy supports and does not preclude the ongoing informal evaluation of the administrator's skills, abilities, and competence.

The superintendent **and associate superintendent is are** responsible for designing an administrator evaluation instrument to assess, among other things, the administrator's competence in meeting the Iowa Standards for School Leaders and the goals of the administrator's individual professional development plan. The formal evaluation will include written criteria related to the job description and the Iowa Standards for School Leaders. **The superintendent or associate superintendent, after receiving input from the administrators, will present the formal evaluation instrument to the board for approval.**

The formal evaluation will also include an opportunity for the administrator and the superintendent **or associate superintendent** to discuss the written criteria, the past year's performance, and future areas of growth. The evaluation is completed by the superintendent **or associate superintendent**, signed by the administrator, and filed in the administrator's personnel file.

**The principal will be an educational leader who promotes the success of all students by:**

1. Mission, Vision, and Core Values: Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and the academic success and well-being of each student.
2. Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.

3. Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. Curriculum, Instruction, and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. Community Care and Support for Students: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. Professional Community for Teachers and Staff: Fosters a professional community of teachers and professional staff to promote each student's academic success and well-being.
8. Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
9. Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.
10. School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.

It is the responsibility of the superintendent **or associate superintendent** to conduct a formal evaluation of the probationary administrators and non-probationary administrators prior to May 15.

Adopted: 8/14

Reviewed: 12/16; 11/19; 3/23

Revised: 9/21

Related Policy: 300.1; 301.1; 303.1-2, .4-6; 304.1

Legal Reference (Code of Iowa): §§ 279.8; .21-23A; 281 IAC 12.3(3); Ch 83

IASB Reference: 303.06

## Policy 303.4

### Associate Superintendent: Qualifications, Contract, and Responsibilities

In order to assist the superintendent in carrying out the responsibilities of their office, and at the recommendation of the superintendent, the board may appoint an associate superintendent of schools who will perform such duties as assigned by the superintendent.

#### The associate superintendent must have the following qualifications:

1. ~~A master's degree plus 30 semester hours of approved graduate preparation beyond the master's degree from an accredited institution;~~
1. The necessary licensure as required by the Iowa Board of Educational Examiners ~~and the job description~~; and
2. Sufficient educational background and experience to merit recommendation by the superintendent.

The first ~~two three~~ years of a contract issued to a newly appointed associate superintendent shall be considered a probationary period. The board may waive this period, or the probationary period may be extended for an additional year upon the recommendation of the superintendent. In the event of termination of a probationary or non-probationary contract, the board will afford the associate superintendent appropriate due process, including notice by May 15<sup>th</sup>, as required by law. The associate superintendent and board may mutually agree to terminate the administrator's contract at any time.

#### The associate superintendent:

1. Will be directly responsible to the superintendent;
2. Will assist the superintendent in the administration of the district and, at the superintendent's discretion, render any assistance desired in carrying out the responsibilities of their office; and
3. Will implement, with fidelity, the policies of the board, Code of Iowa, federal law, and negotiated contracts.

#### **The associate superintendent will be an educational leader who promotes the success of all students by:**

1. **Mission, Vision, and Core Values: Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.**
2. **Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.**
3. **Equity and Cultural Responsiveness: Strive for equity of educational**

**opportunity and culturally responsive practices to promote each student's academic success and well-being.**

- 4. Curriculum, Instruction, and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.**
- 5. Community Care and Support for Students: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.**
- 6. Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.**
- 7. Professional Community for Teachers and Staff: Foster a professional community of teachers and professional staff to promote each student's academic success and well-being.**
- 8. Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.**
- 9. Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.**
- 10. School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.**

If the associate superintendent wishes to resign, to be released from contract, or to retire, the associate superintendent must comply with applicable law and board policies dealing with retirement, release, or resignation.

Adopted: 6/70  
Reviewed: 4/13; 12/16; 11/19; 3/23  
Revised: 12/10; 11/11; 8/14; 9/16  
Related Policy: 300.1; 301.1; 304.1

### **Policy 303.5**

#### **Building Principal: Qualifications, Appointment, Responsibilities**

In order to assist the superintendent in carrying out the responsibilities of their office, and at the recommendation of the superintendent, the board may approve one or more principals to perform such duties as assigned by the superintendent and outlined in the function statements of Policy 303.5-R.

Building principals must have the following qualifications:

**1. A master's degree from an accredited institution;**

1. The necessary licensure as required by the Iowa Board of Educational Examiners **and the job description**; and
2. Sufficient educational background and experience to merit recommendation by the superintendent.

Principals will perform duties and responsibilities as designated by the superintendent subject to the policies of the board, the Code of Iowa, federal law, and negotiated contracts.

Adopted: 2/01  
Reviewed: 4/13; 12/16; 11/19; 3/23  
Revised: 12/10; 11/11; 8/14  
Related Code: 300.1; 301.1; 303.1-3; 303.5-R; 304.1

**Policy 303.5-R**  
**Building Principal Responsibilities Regulation**

The superintendent delegates responsibilities to the building principal. Thus, the building principal is responsible to the superintendent, or through assistants/designees in particular areas of operation as outlined by the superintendent. The building principal is responsible for the performance of their responsibilities following board policy, negotiated agreements and contracts, and local, state, and federal laws, regulations, and rules.

**The building principal will be an educational leader who promotes the success of all students by:**

- 1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;**
- 2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development;**
- 3. Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;**
- 4. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;**
- 5. Acting with integrity, fairness, and in an ethical manner; and**
- 6. Understanding the profile of the community and responding to and influencing the larger political, social, economic, legal, and cultural context.**

- 1. Mission, Vision, and Core Values: Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and the academic success and well-being of each student.**
- 2. Ethics and Professional Norms: Act ethically and according to professional norms to promote each student's academic success and well-being.**
- 3. Equity and Cultural Responsiveness: Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.**
- 4. Curriculum, Instruction, and Assessment: Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.**
- 5. Community Care and Support for Students: Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.**

- 6. Professional Capacity of School Personnel: Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.**
- 7. Professional Community for Teachers and Staff: Fosters a professional community of teachers and professional staff to promote each student's academic success and well-being.**
- 8. Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.**
- 9. Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.**
- 10. School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.**

**The building principal shall:**

- Administer general school building policies and regulations as they may apply to students, licensed personnel, and classified personnel in their schools;
- Keep the superintendent informed of important accomplishments, needs, and problems in the field of administration, personnel, instruction, and school-community relations in the school to which they are assigned;
- Provide opportunity and leadership for those working with them to share techniques, understandings, and ideas for improving the school program;
- Organize administrative and other aspects of the school so as to free themselves as much as possible for the major tasks of evaluating and improving the instructional program;
- Evaluate the efficiency of teachers and other employees assigned to their building and report such evaluation to the superintendent, upon request;
- Foster good public relations between the school and community;
- Supervise, along with the teachers, students in the school building and on the school grounds;
- Maintain records of school activities;
- Keep the staff aware of policy discussions in order for them to contribute to the thinking of the administrative team;
- Handle emergency situations, as necessary and, in the absence of any specific rule or regulation, principals should exercise their best judgment, keeping the superintendent [or designee] informed;
- Be responsible for assisting in the development of the curricula and in the planning and adapting of the course of study to the needs and interests of the students;
- Appraise and evaluate the effectiveness of the instructional program with the help of the faculty, district support staff, consultants, and lay personnel;
- Supervise certified staff, cooperatively, using standard criteria; and

- Carryout special duties relating to the administration of the total district as assigned by the superintendent.

In executing these duties and others that the superintendent may delegate to them, the building principal shall consider the needs of the students in the district as well as the district's financial condition.

Adopted: 6/70

Reviewed: 4/13; 12/16; 11/19; 3/23

Revised: 12/10; 11/11; 8/14

Related Policy: 300.1; 301.1; 303.1-3; 303.5; 304.1

## Policy 303.6

### Associate/Assistant Principal: Qualifications, Appointment, Duties

In order to assist the superintendent in carrying out the responsibilities of their office and at the recommendation of the superintendent and building principals; the board may appoint, as need is established, one or more associate/assistant principals to perform such duties as assigned by the building principal.

**An associate/assistant principal must have the following qualifications:**

**1. A master's degree from an accredited institution;**

1. The necessary licensure requirements as required by the Iowa Board of Educational Examiners **and the job description**; and
2. Sufficient educational background and experience to merit recommendation by the superintendent.

Associate/assistant principals will perform all the duties and activities as designated by the building principal and superintendent subject to the policies of the board, the Code of Iowa, federal law, and negotiated contracts.

**The associate/assistant principal will be an educational leader who promotes the success of all students by:**

1. **Mission, Vision, and Core Values:** Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. **Ethics and Professional Norms:** Act ethically and according to professional norms to promote each student's academic success and well-being.
3. **Equity and Cultural Responsiveness:** Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
4. **Curriculum, Instruction, and Assessment:** Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
5. **Community Care and Support for Students:** Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. **Professional Capacity of School Personnel:** Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
7. **Professional Community for Teachers and Staff:** Foster a professional community of teachers and professional staff to promote each student's

academic success and well-being.

- 8. **Meaningful Engagement of Families and Community: Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.**
- 9. **Operations and Management: Manage school operations and resources to promote each student's academic success and well-being.**
- 10. **School Improvement: Act as an agent of continuous improvement to promote each student's academic success and well-being.**

The superintendent and building principal shall review the functions of the associate/assistant principals on an annual basis.

Adopted: 6/70  
Reviewed: 4/13; 12/16; 11/19; 3/23  
Revised: 12/10; 11/11; 8/14  
Related Policy: 300.1; 301.1; 303.1-3; 304.1

**Policy 304.1**  
**Administrator Code of Ethics**

Administrators, as part of the educational leadership in the school district community, represent the views of the district. Their actions, verbal and nonverbal, reflect the attitudes and beliefs of the district. Therefore, administrators will conduct themselves professionally and in a manner fitting to their position.

Each administrator will follow the code of ethics stated in this policy. Failure to act in accordance with this code of ethics or in a professional manner, in the judgment of the **superintendent board**, will be grounds for discipline up to, and including, discharge.

**The professional school administrator:**

1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state, and national laws.
5. Advises the board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of students.
7. Avoids using their position for personal gain through political, social, religious, economic, or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

Adopted: 2/09  
Reviewed: 4/13; 12/16; 11/19; 3/23  
Revised: 12/10; 11/11; 8/14  
Legal Reference (Code of Iowa): §279.8; 282 IAC 13  
IASB Reference: 305



**BOARD OF DIRECTORS MINUTES  
JANUARY 12, 2026**

[Click here for YouTube recording](#)

**100: CALL TO ORDER & DETERMINATION OF A QUORUM**

The meeting of the Linn-Mar Board of Directors was called to order at 5:00 PM in the boardroom of the Educational Leadership Center (3556 Winslow Rd, Marion). Roll was taken to determine a quorum. Present: Buchholz, Foss, Langston, Mansoor, Morey, Thomas, and Lowe Lancaster. Administration present: Kortemeyer, Galbraith, Wear, Christian, Faber, and Nelson. Absent: Ramos.

**200: ADOPTION OF AGENDA**

– **Motion 103-01-12**

**MOTION** by Morey to approve the agenda with updated Item #1001-Personnel Report. Second by Langston. Voice vote, all ayes. Motion carried.

**300: SPECIAL RECOGNITION**

*(SPG #4-People & Culture)*

Natalie Hahn-Mauck, Grant Wood Area Education Agency Regional Administrator, recognized the district's preschool staff for their work with IDEA Differentiated Accountability.

