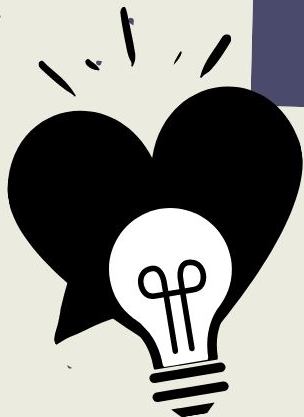


Leader in Me

at

Wilkins



#WEleadtheway
February 2021

Lighthouse Team Introductions



Lisa Drinkall, 2nd Grade



Tina Naaktgeboren, Kindergarten



Katie Jackson, 3rd Grade



Tiffany Miller, Media Specialist



Caley Wheeler, Art



Nick Mohwinkle, Counselor



Amanda Potter, Principal



Emily Coonrod, Instructional Coach

Tonight's Agenda

1 Leader in Me Overview

2 Implementation Celebrations

3 Action Team Updates

4 LM Foundation

5 Next Steps



SEECore
Paradigms

Paradigm of Leadership		Paradigm of Potential		Paradigm of Change		Paradigm of Motivation		Paradigm of Education	
NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS	NOT THIS	BUT THIS
Leadership is for the few.	Everyone can be a leader.	A few people are gifted.	Everyone has genius.	To improve schools the system needs to change first.	Change starts with me.	Direct and control student learning.	Empower students to lead their own learning.	Educators focus solely on academic achievement.	Educators and families partner to develop the whole person.

DOHighly
Effective
Practices

Leadership	Culture	Academics
<p>Start with Adults Learning & Modeling</p> <ul style="list-style-type: none"> Principal & Coordinator Development New & Ongoing Staff Learning Family & Community Partnerships <p>Teach Students to Lead</p> <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Service Learning 	<p>Create a Leadership Environment</p> <ul style="list-style-type: none"> Physical Environment Social-Emotional Environment Leadership Events <p>Share Leadership</p> <ul style="list-style-type: none"> Lighthouse & Action Teams Leadership Roles Student Voice 	<p>Achieve Goals</p> <ul style="list-style-type: none"> Individual Goals Team Goals Aligned School Goals <p>Empower Learners</p> <ul style="list-style-type: none"> Leadership Portfolios Student-Led Conferences Empowering Instruction
Highly effective students and adults who are leaders in their school and community.	A high-trust school culture where every person's voice is heard and their potential is affirmed.	Engaged students who are equipped to achieve and entrusted to lead their own learning.

GETMeasurable
Results

Implementation Celebrations

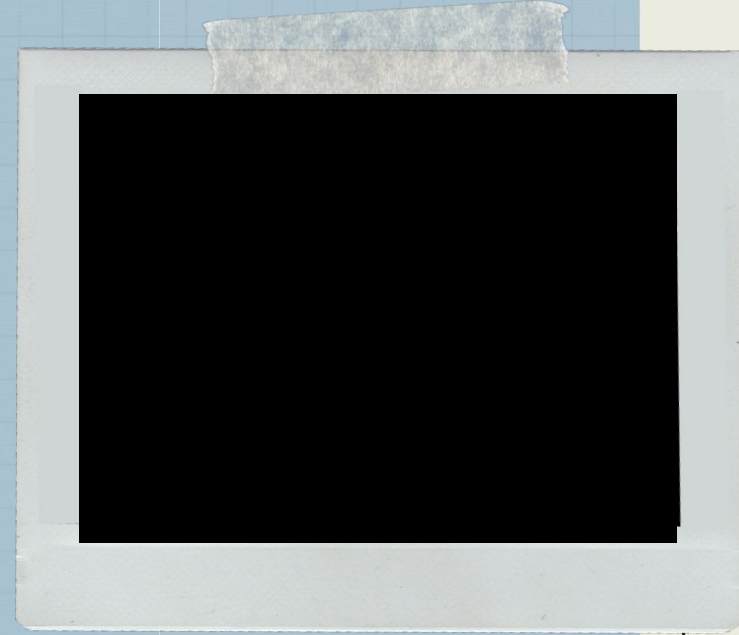
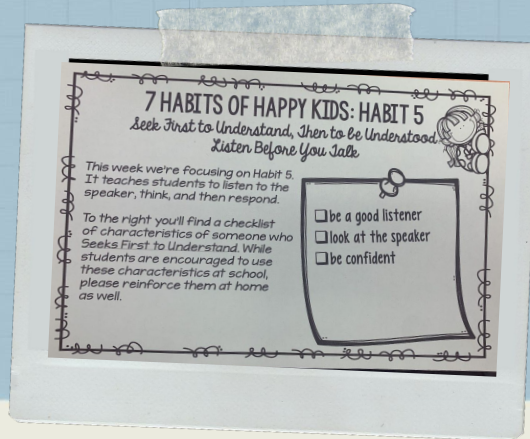


Common
LiM
language
throughout
Wilkins

Implementation Celebrations cont.



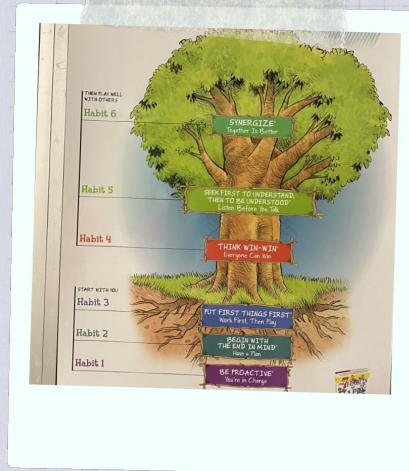
- Weekly habit information sent home to parents
- Daily announcements with a habit/leadership focus



Implementation Celebrations cont.



Student art display shows how each student views themselves as a leader



7 habits visuals posted throughout the school



Students are given opportunities in their classrooms to hold leadership roles



Student choice and voice in our new LiM logo!



1

Adult Learning
& Modeling

2

Leadership
Environment

3

Share
Leadership

4

Teach Students
to Lead

Action teams



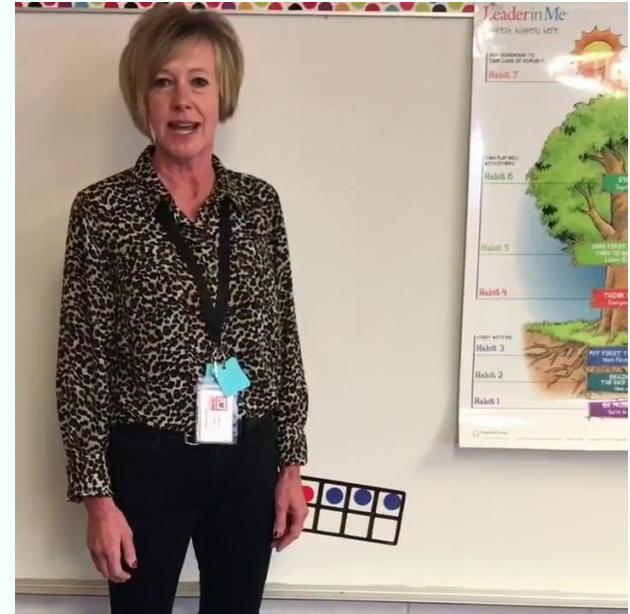
synergize!

IDENTIFY AND
COORDINATE SYSTEMS
THAT ENGAGE AS MANY
PEOPLE AS POSSIBLE IN
THE WORK TO BE DONE



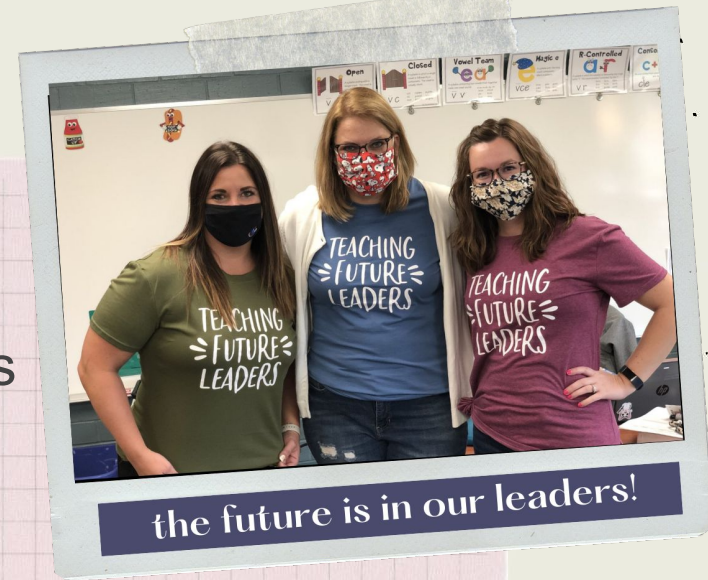
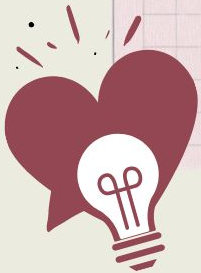
Adult learning & modeling