**400: PUBLIC HEARING – Refer to Exhibits 901.1a-b** *(SPG #1-Community Engagement)*

A public hearing was held regarding updates to the 2026-27 school year calendar and the proposed 2027-28 school year calendar. No comments were received.

**500: DISTRICT HIGHLIGHT MOMENT**

A video was shared highlighting students sharing their favorite parts of the school day.

**600: AUDIENCE COMMUNICATIONS**

*(SPG #1-Community Engagement)*

1. Jessica Hora, parent, need for bus stop at 35<sup>th</sup> Street and McGowan Boulevard
2. John Hora, student, need for bus stop at 35<sup>th</sup> Street and McGowan Boulevard
3. Michael Bowling, parent, support for Grundmeyer Leader Services
4. Elizabeth Estling, parent, Martin Luther King Day
5. Ana Clymer, parent, Support of all students

**700: INFORMATIONAL REPORTS**

**701: Nutrition Services, Transportation, and Facilities Report – Exhibit 701.1**

Stacy Fish (Nutrition Services Manager), Brian Cruise (Transportation Manager), and Andy Parke (Operations & Maintenance Manager) provided department updates that

included information on meal planning and a review of the Nutrition funds, information on Transportation staffing and an overview of the bus fleet and bus routes, and an overview of the Operations & Maintenance department specialties.

*(SPG #5-Resource Management / BG #3.c-District Culture)*

## **702: Human Resources Report – Exhibit 702.1**

*(SPG #4-People & Culture / BG #3.a-District Culture)*

Karla Christian, Chief Human Resources Officer, provided a department update that included information on employee engagement/experience, retention, and compliance.

## **703: LMHS School Counselors Advisory Report**

*(SPG #3-Learner Experience / BG #2.b-Student Learning)*

Director Langston reported that during the December 10<sup>th</sup> LMHS School Counselors Advisory meeting the discussion included a review of the Multi-Tiered System of Supports (MTSS) program.

## **704: Marion City Council Report**

*(SPG #1-Community Engagement / BG #3.d-District Culture)*

Director Thomas reported that during the December 16<sup>th</sup> Marion City Council meeting the acceptance of completion of the Wilkins/Taube Park playground was approved.

Director Morey reported that during the January 8<sup>th</sup> meeting several items related to the Alburnett Road extension project were approved.

## **705: Facilities Advisory Committee Report**

*(SPG #5-Resource Management / BG #3.c-District Culture)*

Director Thomas reported that during the January 6<sup>th</sup> Facilities Advisory Committee meeting discussion included an in-depth review of the 2026 summer facilities projects.

## **706: Finance/Audit Committee Report**

*(SPG #5-Resource Management / BG #3.c-District Culture)*

Director Buchholz reported that during the January 8<sup>th</sup> Finance/Audit Committee meeting discussion included an in-depth review of the 2026 summer facilities projects.

## **707: Legislative Report**

Directors Morey and Thomas shared information on the timeline of the current legislative session and potential educational topics.

## **708: Superintendent's Report – Exhibit 708.1**

*(SPG #1-Community Engagement)*

Superintendent Kortemeyer shared several district honors and highlights, thanked everyone for their support during her tenure at Linn-Mar, reviewed current facilities projects, shared information on the expansion of the Hand in Hand wrap daycare program to Echo Hill for the 2026-27 school year, and invited everyone to attend the ribbon cutting and open house for the new performance hall on February 4<sup>th</sup> at 4:30 PM.

## **800: UNFINISHED BUSINESS**

### **801: Approval of Substantial Completion – Exhibit 801.1 – *Motion 104-01-12***

**MOTION** by Buchholz to approve the substantial completion of the Linn-Mar High School extension renovation project and issue final payment to Unzeitag Construction for a total of \$100,000.00. Second by Mansoor. Voice vote, all ayes. Motion carried.

## **802: Approval of Board Operations Manual – Exhibit 802.1** (BG #1a-Visionary Team)

**MOTION** by Buchholz to approve the Board Operations Manual as presented in Exhibit 802.1. Second by Thomas. Director Morey requested the item numbers listed on page 6 be removed and that a description of the role of the Facilities Advisory Committee be added. Several comments were shared in support of the removal of the item numbers. Superintendent Kortemeyer clarified that the Facilities Advisory Committee is considered a district committee.

**AMENDED MOTION** by Buchholz to approve the Board Operations Manual with the removal of the item numbers regarding the agenda on page six as discussed. Second by Thomas. Voice vote, all ayes. Motion carried. **– Motion 105-01-12**

## **900: NEW BUSINESS**

### **901: Approval of School Year Calendars – Exhibits 901.1a-b**

Nathan Wear, Associate Superintendent, provided information on the updated 2026-27 and proposed 2027-28 school year calendars.

**MOTION** by Buchholz to approve the updated 2026-27 school year calendar and the proposed 2027-28 school year calendar as presented in Exhibits 901.1a-b. Second by Mansoor. Directors Morey and Thomas voiced concerns about the shortened winter break in the 2027-28 calendar. Voice vote. Ayes: Buchholz, Foss, Langston, Mansoor, Thomas, and Lowe Lancaster. Nays: Morey. Motion carried. **– Motion 106-01-12**

### **902: Approval of the At-Risk/Dropout Plan – Exhibit 902.1**

Anne Faber, Executive Director of Student Services, provided a summary of the At-Risk/Dropout Plan for the 2026-2027 school year. (SPG #2-Learning Excellence / BG #2.c-Student Learning)

**MOTION** by Langston to approve the At-Risk/Dropout Plan for the 2026-2027 school year as presented in Exhibit 902.1. Second by Morey. Voice vote, all ayes. Motion carried. **– Motion 107-01-12**

### **903: Approval of Request to SBRC for At-Risk/Dropout Program – Exhibit 903.1**

**MOTION** by Thomas to approve the request to the School Budget Review Committee (SBRC) for a Modified Supplemental Amount (MSA) in the amount of \$1,487,505.00, for the 2026-2027 At-Risk/Dropout Plan. Second by Langston. Voice vote, all ayes. Motion carried. (SPG #5-Resource Management / BG #3.c-District Culture) **– Motion 108-01-12**

### **904: Approval of Open Enrollment Requests** (SPG #2-Learning Excellence & 3-Learner Experience)

**MOTION** by Thomas to approve the open enrollment requests as presented. Second by Buchholz. Voice vote, all ayes. Motion carried. **– Motion 109-01-12**

<b>Approved IN</b>	<b>Student Name</b>	<b>Grade</b>	<b>Resident District</b>
	Mourvy, Muthineni	1 <sup>st</sup>	Cedar Rapids CSD

## **905: Approval of Early Graduation Requests – Exhibit 905.1**

**MOTION** by Mansoor to approve the early graduation requests as presented. Second by Thomas. Congratulations were shared with the graduates. Voice vote, all ayes.

Motion carried. *(SPG #2-Learning Excellence & BG #2.c-Student Learning)*

– **Motion 110-01-12**

Adams, Eboni	Glaspie, Savanah	Meadows, Hannah	Satterlee, Trenton
Cibrian, Julian	Grundy, Kaysen	Reddoor, Sydney	
Colburn, Wyatt	Lindsay, Christopher	Reed, Ellis	
Evers, Tyler	Mason, Logan	Robinson, Zander	

## **906: Approval of Superintendent Search Firm – Exhibit 906.1**

President Lowe Lancaster provided a summary of the process regarding the superintendent search.

**MOTION** by Mansoor to approve hiring Grundmeyer Leader Services to conduct the superintendent search for a total of \$19,455.74. Second by Morey. Director Thomas shared words of support in hiring GLS. Voice vote, all ayes. Motion carried.

– **Motion 111-01-12**

## **907: Approval of 2026 Summer Facilities Projects – Exhibit 907.1**

**MOTION** by Thomas to approve the 2026 summer facilities project listing as presented in Exhibit 907.1. Second by Morey. Directors Mansoor and Thomas shared information on the process of approval and the funds that will be used to cover the projects. Voice vote, all ayes. Motion carried.

*(SPG #5-Resource Management & BG #3.c-District Culture)*

– **Motion 112-01-12**

## **908: Approval of Oak Ridge Band Room Addition – Exhibit 908.1**

**MOTION** by Morey to approve OPN Architects to provide professional design services for the band room addition at Oak Ridge Middle School as presented in Exhibit 908.1. Second by Thomas. Voice vote, all ayes. Motion carried.

– **Motion 113-01-12**

## **1000: CONSENT AGENDA**

*(SPG #4-People/Culture & #5-Resource Mngmt / BG #3.a, c, d-District Culture)*

**MOTION** by Mansoor to approve the consent agenda with updated Item #1001- Classified Staff Resignations. Second by Buchholz. Voice vote, all ayes. Motion carried.

– **Motion 114-01-12**

## **1001: Personnel**

### **Classified Staff: Assignments/Reassignments/Transfers**

Name	Assignment	Dept Action	Salary Placement
Akili, Nadine	IC: Student Support Associate	1/5/26	LMSEAA A, Step 1
Blum, Dave	From BP Paraprofessional to EX SSA	1/5/26	LMSEAA A, Step 7
Dutta, Snigdha	NS: BW General Help	12/8/25	PTNS, Step 1
Johnson, Marga	O&M: From EH Custodian to Sub Custodian	1/12/26	Same
McDonald, Trey	LG: Health Assistant	12/15/25	LMSEAA A, Step 1
Mikkelson, Robert	LMHS: Student Support Associate	12/9/25	LMSEAA A, Step 1
Nuehring, Michelle	District: Behavior Consultant (Part-Time)	1/5/26-End of School Year	\$30,602.25

Pearson, Shannon	From BW to LG Student Support Assoc	1/12/26	Same
Rouse, Allen	TR: From Regular Sub to Bus Driver	12/15/25	Same
Schmidt, Becky	BW: Student Support Associate	1/6/26	LMSEAA A, Step 1
Wedeking, Brett	From LG to BP Student Support Assoc	1/5/26	Same
Wenger, Sara	TR: From Regular Sub to Bus Driver	12/9/25	Same
Williams, Melissa	AC: Aquatic Instructor	12/8/25	\$14.00/hour

#### Classified Staff: Resignations

Name	Assignment	Dept Action	Reason
Copeland, Nicole	LMHS: Student Support Associate	12/17/25	Relocation
Kimm, Lisa	O&M: BP Custodian	12/19/25	Termination
O'Brien, Donna	NE: Student Support Associate	12/11/25	Personal
Steffen, Jayden	OR: Student Support Associate	12/19/25	Personal
Teff, Matthew	TR: Certified Maintenance	1/2/26	Other Employment
Toll, Wendy	TR: Operations & Safety Specialist	1/2/26	Personal

#### Co/Extra-Curricular Schedule H Staff: Assignments/Reassignments/Transfers

Name	Assignment	Dept Action	Salary Placement
Armstrong, Tim	LMHS: Assistant Varsity Track Coach	12/4/25	\$3,523
Cain, Tarah	LMHS: Assistant JV Softball Coach	5/1/25	\$4,698
Elliott, Reann	LMHS: Assistant Varsity Girls Wrestling	12/29/25	\$4,698
Gustafson, Nicole	OR: Assistant Boys Track Coach	1/7/26	\$3,132
Hill, Austin	LMHS: Assistant Varsity Track Coach	12/4/25	\$4,698
Pulis, Madisen	OR/EX: Assistant Girls Wrestling Coach	1/20/26	\$3,132
Thompson, Jaxon	LMHS: Assistant Varsity Track Coach	12/4/25	\$3,523
Waddell, Micah	LMHS: Assistant Varsity Track Coach	12/4/25	\$4,698

#### Co/Extra-Curricular Non-Schedule H Staff: Assignments/Reassignments/Transfers

Name	Assignment	Dept Action	Salary Placement
Frangella, Nate	OR/EX: Assistant Boys Swim Coach	12/12/25	\$2,161.08

#### Co/Extra-Curricular Staff: Resignations

Name	Assignment	Dept Action	Reason
Brennecke, Audra	OR: Assistant Boys Track Coach	12/4/25	Personal
Steffen, Jayden	LMHS: Head Varsity Girls Swim Coach	12/4/25	Personal
Williams, Melissa	LMHS: Assistant Varsity Girls Swim Coach	12/4/25	Personal

#### 1002: Approval of December 8<sup>th</sup> Board Meeting Minutes – Exhibit 1002.1

#### 1003: Approval of December 18<sup>th</sup> Board Special Session Minutes – Exhibit 1003.1

#### 1004: Approval of January 7<sup>th</sup> Board Work Session Minutes – Exhibit 1004.1

#### 1005: Approval of Bills/Warrants – Exhibit 1005.1

#### 1006: Approval of Contracts/Agreements – Exhibits 1006.1-8

1. SchoolAI, Inc: AI-powered educational software platform
2. PowerSchool: Subscription renewal for hosting of SIS and Test Beds
3. University of Iowa: Clinical experience for nursing students
4. Hand in Hand: Preschool wrap daycare services at EH for 2026-27 school year
5. Paulette Milewski: Independent contractor work with Venture Academics

6. Qualtrics XM: Employee experience software subscription and services
7. CESA6: Implementation and consulting assistance for Qualtrics XM software
8. Vector Solutions/Scenario Learning: Training, safety, and compliance subscription
9. Interagency agreements for special education programming with Alburnett CSD (12), Cedar Rapids CSD (25), Clayton Ridge CSD (3), College CSD (2), Davenport CSD (1), Marion Independent (1), and Springville CSD (3). *For student confidentiality, exhibits are not provided.*

### **1007: Overnight Trip Requests – Exhibits 1007.1-3**

1. Varsity Poms to attend national competition in Orlando, FL (Feb 4-10, 2026)
2. Model UN to attend Future Leaders Summit in Muscatine, IA (Feb 24-26, 2026)
3. LM Baseball to attend College World Series in Omaha, NE (June 16-17, 2026)

### **1008: Fundraising Requests – Exhibits 1008.1-2**

1. LMHS Baseball to sell Leading Edge discount cards
2. LMHS Baseball to host summer youth camp

### **1009: Informational Financial Reports – Exhibits 1009.1-2**

1. School Finances and Cash Balance Reports for November 2024
2. School Finances and Cash Balance Reports for November 2025

### **1010: Disposition of Obsolete Equipment**

Per Iowa Code (§§ 297.22-25) and Board Policy 902.6, the district will list for sale obsolete equipment and furnishings on GovDeals.com. Items for sale: 0605-2006 International 65 passenger conventional bus with 115,154 miles, 0606-2006 International 65 passenger conventional bus with 124,990 miles, 0801-2008 Bluebird 72 passenger transit bus with 118,502 miles, 0804-2008 Bluebird 72 passenger transit bus with 92,927 miles, 0806-2008 Bluebird 78 passenger transit bus with 131,194 miles, 0905-2009 Bluebird 78 passenger transit bus with 131,030 miles, 1507-2015 Girardin Microbird lift bus with 57,476 miles.

## **1100: BOARD CALENDAR & COMMUNICATIONS**

### **1101: Board Calendar & Communications**

President Lowe Lancaster reviewed the board calendar and requested volunteers for the upcoming Marion City Council meetings.

<b>Date</b>	<b>Time</b>	<b>Event</b>	<b>Location</b>
January 15	8:00 AM	Policy Committee	ELC Boardroom
January 19	--	<i>No School – Professional Day</i>	--
January 19	8:00 AM	All Staff Gathering	LMHS Performance Hall
January 21	7:30 AM	Finance/Audit Committee (F/AC)	ELC Boardroom
January 22	5:30 PM	Marion City Council ( <i>Morey</i> )	ELC Boardroom
January 26	9:30 AM	<i>IASB Day on the Hill Event (Morey, Thomas, Mansoor)</i>	<i>Des Moines</i>
January 26	5:00 PM	LMCSD Board of Directors Meeting & Exempt Session	ELC Boardroom
January 29	8:30 AM	Board Visit	Wilkins Elementary

Date	Time	Event	Location
February 4	4:30 PM	Performance Hall Ribbon Cutting & Open House	LMHS Performance Hall
February 5	12:00 PM	Linn County Conference Board	Cedar Rapids City Hall
February 5	12:30 PM	Cedar Rapids Examining Board	Cedar Rapids City Hall
February 5	5:30 PM	Marion City Council ( <i>Thomas</i> )	ELC Boardroom
February 9	5:00 PM	LMCSD Board of Directors Meeting	ELC Boardroom
February 12	11:30 AM	Board Visit	Bowman Woods Elementary
February 19	8:30 AM	Finance/Audit Committee (F/AC)	ELC Boardroom
February 19	5:30 PM	Marion City Council	ELC Boardroom
February 23	5:00 PM	LMCSD Board of Directors Meeting	ELC Boardroom
February 25	4:15 PM	Career & Technical Education Advisory (CTE)	LMHS E-130

## **1102: Board Committees/Advisories**

### **Required Board Committees/Advisories**

Committee/Advisory	Board Representatives
Finance/Audit Committee (F/AC)	Buchholz, Mansoor, Morey
Policy Committee	Langston, Lowe Lancaster, Thomas
Career & Technical Education Advisory (CTE)	Foss, Langston, Mansoor
School Improvement Advisory Committee (SIAC)	Foss, Langston, Mansoor

### **Additional District Committees/Advisories**

Committee/Advisory	Board Representatives
Facilities Advisory Committee	Foss, Lowe Lancaster, Thomas
Venture Academics Advisory (VAA)	Langston, Mansoor, Morey
LMHS School Counselors Advisory	Lowe Lancaster, Mansoor
MEDCO Community Promise Advisory	Buchholz, Mansoor
Linn County Conference Board	Langston
Cedar Rapids Examining Board	Buchholz
Legislative Liaisons	Morey, Thomas

## **1200: ADJOURNMENT**

**- Motion 115-01-12**

**MOTION** by Buchholz to adjourn the meeting at 7:23 PM. Second by Morey. Voice vote, all ayes. Motion carried.

Katie Lowe Lancaster, Board President

Jonathan Galbraith, Board Secretary/Treasurer

## Linn-Mar Community School District

## IA- Warrants Paid Listing

Criteria

Date Range: 01/08/2026 - 01/21/2026

Fiscal Year: 2025-2026

Vendor Name	Description	Check Total
<b>Fund: AQUATIC CENTER</b>		
AMES CYCLONE AQUATICS CLUB	DUES AND FEES	\$124.00
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$12,793.27
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$232.69
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$994.85
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$232.69
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$994.85
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$911.34
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$905.06
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$1,358.32
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$7.50
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$17.80
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$911.38
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$340.48
<b>Fund Total:</b>		<b>\$19,824.23</b>
<b>Fund: GENERAL</b>		
ABILITY PHYSICAL THERAPY, P.C.	OTHER PROFESSIONAL SERVICES	\$3,833.33
ADVANTAGE RECORDS MANAGEMENT	GENERAL SUPPLIES	\$99.51
AGVANTAGE FS	PROPANE	\$2,519.15
AHLERS AND COONEY, P.C.	LEGAL SERVICES	\$1,541.50
ALLIANT ENERGY	ELECTRICITY	\$7,199.08
ANAMOSA COMMUNITY SCHOOLS	TUITION OPEN ENROLL	\$295.56
ARNOLD MOTOR SUPPLY	REPAIR PARTS	\$11.09
ARNOLD MOTOR SUPPLY	TRANS. PARTS	\$208.99
AT & T MOBILTY	TELEPHONE	\$1,168.03
BUDGET CAR RENTAL	RENTALS EQUIPMENT	\$629.82
CABRAL JOSHUA	PROF SERV: EDUCATION	\$1,500.00
CAPITAL SANITARY	MAINTENANCE SUPPLIES	\$14,702.75
CEDAR RAPIDS WATER DEPT	WATER/SEWER	\$1,201.94
CEDAR RAPIDS WINSUPPLY PLUMBING CO	HEAT/PLUMBING SUPPLY	\$7,623.10
CENTRAL STATES BUS SALES INC	TRANS. PARTS	\$347.95
CERWICK BRENDA	Professional Educational Services	\$442.50
CITY LAUNDERING COMPANY	GENERAL SUPPLIES	\$173.60
CITY OF MARION	ADVERTISING	\$5,460.00
COLLECTION	EE LIAB-GARNISHMENTS	\$1,824.46
CONSTELLATION NEWENERGY	NATURAL GAS	\$3,835.00
CORRIDOR ENERGY COOPERATIVE	ELECTRICITY	\$41,740.81
CR/LC SOLID WASTE AGENCY	GROUNDS UPKEEP	\$30.00
CRESCENT PARTS & EQUIPMENT CO., INC	MAINTENANCE SUPPLIES	\$232.38
CROWBAR'S	TRANS. PARTS	\$146.17
CULLIGAN	GENERAL SUPPLIES	\$594.29
CULLIGAN	INSTRUCTIONAL SUPPLIES	\$54.50
DEMCO	INSTRUCTIONAL SUPPLIES	\$109.58
DENNY AMANDA	OTHER PROFESSIONAL SERVICES	\$360.00
EMPLOYEE RESOURCE SYSTEMS, INC	OTHER PROFESSIONAL SERVICES	\$2,056.32

# Linn-Mar Community School District

## IA- Warrants Paid Listing

Criteria

Date Range: 01/08/2026 - 01/21/2026

Fiscal Year: 2025-2026

Vendor Name	Description	Check Total
ESCAPOLEGY ESCAPE ROOMS CEDAR RAPIDS	DUES AND FEES	\$440.00
F & B CAB CO., INC	TRANSP PRIVATE CONT	\$2,020.00
FAREWELL STORES	INSTRUCTIONAL SUPPLIES	\$151.24
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$3,508,092.49
FOLLETT CONTENT SOLUTIONS, LLC	LIBRARY BOOKS	\$505.27
GASWAY CO, J P	GENERAL SUPPLIES	\$109.43
GAZETTE COMMUNICATIONS INC	ADVERTISING	\$581.93
GOODWILL OF THE HEARTLAND	PROF SERV: EDUCATION	\$644.21
GRAINGER	GENERAL SUPPLIES	\$41.74
GRANT WOOD AEA	AEA FLOW THRU	\$216,233.20
GRANT WOOD AEA	INSTRUCTIONAL SUPPLIES	\$112.75
GRANT WOOD AEA	PROF SERV: EDUCATION	\$108,313.00
GRANT WOOD AEA	Professional Educational Services	\$5,400.00
GREENWOOD CLEANING SYSTEMS	MAINTENANCE SUPPLIES	\$3,501.20
HAND-IN-HAND PRESCHOOL	PROF SERV: EDUCATION	\$30,127.68
HANDS UP COMMUNICATIONS	PROF SERV: EDUCATION	\$300.00
IMON COMMUNICATIONS LLC	TELEPHONE	\$1,825.00
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$69,286.61
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$296,259.22
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$69,286.61
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$296,259.22
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$378,495.65
INTERSTATE ALL BATTERY CENTER	MAINTENANCE SUPPLIES	\$904.54
INTERSTATE BILLING SERVICE	GENERAL SUPPLIES	\$2,070.05
IOWA DEPT OF HUMAN SERVICES	MEDICAID REIMBURSE	\$52,124.36
IOWA HIGH SCHOOL MUSIC ASSOC	DUES AND FEES	\$32.00
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$361,268.58
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$542,189.85
IOWA SHARES	EE LIAB-CHARITY	\$23.00
ISU CYCLONE HONOR BAND	DUES AND FEES	\$300.00
JOHNSTONE SUPPLY	HEAT/PLUMBING SUPPLY	\$17.42
KIRKWOOD COMM COLLEGE	TUITION-COMM COLLEGE	\$1,700.00
LAWSON PRODUCTS, INC	MAINTENANCE SUPPLIES	\$65.35
LAWSON PRODUCTS, INC	TRANS. PARTS	\$51.67
LINN CO-OP OIL	DIESEL	\$3,541.00
LINN CO-OP OIL	GASOLINE	\$4,058.20
LINN COUNTY SHERIFF	EE LIAB-GARNISHMENTS	\$124.88
LINN-MAR FOUNDATION	EE LIAB-CHARITY	\$164.00
LUCK'S MUSIC LIBRARY	INSTRUCTIONAL SUPPLIES	\$297.00
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$5,499.00
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$11,251.32
MADISON NATIONAL LIFE INS. CO., INC	RETIREE INSURANCE	(\$240.00)
MARION INDEPENDENT SCHOOLS	DUES AND FEES	\$234.00
MATHESON-LINDWELD	INSTRUCTIONAL SUPPLIES	\$753.14
MENARDS -13127	GENERAL SUPPLIES	\$2,447.88