- Create monthly Leader Ledger
- Find ways to involve the community
- Provide new and ongoing learning or ALL of our Wilkins staff about the 7 habits
- Offer the LiM lessons observations
- Inspire others to learn, love and live the 7 habits
- On-boarding new staff



Leadership Environment

- Maintain a physical environment that inspires us to live the 7 habits
- Communicate the worth and potential of all stakeholders
- Build and maintain positive relationships with students, staff, and families
- Engage students in planning and leading events



Share Leadership

- Empower students through a Student Lighthouse Team
- Engage students in meaningful leadership roles
- Expand school-wide leadership roles
- Support staff in engaging student voice mission statements
- Create systems that empower students to be an integral part of leading at WE



Teach Students to Lead

How will we support staff in teaching the 7 Habits & Core Paradigms to students?



- Habit Implementation Schedule
- Habit Helpers
 - Students teaching new students about the 7 Habits
- Integrating habits into daily routines/lessons
- Future student leadership opportunities
 - Service Learning
 - Student leadership in the community



LM Foundation

Wilkins was given a grant to go toward integrating Leader in Me during the 20-21 school year!



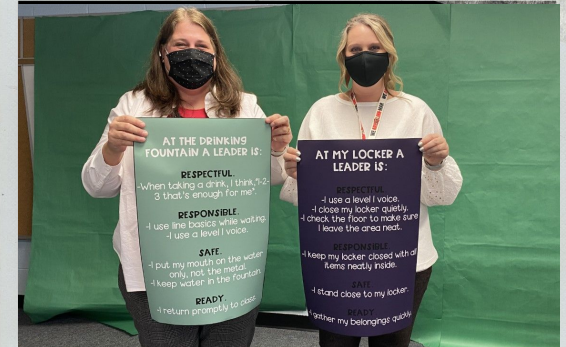
signs



books



indoor signs



posters

THANK

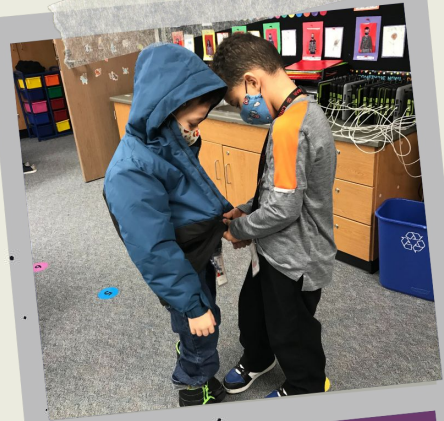
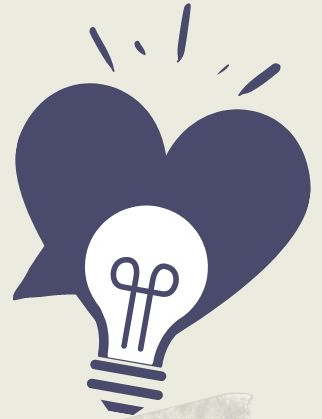
YOU

Linn-Mar
Foundation



Next Steps

1. Develop a student Lighthouse Team
2. Habit Themed Days
3. Bringing in community involvement
4. Student led service projects
5. Year-end celebration (planned by students)



synergize!

Follow us on
social media!



@WEareWilkins



@WilkinsElem



WEAREWILKINS

Linn-Mar CSD Budget 2021-22

**Certified Budget, Financial Projections,
and
Other Information**

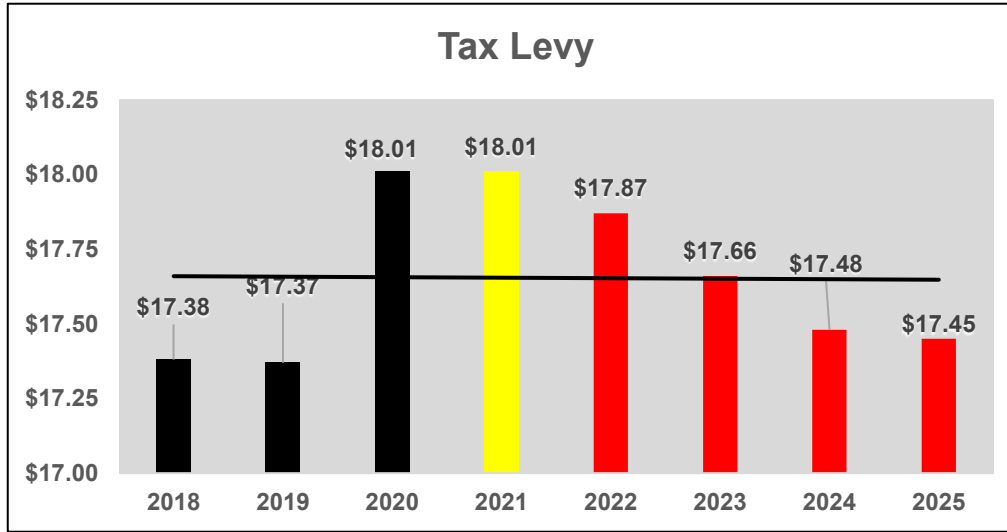
Certified Budget Process:

- **Purposes of Certified Budget:**
 1. Establish a maximum tax rate
 2. Establish an estimate of budget year expenditures for all funds

OVERVIEW OF FUNDS

FUND:	General Fund	Management Fund	PERL Fund	PPEL Fund	Debt Service Fund	SAVE/Capital Projects	Student Activity Fund	Nutrition Fund	Other Enterprise
REVENUES:	-Property Taxes -State Aid -Misc. Income	-Property Taxes	-Property Taxes	-Property Taxes	-Property Taxes -Transfers	-Sales Tax -Bond Proceeds	-Admissions -Fundraising -Student Dues	-Meal Sales -Fed./State Reimburse	-School Store -Community Pool
EXPENSES:	-Salaries -Benefits -Materials -Utilities	-Liability Ins. -Property Ins. -Early Retirement	-Playgrounds -Rec. Spaces	-Building Construct. -Vehicles -Equip > \$500	-Debt Principal & Interest	-Capital Projects -Technology	-Support Co-Curricular Activities	-Food Services	-Enterprise Costs
PROPERTY TAX LEVYING FUNDS									

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



- Current levy is controlled **51%** formula (State), **27%** Board, and **22%** Voters

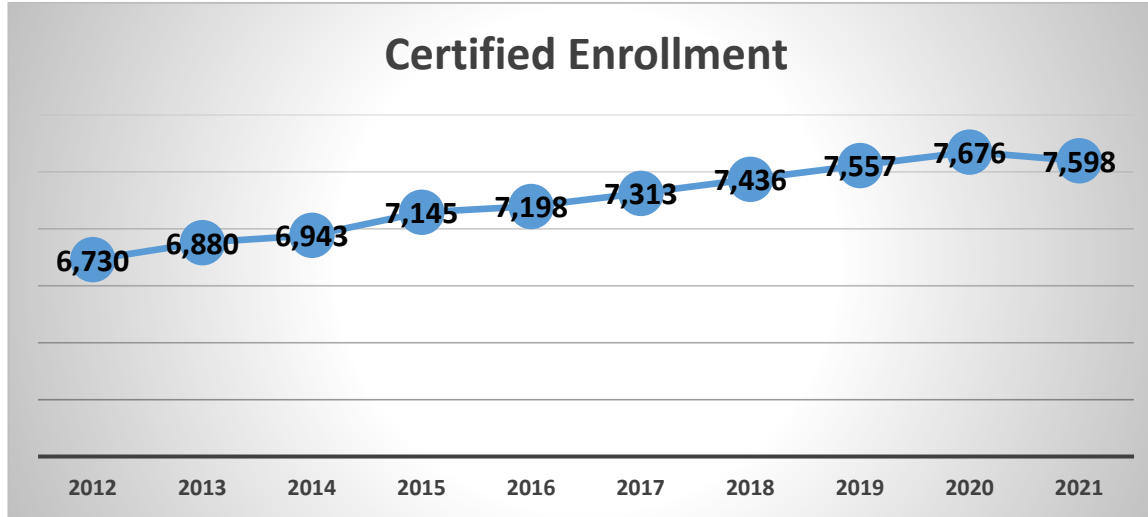
The District's property tax base continues to grow, but the District is still considered a “property poor” school district in Iowa.

- Taxable Valuations:

Budget Year	Non-TIF Taxable Valuation	TIF Valuation	Total Value
FY2021	\$2,292,618,786	\$101,058,846	\$2,393,677,632
FY2022	\$2,368,908,433	\$129,903,264	\$2,498,811,697
% Change	3.33%	28.54%	4.39%

- Linn-Mar ranks 14th for overall taxable valuation, but 280th (out of 327) in valuation per pupil:
 - Linn-Mar = \$298,693 per pupil
 - State Average = \$374,718 per pupil

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



- Linn-Mar enrollment declined by 78 students
 - Is this a “blip” or the beginning of a trend?