# Linn-Mar Community School District

## IA- Warrants Paid Listing

Criteria

Date Range: 01/08/2026 - 01/21/2026

Fiscal Year: 2025-2026

Vendor Name	Description	Check Total
MENARDS -13127	INSTRUCTIONAL SUPPLIES	\$78.28
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$654,308.26
METRO INTERAGENCY INS PROG.	ER LIAB-DENTAL INS	(\$95.00)
METRO INTERAGENCY INS PROG.	ER LIAB-MEDICAL INSURANCE	\$29,580.00
METRO INTERAGENCY INS PROG.	RETIREE INSURANCE	\$51,345.00
MID AMERICAN ENERGY	NATURAL GAS	\$244.13
MIDWEST BUS PARTS, INC	TRANSP. PARTS	\$274.50
MIDWEST WHEEL	TRANSP. PARTS	\$394.00
O'REILLY AUTO PARTS	MAINTENANCE SUPPLIES	\$45.56
ORKIN PEST CONTROL	OTHER PROFESSIONAL SERVICES	\$98.23
PEPPER J.W. & SON, INC	GENERAL SUPPLIES	\$1,819.99
PEPPER J.W. & SON, INC	INSTRUCTIONAL SUPPLIES	\$120.00
PLUMB SUPPLY CO.	HEAT/PLUMBING SUPPLY	\$10.15
QUILL CORPORATION	GENERAL SUPPLIES	\$214.86
RELAYHUB LLC	DATA PROCESSING AND	\$5,033.77
ROCHESTER ARMORED CAR CO INC	GENERAL SUPPLIES	\$365.56
SCHULTZ STRINGS INC	EQUIPMENT REPAIR	\$949.67
SOLUTION TREE	PROF SERV: EDUCATION	\$14,200.00
STAR FOOD SERVICE EQUIPMENT	REPAIR/MAINT SERVICE	\$539.06
STERICYCLE INC	DUES AND FEES	\$19.45
SUN LIFE FINANCIAL EBG	EE LIAB-VOL/SUN LIFE INS	\$4,333.36
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$131,403.01
TRI-CITY ELECTRIC COMPANY OF IOWA	TECH REPAIRS/MAINTENANCE	\$870.50
UNITEC	INSTRUCTIONAL SUPPLIES	\$6,065.79
UNITED WAY OF EAST CENTRAL IOWA	EE LIAB-CHARITY	\$70.00
VAN METER CO	ELECTRICAL SUPPLY	\$3,784.38
VOYA RETIREMENT INSURANCE	EE LIAB-403 (B)	\$65,084.01
WEST MUSIC CO	EQUIPMENT REPAIR	\$981.00
WEST MUSIC CO	INSTRUCTIONAL SUPPLIES	\$9,838.95
		<b>Fund Total:</b> <b>\$7,058,781.57</b>
<b>Fund: LOCAL OPT SALES TAX</b>		
HALL & HALL ENGINEERS INC	ARCHITECT	\$9,507.00
LIGHTSPEED TECHNOLOGIES, INC	COMP/TECH HARDWARE	\$4,418.00
MCCOMAS LACINA CONSTRUCTION LC	CONSTRUCTION SERV	\$1,010,038.97
OPN ARCHITECTS, INC.	ARCHITECT	\$196,482.51
		<b>Fund Total:</b> <b>\$1,220,446.48</b>
<b>Fund: MANAGEMENT LEVY</b>		
EMC INSURANCE	Professional Liability/Errors & Omissions	\$10,000.00
		<b>Fund Total:</b> <b>\$10,000.00</b>
<b>Fund: NUTRITION SERVICES</b>		
ANDERSON ERICKSON DAIRY CO	PURCHASE FOOD	\$19,802.76
CITY LAUNDERING COMPANY	LAUNDRY SERVICE	\$14,268.79
DUTTA SNIGDHA	GENERAL SUPPLIES	\$45.00
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$69,856.90

# Linn-Mar Community School District

## IA- Warrants Paid Listing

Criteria

Date Range: 01/08/2026 - 01/21/2026

Fiscal Year: 2025-2026

Vendor Name	Description	Check Total
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$1,292.63
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$5,527.01
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$1,292.63
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$5,527.01
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$3,009.06
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$11,040.53
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$16,569.63
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$177.50
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$188.78
MARTIN BROTHERS DISTRIBUTING CO., INC	PURCHASE FOOD	\$49,156.01
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$22,159.54
PAN-O-GOLD BAKING CO	PURCHASE FOOD	\$3,660.89
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$1,618.20
VOYA RETIREMENT INSURANCE	EE LIAB-403 (B)	\$150.00
		<b>Fund Total:</b> <b>\$225,342.87</b>
<b>Fund: PHY PLANT &amp; EQ LEVY</b>		
ACCESS SYSTEMS	COMPUTER/COPIER RENT	\$12,103.55
ASSETWORKS USA INC	COMPUTER SOFTWARE	\$2,768.48
BI-STATE MASONRY INC	CONSTRUCTION SERV	\$380.00
ELECTRONIC ENGINEERING CO	TWO-WAY RADIO	\$345.95
H2I GROUP	CONSTRUCTION SERV	\$5,580.00
HALL & HALL ENGINEERS INC	ARCHITECT	\$2,400.59
MASTERLIBRARY.COM, LLC	DATA PROCESSING AND	\$5,280.00
OPN ARCHITECTS, INC.	ARCHITECT	\$14,015.40
RATHJE CONST	CONSTRUCTION SERV	\$19,724.00
WALSH DOOR & HARDWARE	CONSTRUCTION SERV	\$16,115.00
WRIGHT-WAY TRAILERS	VEHICLES	\$19,574.95
		<b>Fund Total:</b> <b>\$98,287.92</b>
<b>Fund: PUB ED &amp; REC LEVY</b>		
BEACON ATHLETICS	GROUNDS UPKEEP	\$3,245.00
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$2,299.74
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$42.80
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$183.00
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$42.80
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$183.00
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$149.44
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$192.45
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$288.83
MADISON NATIONAL LIFE INS. CO., INC	DISTRICT LIFE INSURANCE	\$2.50
MADISON NATIONAL LIFE INS. CO., INC	ER LIAB-DISTRICT DISABILITY	\$5.81
METRO INTERAGENCY INS PROG.	EE LIAB-MEDICAL INSURANCE	\$364.41
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$84.28
		<b>Fund Total:</b> <b>\$7,084.06</b>

# Linn-Mar Community School District

## IA- Warrants Paid Listing

Criteria

Date Range: 01/08/2026 - 01/21/2026

Fiscal Year: 2025-2026

Vendor Name	Description	Check Total
<b>Fund: STUDENT ACTIVITY</b>		
AMERICAN SPECIALTIES	GENERAL SUPPLIES	\$2,281.09
BIESCHLAE WYATT	OFFICIAL/JUDGE	\$300.00
BRANDED APPAREL	GENERAL SUPPLIES	\$2,960.00
BRINDIS, VICTORIA	OFFICIAL/JUDGE	\$1,087.18
BSN SPORTS	GENERAL SUPPLIES	\$443.40
CARR BRAXTON	OFFICIAL/JUDGE	\$1,150.48
CITY LAUNDERING COMPANY	GENERAL SUPPLIES	\$752.00
CMC NEPTUNE LLC	GENERAL SUPPLIES	\$2,700.00
COPYWORKS	GENERAL SUPPLIES	\$234.95
COTTON GALLERY LTD.	GENERAL SUPPLIES	\$116.76
COUNTY OF SARPY GRETNA PUBLIC SCHOOLS	DUES AND FEES	\$750.00
DAYTON CHARLES	OFFICIAL/JUDGE	\$90.00
DAYTON JOYCE	OFFICIAL/JUDGE	\$175.00
DUGGAN KYLE	OFFICIAL/JUDGE	\$60.00
FAREWAY STORES	GENERAL SUPPLIES	\$16.94
FARMERS STATE BANK	EE LIAB-DIR DEP NET PAY	\$4,171.89
GASPER PARKER	OFFICIAL/JUDGE	\$300.00
GEMAR JEFFREY	OFFICIAL/JUDGE	\$1,080.92
GOTTO JAMES	OFFICIAL/JUDGE	\$300.00
INTERNAL REVENUE SERVICE-9343	EE LIAB-MEDICARE	\$69.34
INTERNAL REVENUE SERVICE-9343	EE LIAB-SO SEC	\$296.52
INTERNAL REVENUE SERVICE-9343	ER LIAB-MEDICARE	\$69.34
INTERNAL REVENUE SERVICE-9343	ER LIAB-SOC SEC	\$296.52
INTERNAL REVENUE SERVICE-9343	FEDERAL INCOME TAX WITHHOLDING	\$179.28
IOWA HIGH SCHOOL SPEECH ASSOC	DUES AND FEES	\$213.00
IOWA PUBLIC EMPL RETIR SYSTEM	EE LIAB-IPERS	\$288.60
IOWA PUBLIC EMPL RETIR SYSTEM	ER LIAB-IPERS	\$433.14
JEFFERSON HIGH SCHOOL	DUES AND FEES	\$700.00
KENNEDY HIGH SCHOOL	DUES AND FEES	\$150.00
KOEDAM BO	OFFICIAL/JUDGE	\$300.00
MAHMENS MITCH	OFFICIAL/JUDGE	\$60.00
MATAS DOMINIC	OFFICIAL/JUDGE	\$1,463.58
MAY ANDREW WILLIAM	OFFICIAL/JUDGE	\$300.00
MCEOWEN TIMOTHY	OFFICIAL/JUDGE	\$300.00
MH ADVERTISING SPECIALTIES	GENERAL SUPPLIES	\$3,161.50
PANTINI ANDY	OFFICIAL/JUDGE	\$125.00
PAPA JOHNS PIZZA	GENERAL SUPPLIES	\$532.78
RIDDELL ALL-AMERICAN	GENERAL SUPPLIES	\$6,651.95
ROBILLIARD SAMANTHA	OFFICIAL/JUDGE	\$960.40
ROCK VALLEY PHYSICAL THERAPY CENTER	DUES AND FEES	\$1,680.00
SANCHEZ AIDEN	OFFICIAL/JUDGE	\$300.00
SANDERS MATTHEW	GENERAL SUPPLIES	\$100.00
SAVILLE SCOTT	OFFICIAL/JUDGE	\$60.00
SHAW BLAKE	GENERAL SUPPLIES	\$100.00