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

- Last five years of SSA:

Fiscal Year	State Aid Growth	Cost Per Pupil
2017	2.25%	\$6,592
2018	1.11%	\$6,665
2019	1.00%	\$6,736
2020	2.06%	\$6,880
2021	2.30%	\$7,048

- Governor’s Proposal for FY2022 = **2.50%**

*****If approved SSA% is 2% or less, Linn-Mar will qualify for budget guarantee and a board resolution will need to be passed.***

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

- **SBRC Cash Levy Components:**

1. Special Education Deficit =	\$3,731,135
2. ELL Deficit =	\$345,872
3. OE Out Growth =	\$1,248,720
4. LEP Growth =	\$21,708
5. New Buildings Initial Staffing =	<u>\$1,941,540</u> (See next slide)
TOTAL	\$7,288,975

SBRC Application Process

- With the addition of Boulder Peak and Hazel Point, the District has the opportunity to request from the SBRC one-time additional spending authority for qualified initial staffing costs related to the opening of these buildings.
 - New positions only, not paid from categorical funding
- Approximately \$1.9 million of \$2.5 million total new staffing costs qualify
- Requires board resolution (*this was passed on 1-25-21*)
- SBRC hearing scheduled for March 16, 2021

Linn-Mar

Financials Past, Present, and Future

School District must account for two things within the General Fund:

1. Fund Balance (cash)

2. Spending Authority

- *Think of this concept as like a credit card limit, or if you are into sports like a salary cap*

What you should know about spending authority (the short version)?

- It's the law...go negative and a district is in trouble
- Calculation is a series of programmatic building blocks. Supplemental State Aid and enrollment are the most important variables.
- More important than cash because you can borrow cash--can't borrow spending authority
- Unspent authority budget ratio is the #1 financial health indicator for Iowa Schools (Our policy states this ratio cannot fall under 7%)



Past and Present General Fund Financials

Fund/Cash Balance:

	Actual			Estimated
	FY2018	FY2019	FY2020	FY2021
Beginning Fund Balance	\$10,394,825	\$9,971,656	\$9,860,137	\$11,059,393
Revenues	\$83,490,494	\$86,598,385	\$88,965,473	\$93,971,621
Expenditures	\$83,913,663	\$86,709,904	\$87,766,217	\$93,309,783
Surplus/(Deficit)	(\$423,169)	(\$111,519)	\$1,199,256	\$661,838
Ending Fund Balance	\$9,971,656	\$9,860,137	\$11,059,393	\$11,721,230
Solvency Ratio	10.99%	10.56%	11.60%	11.76%

Past and Present General Fund Financials (cont'd)

Spending Authority:

	Actual			Estimated
	FY2018	FY2019	FY2020	FY2021
Beginning Fund Balance	\$13,380,089	\$12,836,585	\$12,720,838	\$14,040,599
Revenues	\$83,370,159	\$86,594,157	\$89,085,978	\$95,188,382
Expenditures	\$83,913,663	\$86,709,904	\$87,766,217	\$93,309,783
Surplus/(Deficit)	(\$543,504)	(\$115,747)	\$1,319,761	\$1,878,598
Ending Authority Balance	\$12,836,585	\$12,720,838	\$14,040,599	\$15,919,197
UAB Ratio	13.27%	12.79%	13.79%	14.57%

COVID IMPACT: Federal Relief \$\$

- **Round 1 (Spring/Summer 2020):**

- Elementary & Secondary School Emergency Relief (ESSER I) = **\$477,478**
- Governor's Emergency Education Relief (GEER I) = **\$346,400**

- **Round 2 (January 2021):**

- Elementary & Secondary School Emergency Relief (ESSER II) = **\$2,086,675**
- Governor's Emergency Education Relief (GEER II) = **??????**

TOTAL RELIEF DOLLARS AVAILABLE SO FAR = \$2,910,553

Federal Relief \$: Allowable and Non-Allowable Uses

ESSER

- Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965, ESSA, IDEA, Perkins, McKinney-Vento Acts
- Any activity necessary to maintain operation and **continuity of services**
- Some examples:
 1. Cleaning supplies
 2. Technology
 3. Training and professional development
 4. Supporting mental health
 5. Summer learning programs
 6. Addressing learning loss among students
 7. Activities to assist unique student needs
 8. School facility repairs and improvements to reduce risk of virus
- Not allowed:
 1. Replace loss of revenues (e.g. activity fund or Medicaid)
 2. Staff bonuses

GEER

- Purchase of hotspots
- Providing a discount on available broadband internet services to qualifying households
- Technology devices to ensure students can access content when they are away from school

COVID Expenditures As of 12-31-20

Technology Hardware Students	\$273,600
Technology Hardware Staff	\$209,480
Internet Accessibility	\$ 77,721
Software/Remote Solutions	\$ 33,682
COVID Leave Staff	\$336,580
Substitute Costs	\$146,670
Other COVID Staff Costs	\$ 4,171
PPE/Cleaning Equip. & Supplies	\$332,331
Facility/Venue Modifications	\$ 85,103
Other COVID Related Costs	<u>\$ 1,469</u>
TOTAL	\$1,500,807

Looking to FY2022 and Beyond...

General Fund Projection Assumptions

Fixed Assumptions For All Scenarios

1. District operations back to some resemblance of **“NORMAL”**
2. **One-time** federal stimulus funds available for FY2021 and into FY2022
3. \$1.9 million of additional **one-time** spending authority for new buildings will be approved by SBRC
4. District will levy cash for all spending authority items (e.g. SPED, ELL, new buildings).
5. Salary/Benefit increase by minimum 1% to account for pre-COVID staff costs (e.g. supplemental contracts, activity drivers, sub costs, overtime, etc.)
6. No additional FTE's added to budget

Variable Assumptions

1. Supplemental State Aid (SSA) growth %?
2. State revenue assistance for enrollment decline? (Linn-Mar was down 77.7 students and we projected a pre-COVID increase of 100 students)
3. Salary/Benefit settlement increase? (in addition to the 1% fixed increase)

FY2022 Spending Authority Breakeven Scenarios

- The following calculations with the applicable variable assumptions would lead to an estimated break even point (net zero) of revenue spending authority and expenditures:

	State Enroll	Salary/Bene	Projected \$
SSA%	Assistance	Increase %	Breakeven
1.50%	N	0.00%	\$94.0 million
1.50%	Y	0.75%	\$94.6 million
2.00%	N	0.50%	\$94.3 million
2.00%	Y	1.25%	\$94.9 million
2.50%	N	1.00%	\$94.7 million
2.50%	Y	1.75%	\$95.3 million
3.00%	N	1.50%	\$95.0 million
3.00%	Y	2.25%	\$95.7 million
3.50%	N	2.00%	\$95.4 million
3.50%	Y	2.75%	\$96.1 million

SSA growth of 3.0% to 3.25% is the most realistic breakeven scenario.

Future Scenario #1: 2% SSA, Flat Enrollment, 2% Salary

<u>SPENDING AUTHORITY BALANCE</u>		<i>Current</i>	3-YEAR PROJECTION		
		FY2021	FY2022	FY2023	FY2024
	Beginning Fund Balance	\$14,040,599	\$15,919,197	\$15,588,457	\$13,353,082
	Revenues	\$95,188,382	\$95,524,025	\$95,682,814	\$97,924,878
	Expenditures	\$93,309,783	\$95,854,764	\$97,918,189	\$100,023,261
	Surplus/(Deficit)	\$1,878,598	(\$330,739)	(\$2,235,375)	(\$2,098,383)
	Ending Authority Balance	\$15,919,197	\$15,588,457	\$13,353,082	\$11,254,699
	UAB Ratio	14.57%	13.99%	12.00%	10.11%

Future Scenario #2: 2.5% SSA, Enrollment +50, 2% Salary

SPENDING AUTHORITY BALANCE

	<i>Current</i>	3-YEAR PROJECTION		
	FY2021	FY2022	FY2023	FY2024
Beginning Fund Balance	\$14,040,599	\$15,919,197	\$16,291,647	\$15,614,598
Revenues	\$95,188,382	\$96,246,322	\$97,304,429	\$100,464,624
Expenditures	\$93,309,783	\$95,873,872	\$97,981,478	\$100,132,831
Surplus/(Deficit)	\$1,878,598	\$372,450	(\$677,049)	\$331,793
Ending Authority Balance	\$15,919,197	\$16,291,647	\$15,614,598	\$15,946,391
UAB Ratio	14.57%	14.52%	13.75%	13.74%

What if's and recommended budget actions...

If the following decisions materialize, a significant budget reduction should be considered for FY2022:

- \$1.9 million request of additional spending authority is denied by the SBRC

Or

- Legislature passes a supplemental state aid of 1% or less

Or

- Salary/Benefit settlements are 3% or greater

What if's and recommended budget actions...

If the following decisions materialize, the recommendation would be to hold off on any major budget actions until October 2021 certified enrollment is known:

- Legislature passes a supplemental state aid of 1% to 3%
- Salary/Benefit settlement increases correspond to the approved SSA%

Student enrollment is the most significant factor in the District's general fund budget. Linn-Mar, like most other districts in Iowa, realized declining enrollment due to the pandemic. Since this was such an unexpected phenomenon for Linn-Mar it is not known whether this was just a one-time "blip," or if it is the beginning of a new trend.