## Linn-Mar Community School District

### IA- Warrants Paid Listing

Criteria

Date Range: 01/08/2026 - 01/21/2026

Fiscal Year: 2025-2026

Vendor Name	Description	Check Total
SIEREN RANDY	OFFICIAL/JUDGE	\$125.00
SKLARSKY JOHN	OFFICIAL/JUDGE	\$150.00
TREASURER ST OF IA	STATE INCOME TAX WITHHOLDING	\$80.74
UNIVERSAL DANCE ASSOCIATION	DUES AND FEES	\$13,920.00
VOSS JARED	OFFICIAL/JUDGE	\$300.00
WEBER HEATH	OFFICIAL/JUDGE	\$1,092.88
WILDWOOD LODGE	STAFF TRAVEL	\$1,615.04
WILLIAMSBURG HIGH SCHOOL	DUES AND FEES	\$125.00
YODER JARED	OFFICIAL/JUDGE	\$1,138.37
<b>Fund Total:</b>		<b>\$56,308.59</b>
<b>Grand Total:</b>		<b>\$8,696,075.72</b>

**End of Report**


**AIA® Document G701® – 2017**
**Change Order**

PROJECT: (Name and address)	CONTRACT INFORMATION:	CHANGE ORDER INFORMATION:
22216000 Linn-Mar Performance Venue 3111 Tenth Street Marion, IA 52302	Contract For: General Construction Date: 02-05-2024	Change Order Number: 013 Date: 01/19/2026
OWNER: (Name and address)	ARCHITECT: (Name and address)	CONTRACTOR: (Name and address)
Linn-Mar Community School District 2999 North Tenth Street Marion, IA 52401	OPN Architects, Inc. 200 5th Ave SE Ste 201 Cedar Rapids, IA 52401	McComas - Lacina Construction 1310 Highland Ct. Iowa City, IA 52240

**THE CONTRACT IS CHANGED AS FOLLOWS:**

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

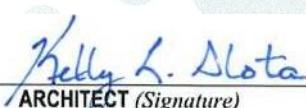
COR 056	ITC-045	Theater Lighting and Electrical Tweaks	\$ 1,160.44
COR 057	None	New Smoke Detectors	\$ 3,374.34
COR 058	None	Fur Out Walls in Existing Vestibule AA155	\$ 3,054.85
TOTAL:			\$ 7,589.63

The original Contract Sum was	\$ 25,507,000.00
The net change by previously authorized Change Orders	\$ 135,039.80
The Contract Sum prior to this Change Order was	\$ 25,642,039.80
The Contract Sum will be increased by this Change Order in the amount of	\$ 7,589.63
The new Contract Sum including this Change Order will be	\$ 25,649,629.43

The Contract Time will be unchanged by (0) days.  
The new date of Substantial Completion will be

**NOTE:** This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.**


**ARCHITECT (Signature)**

BY: Kelly Slota, Construction  
Administrator

(Printed name, title, and license  
number if required)

01/20/2026

Date


**CONTRACTOR (Signature)**

BY: Phil Keppler   
(Printed name and title)

1/20/26

Date

**OWNER (Signature)**

BY: Katie Lowe Lancaster, Board  
President

(Printed name and title)

Date



# Independent Contractor Agreement

*Please provide all information requested and sign page two.*

**WHEREAS**, Linn-Mar Community School District ("District"), a school corporation, intends to contract with Bob Washut, Independent Contractor ("IC"), for the performance of certain services,

**THEREFORE, IN CONSIDERATION OF THE MUTUAL PROMISES AND REPRESENTATIONS SET FORTH HEREIN, THE PARTIES AGREE AS FOLLOWS:**

1. **SERVICES TO BE PERFORMED:** Jazz Band Clinician
2. **GROUP/DEPARTMENT WORKING WITH:** Colton Center Jazz Ensemble
3. **AMOUNT OF PAYMENT:** \$100.00

Total fees for services performed under this agreement will be paid by the district within 30 days after receipt of invoice from the IC upon completion of all services on February 3, 2026, which is the date of completion. *An invoice for services should be sent to: Linn-Mar Community School District, Attn: Accounts Payable, 2999 N 10<sup>th</sup> Street, Marion, IA 52302.*

4. **INDEPENDENT CONTRACTOR RELATIONSHIP:** The parties intend that this independent contractor agreement create an IC relationship between them. The district is interested only in the end results achieved by the services of the IC and that they conform to the requirements specified in this agreement. The manner of achieving these results and the right to exercise control or direction as to the details, means, and methods by which the services are completed is the responsibility of the IC. The IC is not an agent or employee of the district for any purpose. Neither party shall be considered to be an agent, master, or servant of the other party for any purpose whatsoever and neither has any authority to enter into any contract, assume any obligations, or make any warranties or representations on behalf of the other. The district is not responsible for deducting from payments to the IC any amounts for taxes, insurance, or other similar items relating to the IC. Accordingly, the IC shall be responsible for payment of all taxes arising out of the IC's activities in accordance with this independent contractor agreement, including by way of illustration but not limitation: federal and state income tax, social security tax (FICA), unemployment insurance taxes (FUTA), and any other taxes or business license fees, as required. The IC shall further assume exclusive responsibility for the filing of all tax returns due in connection with all amounts paid to the IC under the terms of this independent contractor agreement.
5. **PAYROLL OR EMPLOYMENT TAXES:** No payroll or employment taxes of any kind shall be withheld or paid with respect to payments to the IC. The payroll or employment taxes that are subject to this paragraph include but are not limited to: FICA (social security tax), FUTA (federal unemployment tax), federal income tax, state income tax, and state unemployment insurance tax.
6. **FRINGE BENEFITS:** The IC is not eligible for and shall not participate in any employee pension, health, disability, or other fringe benefit plan of the district.

7. **INSURANCE:** No workers' compensation insurance or any other type of insurance (including but not limited to professional liability insurance) has been or will be obtained by the district on account of the IC. The IC shall comply with the workers' compensation laws (and all other applicable laws) with respect to the IC's employment.

8. **INDEMNIFICATION:** The IC shall indemnify and hold the district harmless from and against all liabilities, claims, debts, taxes, obligations, costs, and expenses (including reasonable attorney's fees, court costs, and costs of appeals) that the district may incur or sustain as a result of any breach of this independent contractor agreement or negligent or other wrongful conduct in the performance of this independent contractor agreement by the IC, or as a result of failure to pay any employment or income taxes arising out of the IC's performance of services for the district. If a suit, action, arbitration, or other proceeding is instituted in connection with any controversy arising out of this agreement or to interpret or enforce any rights under this agreement, the prevailing party shall be entitled to recover from the non-prevailing party all attorney's fees, costs, expert witness fees, and litigation expenses incurred by the prevailing party, including those incurred on appeal.

9. **TERM:** This agreement shall begin on February 3, 2026 and shall continue in effect until February 3, 2026, unless earlier terminated by either party in accordance with Section 11.

10. **TERMINATION:** This agreement may be terminated by either party without cause upon seven (7) days written notice. Upon termination, the IC shall be compensated for all work performed prior to the date of termination.

11. **ASSIGNMENT:** The IC acknowledges their services are unique and personal. Accordingly, the IC may not assign IC rights or delegate IC duties or obligations under this independent contractor agreement without the prior written consent of the district.

12. **AMENDMENTS:** This independent contractor agreement may be supplemented, amended, or revised only in writing by mutual agreement of the parties.

13. **GOVERNING LAW:** This independent contractor agreement shall be governed by and construed pursuant to the laws of the State of Iowa.

14. **ENTIRE AGREEMENT:** This is the entire agreement of the parties and no other representations, promises, or agreements (oral or otherwise) shall be of any force or effect.

This agreement is signed and dated this 15th day of January, 2026.

**Independent Contractor Signature:**



Title: Professor Emeritus UNI

**Linn-Mar CSD Representative Signature:**

  
Title: School Board President

***Please return this form to the Linn-Mar CSD Business Office – 3556 Winslow Rd, Marion IA 52302***

Internal Use Only	Account Code:	BAND
Business Office:	1.17.26	Date <u>CA</u> Initial
		Board Meeting: 1.26.26 Date

**Johnson Controls planned service proposal**  
**Prepared for LINN MAR CSD MAINTENANCE DEPARTMENT**

**Customer**  
LINN MAR CSD MAINTENANCE  
DEPARTMENT

Local Johnson Controls Office  
1351 60TH ST NE  
CEDAR RAPIDS, IA 52402-1248

Agreement Start Date:  
**02/01/2026**

Proposal Date  
**12/11/2025**

Estimate No:  
**1-1QKICUN6**



## Partnering with you to deliver value-driven solutions

Every day, we transform the environments where people live, work, learn and play. From optimizing building performance to improving safety and enhancing comfort, we are here to power your mission.

A Planned Service Agreement with Johnson Controls provides you with a customized service strategy designed around the needs of your facility. Our approach features a combination of scheduled, predictive and preventative maintenance services that focus on your goals.

As your building technology services partner, Johnson Controls delivers an unmatched service experience delivered by factory-trained, highly skilled technicians who optimize operations of the buildings we work with, creating productive and safe environments for the people within.

By integrating our service expertise with innovative processes and technologies, our value-driven planned service solutions deliver sustainable results, minimize equipment downtime and maximize occupant comfort.

**With more than a century of healthy buildings expertise, Johnson Controls leverages technologies to successfully deliver smart solutions to facilities worldwide.**

F R O S T & S U L L I V A N

2020 Award | North American Company of the Year for Innovation in Smart Connected Chillers

Johnson Controls was recognized by Frost & Sullivan as the 2020 North American Company of the Year for innovation in the Smart connected Chillers market

## Executive summary

### Planned service proposal for LINN MAR CSD MAINTENANCE DEPARTMENT

Dear Andy,

We value and appreciate your interest in Johnson Controls as a service provider for your building systems and are pleased to provide a value-driven maintenance solution for your facility. The enclosed proposal outlines the Planned Service Agreement we have developed on your facility.

Details are included in the Planned Service Agreement summary (Schedule A), but highlights are as follows:

- In this proposal we are offering a service agreement for **3 Years** starting **02/01/2026** and ending **01/31/2029**.
- The agreement price for first year is **\$57,240.00**; see below for pricing in subsequent years.

Year	Total Annual Dollar Amount	Payment Frequency
Year1	\$57,240.00	Annually
Year2	\$39,348.00	Annually
Year3	\$41,112.00	Annually
- The equipment options and number of visits being provided for each piece of equipment are described in Schedule A, Equipment list.

As a manufacturer of both mechanical and controls systems, Johnson Controls has the expertise and resources to provide proper maintenance and repair services for your facility.

Again, thank you for your interest in Johnson Controls and we look forward to becoming your building technology services partner.

Please contact me if you have any questions.

Sincerely,

*Travis J Brown*

Travis J Brown  
Johnson Controls  
Customer Service Representative  
HVAC Service Agreements  
Cedar Rapids / Moline  
Direct - 319-395-5742

**The power behind your mission**

## Service delivery

As part of the delivery of this Planned Service Agreement, Johnson Controls will dedicate a local customer service agent responsible for having a clear understanding of the agreement scope, and your facility procedures and protocols.

A high-level overview around our service delivery process is outlined below including scheduling, emergency service, on-site paperwork, communication and performing repairs outside of the agreement scope.