Financial Future...

FY2022



**Beyond
FY2022**



- Enrollment Growth
- Adequate SSA%
- Operational Efficiencies

OR



- Enrollment Decline
- Low SSA%
- Operational imbalances

Final Thought on General Fund...

Once a district's annual spending authority trends negative it is extremely difficult to reverse. Enrollment increase/decrease, along with future supplemental state aid growth will dictate the financial health of the district moving forward.

District administration concludes it would be more prudent to take a “wait and see” approach to fiscal year 2022 (assuming none of the three scenarios in slide 22 materialize) then to take a potentially abrupt, reactive budget action based on this initial decline in enrollment. Linn-Mar's current financial reserves position affords us this opportunity to pause.

OTHER FUNDS – PPEL & MANAGEMENT

- Derecho property claims as of 12-1-20:

District	**Damage
Location	Amount
Boulder Peak	\$2,054,224.39
Hazel Point	\$1,150,188.58
Oak Ridge	\$781,141.74
Aquatic Center	\$712,260.48
District Trees	\$571,000.00
Wilkins	\$537,492.07
High School	\$419,088.52
Excelsior	\$347,825.29
Stadium	\$337,163.94
Indian Creek	\$291,633.04
Echo Hill	\$276,088.68
Novak	\$247,048.38
Bowman Woods	\$194,828.31
O&M/Transportation	\$114,715.83
Linn Grove	\$100,990.65
LRC	\$97,569.80
Westfield	\$54,798.11
TOTAL	\$8,288,057.81

As a result of derecho and other market factors it is expected that property and liability insurance premiums will increase a minimum of 15% - 20%.

OTHER FUNDS – Student Activity Fund

As of December 31:

	FY2020	FY2021	% Chg
Revenues	\$437,570.33	\$218,131.01	-50.15%
Expenditures	\$433,431.76	\$237,546.47	-45.19%
Surplus/Deficit	\$4,138.57	(\$19,415.46)	

***COVID has impacted student activity revenues by over 50% YTD.**

OTHER FUNDS – Nutrition Fund

As of December 31:

	FY2020	FY2021	% Chg
Revenues	\$1,540,402.55	\$654,460.64	-57.51%
Expenditures	\$1,289,608.23	\$931,988.57	-27.73%
Surplus/Deficit	\$250,794.32	(\$277,527.93)	

***COVID has impacted nutrition revenues by almost 60% YTD. Nutrition Fund is struggling due to low participation.**

OTHER FUNDS – Aquatics Fund

As of December 31:

	FY2020	FY2021	% Chg
Revenues	\$82,093.40	\$25,432.70	-69.02%
Expenditures	\$164,614.78	\$24,867.79	-84.89%
Surplus/Deficit	(\$82,521.38)	\$564.91	

***COVID has impacted aquatic fund revenues by 69% YTD.**

QUESTIONS??

**LINN-MAR COMMUNITY SCHOOL DISTRICT
FY2022 PRELIMINARY BUDGET DISCUSSION**



Purposes of Certified Budget:

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

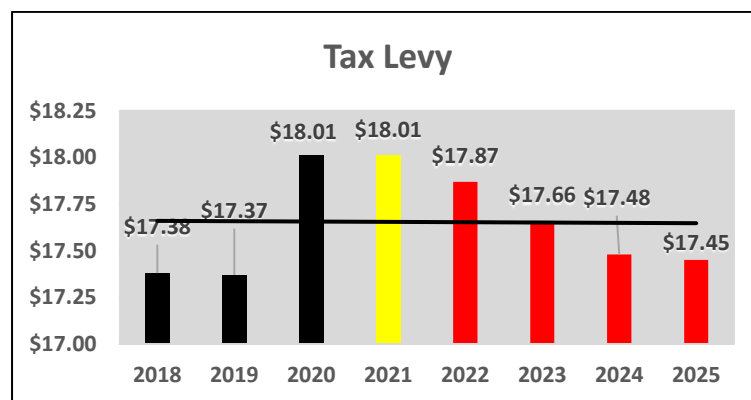
Tentative Process/Timeline:

- | | |
|-------------------------|---|
| • January 25, 2021 | Report known budget variables and assumptions to Board |
| • February – March 2021 | Development of budget; monitor legislative progress |
| • March 8, 2021 | Budget Presentation and establishment of proposed budget hearing |
| • March 16, 2021 | SBRC Hearing for one-time spending authority related to new buildings |
| • April 1, 2021 | Publish proposed budget in Marion Times |
| • April 12, 2021 | Public hearing, budget presentation, and board adoption of certified budget |
| • By April 15, 2021 | File budget with the Iowa Department of Management and County Auditor |