### Scheduling – 866-819-0239

Preventative maintenance service will be scheduled using our automated service management system. In advance of the scheduled service visit, our technician is sent a notice of service to a smartphone. Once the technician acknowledges the request, your customer service agent will call or e-mail your on-site contact to let you know the start date and type of service scheduled.

The technician checks in, wears personal protective equipment, performs the task(s) as assigned, checks out with you and asks for a screen capture signature on the smartphone device. A work order is then e-mailed, faxed or printed for your records.

### Emergency services – 866-819-0239

Emergency service can be provided 7 days a week, 24 hours a day, 365 days a year. During normal business hours, emergency service will be coordinated by the customer service agent. After hours, weekends and holidays, the emergency service number transfers to the Johnson Controls after-hours call center and on-call technicians are dispatched as needed.

Johnson Controls is committed to dispatching a technician within hours of receiving your call through the service line. A work order is e-mailed, faxed or printed for your records. Depending on the terms of your agreement, you may incur charges for after hour services.

### Communication

A detailed communication plan will be provided to you so you know how often we will provide information to you regarding your Planned Service Agreement. The communication plan will also provide you with your main contacts at Johnson Controls.

### Approval process for non-covered items

Johnson Controls will adhere to your procurement process. No work will be performed outside of the agreement scope without prior approval. Johnson Controls will work with you closely to ensure your procurement process is followed before any non-covered item work is started.

## Summary of services and options

### Comprehensive and operational inspections

During comprehensive and operational inspections, Johnson Controls will perform routine checks of the equipment for common issues caused by normal wear and tear on the equipment. Additional tests can be run to confirm the equipment's performance.

Routine maintenance, such as lubrication, cleaning and tightening connections, can be performed depending on the type of equipment being serviced. Routine maintenance is one of the keys to the five values of maintenance – it can help identify energy saving opportunities, reduce future repair costs, extend asset life, ensure productive environments, and promote health and safety.

## Summary

Thank you for considering Johnson Controls as your building technology services partner. The following agreement document includes all the details surrounding your Planned Service Agreement.

With planned service from Johnson Controls, you'll get a value-driven solution that can help optimize your building controls and equipment performance, providing dependability, sustainability and energy efficiency. You'll get a solution that fits your specific goals, delivered with the attention of a local service company backed by the resources of a global organization.

The power behind **your mission**

**Johnson Controls Planned Service Proposal**  
Prepared for LINN MAR CSD MAINTENANCE DEPARTMENT

### Planned Service Agreement

Customer Name : LINN MAR CSD MAINTENANCE DEPARTMENT  
Address: 490 62ND ST MARION,IA 52302-4700  
Proposal Date: 12/11/2025  
Estimate #: 1-1QKICUN6

### Scope of Service

Johnson Controls, Inc. ("JCI") and the Customer (collectively the "Parties") agree Preventative Maintenance Services, as defined in Schedule A ("Services"), will be provided by JCI at the Customer's facility. This Planned Service Agreement, the Equipment List, Supplemental Price and Payment Terms, Terms and Conditions, and Schedules attached hereto and incorporated by this reference as if set forth fully herein (collectively the "Agreement"), cover the rights and obligations of both the Customer and JCI.

### Extended Service Options for Premium Coverage

If Premium Coverage is selected, on-site repair services to the equipment will be provided as specified in this Agreement for the equipment listed in the attached Equipment List.

Basic Coverage means Scheduled Service Visits, plus Scheduled Service Materials (unless excluded from this Agreement). No parts, equipment, Repair Labor or Repair Materials are provided for under Basic Coverage.

Premium Coverage means Basic Coverage plus Repair Labor, plus Repair Materials (unless excluded from the Agreement). If Customer has ordered Premium Coverage, JCI will inspect the Covered Equipment within forty-five (45) days of the date of this Agreement, or as seasonal or operational conditions permit. JCI will then advise Customer if JCI finds any Covered Equipment not in working order or in need of repair. With Customer's approval, JCI will perform the work necessary to put the Covered Equipment in proper working condition, subject to the terms of this Agreement. Customer will pay for such work at JCI's standard rates for parts and labor in effect at the time that the work is performed. If Customer does not want JCI to perform the work identified as necessary by JCI, any equipment thereby affected will be removed from the list of Covered Equipment, and the Contract Price will be adjusted accordingly. Should Customer not make JCI's recommended repairs or proceed with the modified Premium Coverage, JCI reserves the right to invoice Customer for the cost of the initial equipment inspection.

Extended Service means Services performed outside JCI's normal business hours and is available only if Customer has Premium Coverage. Extended Service is available either 24/5 or 24/7, at Customer's election. The price for Extended Service, if chosen by Customer, is part of the total Contract Price.

### Equipment List

Only the equipment listed in the Equipment List will be covered as part of this Agreement. Any changes to the Equipment List must be agreed upon in writing by both Parties.

### Term / Automatic Renewal

This Agreement takes effect on **02/01/2026** and will continue until **01/31/2029** ("Original Term"). The Agreement will automatically renew and extend for successive terms equal to the Original Term unless the Customer or JCI gives the other written notice it does not want to renew prior to the end of the then-current term (each a "Renewal Term"). The notice must be delivered at least (90) days prior to the end of the Original Term or of any Renewal Term. The Original Term and any Renewal Term may be referred to herein as the "Term". Renewal price adjustments are discussed in the Terms and Conditions.

### Refrigerant Charges

Refrigerant is not included under this Agreement and will be billed separately to the Customer by JCI.

Johnson Controls **Planned Service Proposal**  
Prepared for LINN MAR CSD MAINTENANCE DEPARTMENT

**Price and Payment Terms**

The total Contract Price for JCI's Services during the first year of the Original Term is **\$57,240.00**. This amount will be paid to JCI in advance in Annual installments. Pricing for each subsequent year of a multiyear Original Term is set forth in the Supplemental Price and Payment Terms. Unless otherwise agreed to by the parties, All payments will be due upon receipt. Renewal price adjustments are set forth in the Terms and Conditions. Any additional taxes, duties, tariffs or similar items imposed prior to shipment will be charged.

Invoices will be sent to the following location: LINN MAR SCHOOL DISTRICT  
3333 NORTH 10TH ST  
MARION,IA 52302

To ensure that JCI is compliant with your company's billing requirements, please provide the following information:

PO is required to facilitate billing:

- NO:** This signed contract satisfies requirement
- YES:** Please reference this PO number :

AR Invoices are accepted via e-mail:

- YES:** E-mail address to be used :
- NO:** Please submit invoices via mail
- NO:** Please submit via :

**This proposal is valid for thirty days from the proposal date.**

**JOHNSON CONTROLS Inc.**

---

JCI Manager:

Customer Manager:

---

JCI Manager Signature:

Customer Manager Signature:

---

---

Title:

Date:

Title:

Date:

---

JCI Branch: **JOHNSON CNTRL CEDAR RAPIDS QUAD CITIES CB - 0N11**  
Address:**1351 60TH ST NE**

**CEDAR RAPIDS,IA 52402-1248**

Branch Phone:**(866) 819-0239**

Branch Email:

Johnson Controls **Planned Service Proposal**  
Prepared for LINN MAR CSD MAINTENANCE DEPARTMENT

**Schedule A - Equipment List**

<b>LINN MAR CSD MAINTENANCE DEPARTMENT</b>	<b>490 62ND ST MARION, IA 52302-4700</b>
--	--

**Product: Block Hours - Controls**

Quantity: 24

**Services Provided**

Scheduled Bi-Monthly 8 hour Customer  
Directed Service visits

**Customer Tag**  
MONTHLY BOH

**Manufacturer**  
JCI\_YORK

**Model #**

**Serial #**  
1-1HCF8NAQ

**Product: Controls Software, Supervisory/Server/UI, Johnson Controls, ADX**

Quantity: 1

Coverage Level: Basic

Year to Be Inactivated: Year 2

**Services Provided**

1 ADX 10-User Site Dir or NON-Site  
Dir Software Upgrade  
1 ADX 10-User Site Dir Software  
Subscription 3-year -  
Subscription Only

**Customer Tag**

**Manufacturer**

**Model #**

**Serial #**

**Essential Tier**

**Product: Controls, Building Automation System, Server, ADX**

Quantity: 1

Coverage Level: Basic

Anticipated Connected Date: 02/28/2026

**Services Provided**

1 Connected Controls Technology  
and Support Fee  
1 Operational (Connected -  
Remote)  
1 Site Analysis Review  
1 PVT Autoscan Installation &  
Yearly Update  
1 Operational (Connected)

**Customer Tag**

**Manufacturer**

**Model #**

**Serial #**

## Equipment tasking

### Block Hours - Controls

Preventive Maintenance     Check with appropriate customer representative for operational deficiencies  
Perform scheduled block hour tasks  
Complete any required maintenance checklists, report observations to appropriate customer representative

### Controls Software, Supervisory/Server/UI, Johnson Controls, ADX

ADX 10-User Site Dir Software Subscription 3-year - Subscription Only     All work must be performed in accordance with Johnson Controls safety policies  
Check with appropriate customer representative for operational deficiencies  
Upgrade ADX software to latest Metasys release  
Document tasks performed during visit and report any observations to appropriate customer representative

ADX 10-User Site Dir or NON-Site Dir Software Upgrade     All work must be performed in accordance with Johnson Controls safety policies  
Check with appropriate customer representative for operational deficiencies  
Upgrade ADX software to latest Metasys release  
Document tasks performed during visit and report any observations to appropriate customer representative

### Controls, Building Automation System, Server, ADX

Connected Controls Technology and Support     All work must be performed in accordance with Johnson Controls safety policies

Operational (Connected)     All work must be performed in accordance with Johnson Controls safety policies  
Create local back up of existing program and store on on-site computer and on-site media  
Apply the latest software updates and patches to the server

Site Analysis Review     Conduct site analysis review in preparation of on-site visit

PVT Autoscan Installation & Yearly Update     Install/Update the connected performance verification and system inventory diagnostic software

Operational (Connected - Remote)     Review and recommend the available upgrades for the Metasys system engines  
Review and recommend the available patches for the Metasys system engines  
Identify and review abnormal network engine performance  
Identify and review duplicate BACnet IDs on controllers  
Identify and review unbound references  
Identify and review offline controllers  
Identify and review operator overrides  
Identify and review variations from setpoint  
Identify and review filter issues  
Identify and notify customer of abnormal point communications  
Identify and notify customer of current overrides (e.g. out of service) and negative impacts  
Identify and notify customer of all current alarms and negative impacts

**Supplemental Price & Payment Terms (Applies to Multi-Year Contracts Only)**

<b>Year</b>	<b>Total Annual Dollar Amount</b>	<b>Payment Frequency</b>
Year1	\$57,240.00	Annually
Year2	\$39,348.00	Annually
Year3	\$41,112.00	Annually

**Special Additions and Exceptions**

Block Hours Scope of Work: 16 hours Total Regular Time Metasys Technician Hours Per Month Block Hours, for Customer Directed Based on Conversations with the Metasys Technician.

This agreement includes the following discounts on additional labor and material work outside the scope of the contract. Discounts apply to current pricing and rates and are subject to renegotiation.

- Labor discount 10%
- JCI Parts discount 5%
- No PPE charges
- No DEU charges for Controls work performed
- Mechanical or Chiller work performed: No more than 1 DEU (consumables) per day
- No Fuel surcharge on invoice

## Johnson Controls Standard Service Terms: One PSA

### Terms

These terms cover the services and equipment provided by Johnson Controls. This Agreement includes the proposal, these terms and any referenced links. Conflicts are resolved in that order.

### Scope of Work

We will provide the services or equipment described in the proposal. If the services include planned maintenance of equipment, only the equipment set forth in our proposal is covered by our services ("Covered Equipment"). Unless otherwise agreed in the proposal, services are performed during our normal working hours, excluding holidays. We reserve the right to modify or substitute materials.

### Payment Terms

Services fees are paid annually in advance due 30 days from the invoice date via EFT/ACH, unless stated otherwise. Payment is required before services are performed or equipment is ordered or installed. Failure to pay on time is a breach that permits us to suspend or delay services until full payment is received, without liability, or to terminate this Agreement. Interest may also be charged on unpaid amounts at the lesser of 1.5% per month (19.56% annually) or the highest rate permitted by law. If you require a purchase order to process payments, you must send it to us at least 30 days before the end of a term but you must pay invoices even without a purchase order. No purchase order is required for any emergency services you request.

### Prices

Prices do not cover taxes, fees, duties, tariffs, permits and levies or other charges imposed and/or enacted by a government. You are responsible for these items unless you provide an acceptable exemption certificate. If we need to pay any of these items or the exemption certificate is invalid or only covers some of these items, you must reimburse us on demand for the amounts owing. Prices may be adjusted at any time to reflect changes in costs, labor or market conditions. We will try to notify you of any changes in pricing in advance. Additional charges will be required for: (i) changes to these services or the Covered Equipment; (ii) additional services or equipment; (iii) unexpected site conditions or issues with the Covered Equipment; (iv) appointments that are cancelled less than 24 hours beforehand or for service, warranty or alarm calls caused by your error; (v) changes required to comply with laws, codes and regulations ("Laws"), including prevailing wage laws; and (vi) costs to notify and dispatch emergency personnel. We may change prices on equipment or parts prior to shipment or installation to reflect increases in costs from raw materials, third party products, any new or additional tariffs, duties, quotas, taxes, the withdrawal of trade agreement concessions or any unforeseen or other extra cost elements.

### Limited Warranty

We warrant that services will be performed in a good and workmanlike manner for 90 days from the date of performance. Equipment we provide is also warranted to be free from defect in materials and workmanship for 90 days from installation. No warranty is provided for third-party equipment we install or furnish. Third-party HVAC and controls equipment is provided with the third-party manufacturer's warranty to the extent available. This limited warranty does not cover failures, defects, or damages caused in whole or in part by: (i) misuse, neglect, accident, Force Majeure, changes to your premises, or installation, maintenance or repairs not performed by us; (ii) environmental, electrical or other causes beyond our control; (iii) normal wear and tear or corrosion; (iv) use of unauthorized replacement parts or products or using the equipment for purposes not intended by the manufacturer; or (vi) issues arising from your failure to comply with this Agreement or your obligations. To qualify for warranty consideration, you must notify us in writing of your warranty claim prior to the end of the warranty period, complete all instructions on warranty procedures and provide us with reasonable site access to inspect the equipment and/or perform any necessary warranty work. Your sole remedy is to have defective services re-performed or equipment repaired or replaced at our election. **THESE WARRANTIES ARE EXCLUSIVE AND ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THOSE OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.** You need to determine if our equipment are suitable for your use. You assume all risk and liability from their application and your use.

## Johnson Controls Planned Service Proposal

### Prepared for LINN MAR CSD MAINTENANCE DEPARTMENT

Warranty service does not cover: (i) system upgrades and replacing obsolete systems, equipment, or consumable parts and components ; (ii) reloading, updating, or maintaining software; (iii) additional costs for access, deinstallation, re-installation and transportation; and (iv) the exclusions set out in the Supplemental Terms. If you call us for warranty service and the problem is due to any of these reasons, we may charge you for the service call even if we do not work on the equipment. We may offer these services at an extra cost.

### Customer Obligations

You must provide all relevant information about the equipment and premises, follow all applicable Laws and ensure us safe access. You must operate, test, maintain, and repair the equipment according to manufacturer and our recommendations and notify us immediately of any issues.

In addition, you agree to, (i) obtain necessary licenses and permits and pay related fees and taxes; (ii) provide a suitable environment for the equipment as recommended by us or the manufacturer including heat to avoid freezing; (iii) supply the necessary electrical service, power, heat, heat tracing, water and schematics ; (iv) provide proper water treatment for condensers, cooling towers, and boilers, and protect against environmental issues; (v) set and test alarm systems as recommended by us or the manufacturer; (vi) avoid causing false alarms and reimburse us for any fines or fees; (vii) notify all necessary parties, such as local authorities and monitoring providers, about system testing or repairs; (viii) keep accurate and up-to-date work logs for the equipment; and (ix) take precautions for Covered Equipment failure to prevent injury or property damage. If you do not meet any of these obligations, we are not responsible for equipment breakdowns, repairs, or replacements. We can suspend services until these issues are fixed and charge for any corrective work needed.

For equipment connected to your computer network, we provide and install the software to run the equipment and connect to it based on the network settings you provide. You must provide us with secure access to your computer network as required in our specifications. If we cannot connect to the network or need extra equipment for connectivity, additional charges may apply. Our services do not include changes to the network, security, or firewall settings. You are solely responsible to protect your data, computer network, and products networked or connected to the Internet; and we are not responsible for any loss or damage, as allowed by Law. You should back up data and software before services are performed. You must promptly remove any devices that interfere with the operation of the Covered Equipment.

### Insurance

We do not guarantee that services or equipment will prevent risk of loss at your premises or detect all events. You are responsible for any losses and need to rely on your own insurance. You release and waive for yourself and your insurer all subrogation and other rights to recover from us.

### Limitations on Liability

**Neither we or our suppliers or vendors ("JCI Parties") are liable for special, incidental, consequential, punitive or indirect damages, or for lost profits, revenue, data or business interruption. The total liability of the JCI Parties is limited to \$250,000 or 12 months of fees paid to Johnson Controls under this Agreement, whichever is less.**

### Claims Limitation; Forum; Choice of Law

Disputes may be resolved in court or through arbitration, as determined exclusively by us. Delaware law governs any agreement performed in the U.S., with disputes resolved in Milwaukee, Wisconsin. Ontario law governs any agreement performed in Canada, with disputes resolved in Ontario. Any claims by you must be brought within one year. The parties waive their right to a jury trial.

### Term and Termination

The term of this Agreement is set out in the proposal and renews automatically for successive terms equal to the length of the original term unless either party gives 60 days' prior written notice of termination to the other party before the end of a term or the parties agree in writing on a different length of renewal term. Either party can terminate for cause with 10 days' notice, but only after written notice the defaulting party has 30 days to cure any alleged default. We can

# Johnson Controls Planned Service Proposal

## Prepared for LINN MAR CSD MAINTENANCE DEPARTMENT

terminate immediately if we can no longer service the Covered Equipment for whatever reason including if we stop selling the Covered Equipment, providing the services or if we cannot obtain equipment, parts or support the technologies. We can terminate this Agreement without cause with 60 days' written notice. Upon termination, you must pay all amounts owed and provide access for us to remove any of our property at your premises and reprogram systems. You are responsible for our costs to enforce this. If you end this Agreement early for any reason, you must also pay us 50% of the service charges for the remaining term of this Agreement. You are responsible for our costs to enforce this.

### Access and Hazardous Materials

You must provide us with reasonable and safe access to the Covered Equipment. We will follow our health and safety policies and applicable Laws. You must inform us of any hazardous conditions or materials (e.g., mold, asbestos containing materials, biohazards) and you are responsible for resolving, removing and disposal. If we encounter hazardous conditions or materials, we may stop work without liability and you are required to provide us reasonable evidence of abatement before we will restart work. Additional charges will apply if access to a confined space is required.

### Force Majeure

We are not in breach or liable for any delays or failures caused, in whole or in part, by any events beyond our control, such as natural disasters, severe weather, public health risks, government actions, cyberattacks, civil disturbances, labor disputes, strikes or shortages of parts or materials ("Force Majeure"). You must allow us additional time to perform the services and reimburse us for increased costs due to such events.

### Data and Intellectual Property; Digitally Enabled Services

You own your data, but we may use it to perform services and you grant us a perpetual, worldwide, irrevocable, royalty free license to use your building data on a de-identified basis. We retain rights to any intellectual property created. Digital enabled services mean services provided under this Agreement that employ our software and cloud-hosted software offerings and tools. They may include, but are not limited to, (i) remote inspection, (ii) advanced equipment fault detection and diagnostics, and (iii) data dashboarding and health reporting. Digital enabled services may require data collection, and you consent to this.

### Software-Digital Solutions

Use of our software, including software to provide digital enabled services and solutions, is governed by our standard terms at <https://www.johnsoncontrols.com/techterms>. These terms apply to the software you are allowed to use, but we retain ownership and rights to the software, including improvements. If provided as part of our services, third-party software is subject to its own terms.

### Privacy

If provided to us, we will process personal data according to our Data Processing Agreement at [www.johnsoncontrols.com/dpa](https://www.johnsoncontrols.com/dpa) and adhere to our privacy notice at <https://www.johnsoncontrols.com/privacy>. You consent to this processing and will ensure all necessary consents are obtained.

### Miscellaneous

Notices must be in writing. This Agreement cannot be assigned without our consent; any assignment without our consent is void. We can assign this Agreement, in whole or in part, or subcontract the work, without notice. Invalid, illegal or unenforceable provisions do not affect the rest of this Agreement. This Agreement is subject to specific supplemental terms located at [www.johnsoncontrols.com/legal/one-psa-supplemental-terms](https://www.johnsoncontrols.com/legal/one-psa-supplemental-terms). In addition, if you request us to perform any work outside the scope of this Agreement, you consent to it being performed subject to our standard customer terms then in effect at [www.johnsoncontrols.com/customerterms](https://www.johnsoncontrols.com/customerterms). This Agreement is the entire contract and supersedes prior written or oral communications and documents, and terms in any purchase order or other documents you later provide are rejected. We may convert this Agreement to an electronic format.

[END OF DOCUMENT]

# School Finance Report

## December 31, 2024

50% 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)	\$71,955,000			\$5,486,241	\$5,419,451	\$23,430,354	32.6%		\$48,524,646		
2) Support Services(2000-2999)	\$34,849,700			\$2,520,756	\$2,698,376	\$14,785,416	42.4%		\$20,064,284		
3) Non-Instructional(3000-3999)	\$5,207,500			\$369,703	\$503,964	\$1,710,934	32.9%		\$3,496,566		
4) Other Expenditures((4000-6100)	\$28,110,865			\$4,283,850	\$1,159,063	\$16,083,973	57.2%		\$12,026,892		
5) Interfund Transfers (000910)	\$8,820,274			\$621,472	\$621,472	\$4,428,832	50.2%		\$4,391,442		
<b>Total</b>	<b>\$148,943,339</b>			<b>\$13,282,022</b>	<b>\$10,402,325</b>	<b>\$60,439,508</b>	<b>40.6%</b>		<b>\$88,503,831</b>		
Operating Fund-10	\$102,500,000	\$7,108,796	\$45,579,357	\$7,952,261	\$8,167,370	\$36,534,670	35.6%		65,965,330	9,044,687	16,153,482
Activity-21	\$1,100,000	\$1,004,117	\$522,660	\$83,457	\$95,970	\$537,320	48.8%		562,680	(14,660)	989,457
Management-22	\$2,800,000	\$2,014,469	\$1,320,279	\$46,682	\$24,998	\$2,804,266	100.2%		(4,266)	(1,483,987)	530,483
PERL-24	\$248,000	\$37,667	\$207,739	\$4,699	\$13,653	\$62,300	25.1%		185,700	145,439	183,106
SAVE-33	\$13,562,000	\$19,890,609	\$5,319,948	\$2,772,118	\$1,440,608	\$11,104,647	81.9%		2,457,353	(5,784,699)	14,105,910
Other Capital Projects-31, 32, 35	\$4,116,000	\$6,493,636	\$206,441	\$522,228	\$54,834	\$3,522,612	85.6%		593,388	(3,316,172)	3,177,465
PPEL-36	\$4,931,663	\$6,280,709	\$2,654,696	\$322,200	\$82,567	\$1,845,804	37.4%		3,085,860	808,893	7,089,602
Debt Service-40	\$15,125,676	\$542,598	\$2,926,017	\$1,201,630	\$11,798	\$2,295,827	15.2%		12,829,849	630,190	1,172,788
Nutrition-61	\$4,100,000	\$3,184,707	\$1,612,108	\$352,660	\$471,837	\$1,525,472	37.2%		2,574,528	86,636	3,271,343
Aquatic Center-65	\$410,000	\$276,646	\$125,315	\$22,786	\$32,914	\$179,917	43.9%		230,083	(54,602)	222,044
Student Store-68	\$50,000	\$33,225	\$28,227	\$1,301	\$5,776	\$26,672	53.3%		23,328	1,554	34,779
<b>Total</b>	<b>\$148,943,339</b>	<b>\$46,867,180</b>	<b>\$60,502,786</b>	<b>\$13,282,022</b>	<b>\$10,402,325</b>	<b>\$60,439,508</b>	<b>40.6%</b>		<b>88,503,831</b>	<b>63,278</b>	<b>46,930,458</b>

## Linn-Mar Community School District

### Cash Balances

Fiscal Year: 2024-2025

Date Range: 07/01/2024 - 12/31/2024

Account Number	Title	Beginning Balance	Increases Debits	Decreases Credits	Cash Balance
10.0000.0000.000.0000.101000	CASH IN BANK	0.00	250.00	250.00	0.00
10.0000.0000.000.0000.111001	ISJIT-General Fund	13,410,150.20	13,191,405.01	13,460,920.42	13,140,634.79
10.0001.0000.000.0000.101000	CASH IN BANK	21,500.12	69,971,571.33	68,359,675.34	1,633,396.11
10.0002.0000.000.0000.101000	CASH IN BANK	5,201.98	17.85	0.00	5,219.83
10.0005.0000.000.0000.101000	CASH IN BANK	0.00	50.00	50.00	0.00
21.0000.0000.000.0000.111001	ISJIT - Student Activity	924,741.34	947,002.15	924,741.34	947,002.15
21.0001.0000.000.0000.101000	CASH IN BANK	0.00	71,001.82	71,001.82	0.00
21.0002.0000.000.0000.101000	CASH IN BANK	72,326.35	2,410,527.20	2,435,018.70	47,834.85
21.0004.0000.000.0000.101000	CASH IN BANK	0.00	3,942.81	3,942.81	0.00
22.0000.0000.000.0000.111001	ISJIT - Management	770,617.78	252,198.41	771,366.46	251,449.73
22.0006.0000.000.0000.101000	CASH IN BANK	1,133,619.80	2,923,226.05	3,777,812.77	279,033.08
24.0001.0000.000.0000.101000	CASH IN BANK	0.00	22,355.12	22,355.12	0.00
24.0003.0000.000.0000.101000	CASH IN BANK	191,997.32	208,427.07	206,470.16	193,954.23
33.0003.0000.000.0000.101000	CASH IN BANK	5,331,284.43	13,050,550.56	11,762,683.69	6,619,151.30
35.0003.0000.000.0000.101000	CASH IN BANK	611,705.91	5,358,861.73	5,914,911.98	55,655.66
36.0003.0000.000.0000.101000	CASH IN BANK	6,764,579.40	2,670,472.02	2,323,674.10	7,111,377.32
40.0003.0000.000.0000.101000	CASH IN BANK	532,204.24	6,665,842.22	2,296,427.12	4,901,619.34
61.0000.0000.000.0000.111001	ISJIT - Nutrition	2,568,726.02	61,836.05	0.00	2,630,562.07
61.0001.0000.000.0000.101000	CASH IN BANK	0.00	878,427.22	878,427.22	0.00
61.0004.0000.000.0000.101000	CASH IN BANK	646,462.70	1,638,830.99	1,556,473.65	728,820.04
65.0001.0000.000.0000.101000	CASH IN BANK	0.00	222,310.65	222,310.65	0.00
65.0002.0000.000.0000.101000	CASH IN BANK	402,746.45	137,560.33	252,250.30	288,056.48
65.0004.0000.000.0000.101000	CASH IN BANK	0.00	17,048.07	17,048.07	0.00
68.0002.0000.000.0000.101000	CASH IN BANK	30,350.76	28,497.62	26,943.45	31,904.93
		33,418,214.80	120,732,212.28	115,284,755.17	38,865,671.91

**End of Report**

# School Finance Report

## December 31, 2025

50% 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)	\$74,303,000			\$5,789,512	\$5,842,119	\$24,214,904	32.6%		\$50,088,096		
2) Support Services(2000-2999)	\$36,190,000			\$2,499,981	\$2,481,336	\$15,715,155	43.4%		\$20,474,845		
3) Non-Instructional(3000-3999)	\$4,815,000			\$377,057	\$452,240	\$1,701,554	35.3%		\$3,113,446		
4) Other Expenditures((4000-6000)	\$27,130,695			\$1,922,889	\$3,606,334	\$11,222,961	41.4%		\$15,907,734		
5) Interfund Transfers (000910)	\$6,400,000			\$683,039	\$683,039	\$4,098,234	64.0%		\$2,301,766		
<b>Total</b>	<b>\$148,838,695</b>			<b>\$11,272,478</b>	<b>\$13,065,067</b>	<b>\$56,952,809</b>	<b>38.3%</b>		<b>\$91,885,886</b>		
Operating Fund-10	\$107,120,000	\$10,186,140	\$46,556,669	\$8,037,074	\$8,410,035	\$36,742,315	34.3%		70,377,685	9,814,354	20,000,494
Activity-21	\$1,300,000	\$100,716	\$502,851	\$71,907	\$55,610	\$493,760	38.0%		806,240	9,091	109,806
Management-22	\$2,500,000	\$1,753,557	\$1,487,844	\$322,981	\$9,437	\$2,555,408	102.2%		(55,408)	(1,067,564)	685,993
PERL-24	\$350,000	\$289,990	\$383,129	\$6,944	\$186,172	\$410,059	117.2%		(60,059)	(26,930)	263,059
SAVE-33	\$12,000,000	\$13,885,463	\$5,586,927	\$905,635	\$3,808,359	\$10,854,051	90.5%		1,145,949	(5,267,124)	8,618,340
Other Capital Projects-31, 32, 35	\$200,000	\$2,896,916	\$51,718	\$168,858	\$0	\$168,858	84.4%		31,142	(117,140)	2,779,775
PPEL-36	\$6,000,000	\$5,707,531	\$2,665,895	\$131,175	\$133,516	\$1,748,395	29.1%		4,251,605	917,500	6,625,031
Debt Service-40	\$14,500,000	\$721,121	\$2,697,557	\$1,250,264	\$0	\$2,250,914	15.5%		12,249,086	446,643	1,167,764
Nutrition-61	\$4,371,195	\$2,538,301	\$1,562,405	\$342,463	\$433,887	\$1,490,444	34.1%		2,880,751	71,961	2,610,262
Aquatic Center-65	\$450,000	\$246,154	\$144,083	\$26,878	\$25,782	\$199,496	44.3%		250,504	(55,413)	190,741
Student Store-68	\$47,500	\$32,601	\$40,592	\$8,299	\$2,269	\$39,108	82.3%		8,392	1,484	34,085
<b>Total</b>	<b>\$148,838,695</b>	<b>\$38,358,491</b>	<b>\$61,679,669</b>	<b>\$11,272,478</b>	<b>\$13,065,067</b>	<b>\$56,952,809</b>	<b>38.3%</b>		<b>91,885,886</b>	<b>4,726,861</b>	<b>43,085,351</b>

## Linn-Mar Community School District

### Cash Balances

Fiscal Year: 2025-2026

Date Range: 07/01/2025 - 12/31/2025

Account Number	Title	Beginning Balance	Increases Debits	Decreases Credits	Cash Balance
10.0000.0000.000.0000.101000	CASH IN BANK	0.00	2,357.37	2,357.37	0.00
10.0000.0000.000.0000.111001	ISJIT-General Fund	4,454,026.03	77,581.22	1,200,000.00	3,331,607.25
10.0001.0000.000.0000.101000	CASH IN BANK	867.41	74,643,228.26	73,297,190.52	1,346,905.15
10.0002.0000.000.0000.101000	CASH IN BANK	5,220.91	1,064.02	1,060.86	5,224.07
10.0004.0000.000.0000.101000	CASH IN BANK	0.00	42.00	42.00	0.00
21.0000.0000.000.0000.111001	ISJIT - Student Activity	1,006,634.90	289,201.06	100,000.00	1,195,835.96
21.0001.0000.000.0000.101000	CASH IN BANK	0.00	108,923.44	108,923.44	0.00
21.0002.0000.000.0000.101000	CASH IN BANK	3,685.24	2,447,150.22	2,645,224.39	(194,388.93)
21.0004.0000.000.0000.101000	CASH IN BANK	0.00	25,591.89	25,591.89	0.00
22.0000.0000.000.0000.111001	ISJIT - Management	4,158.77	980,426.59	324,158.77	660,426.59
22.0006.0000.000.0000.101000	CASH IN BANK	1,751,700.82	2,322,786.00	4,048,920.35	25,566.47
24.0001.0000.000.0000.101000	CASH IN BANK	0.00	23,053.76	23,053.76	0.00
24.0003.0000.000.0000.101000	CASH IN BANK	301,991.17	384,505.58	422,306.73	264,190.02
33.0003.0000.000.0000.101000	CASH IN BANK	6,980,044.61	15,211,549.66	16,203,833.32	5,987,760.95
35.0003.0000.000.0000.101000	CASH IN BANK	894,901.61	2,376,310.63	2,840,159.50	431,052.74
36.0003.0000.000.0000.101000	CASH IN BANK	6,181,951.16	3,272,396.49	2,705,275.13	6,749,072.52
40.0003.0000.000.0000.101000	CASH IN BANK	702,905.50	6,815,206.63	2,252,113.58	5,265,998.55
61.0000.0000.000.0000.111001	ISJIT - Nutrition	2,684,058.53	52,866.64	0.00	2,736,925.17
61.0001.0000.000.0000.101000	CASH IN BANK	0.00	919,506.13	919,506.13	0.00
61.0004.0000.000.0000.101000	CASH IN BANK	338,769.35	1,678,777.90	1,572,232.98	445,314.27
65.0000.0000.000.0000.111001	ISJIT Investment Account	265,000.00	0.00	265,000.00	0.00
65.0001.0000.000.0000.101000	CASH IN BANK	0.00	330,788.61	330,788.61	0.00
65.0002.0000.000.0000.101000	CASH IN BANK	130,225.06	423,725.34	296,003.85	257,946.55
65.0004.0000.000.0000.101000	CASH IN BANK	0.00	87,850.86	87,850.86	0.00
68.0002.0000.000.0000.101000	CASH IN BANK	30,000.61	41,974.33	40,763.93	31,211.01
		<hr/> 25,736,141.68	<hr/> 112,516,864.63	<hr/> 109,712,357.97	<hr/> 28,540,648.34

**End of Report**