Budget Variables and Assumptions:

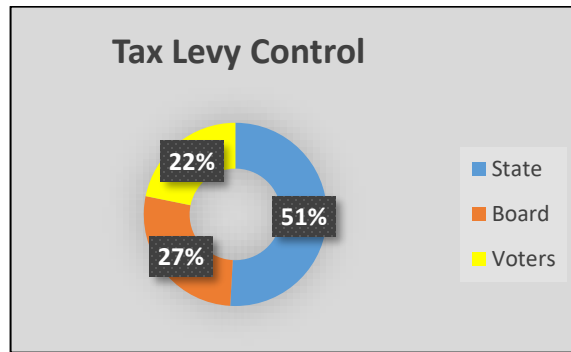
- 1. The District will be mindful of the property tax rate and the amount of tax support being asked from community patrons to support District programming.***

The past ten years the District's tax levy has fluctuated from a high of \$18.54 (in 2012) to a low of \$17.00 (in 2015). In fiscal years 2020 and 2021 the overall tax levy increased to \$18.01 per \$1,000 of valuation due to the passage of a \$55 million general obligation bond in the Fall of 2018. At that time, a 5-year tax levy projection target (see graphic below) was presented. Many significant factors have changed (e.g. COVID pandemic) since these projections were generated, but the District will still continue to use these targets as guiding objectives.



Statewide, the highest district tax rate for FY2021 is \$20.55 (Perry) and the lowest is \$8.04 (Remsen-Union). Note that approximately 80% of school districts in the State use some sort of income surtax, which reduces their overall tax levy. Linn-Mar does not apply an income surtax to its patrons. Hypothetically, if Linn-Mar had a 5% income surtax for FY2021, the overall tax levy would decrease by an estimated \$1.35 per \$1,000 of valuation.

The total tax levy is comprised of several different funds; General, Management, PPEL, PERL, and Debt Service. Although some people may assume that the Board has sole control of whether or not the tax levy increases or decreases, the reality is that this is not true. For example, the General Fund levy is primarily formula driven, which is controlled by the State of Iowa. Other levies such as PPEL and PERL were authorized by voters within the District. For FY2021 the tax levy control can be broken down as follows:



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

The FY2022 budget taxable valuations are based upon January 2020 assessments. For FY2022 the total growth in valuation was 5.05%. This compares to the 5-year average total annual growth rate of 5.03%.

For FY2022 the Non-TIF taxable valuation growth is 3.33% and the TIF valuation growth is 28.54%. This compares to 5-year average growth rates of 4.85% and 9.87% respectively. The chart below summarizes the FY2022 valuations:

Budget Year	Non-TIF Taxable Valuation	TIF Valuation	Total Value
FY2021	\$2,292,618,786	\$101,058,846	\$2,393,677,632
FY2022	\$2,368,908,433	\$129,903,264	\$2,498,811,697
% Change	3.33%	28.54%	4.39%

Taxable valuation growth for FY2022 increased due to steady residential (4.65%), multi-residential (2.39%), and commercial (0.3%) development and reassessment within the District. FY2022 rollback factors for each class of property are as follows:

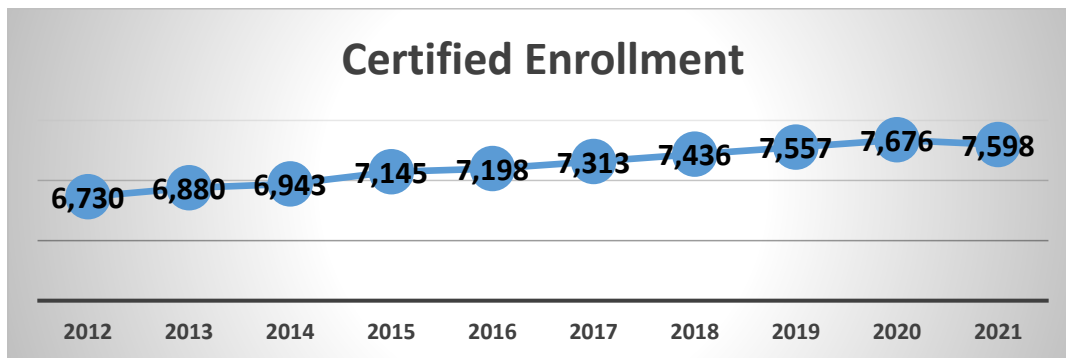
- Residential = 56.41% (increase of 2.47%)
- Commercial = 90.0% (no change)
- Multiresidential = 67.5% (decrease of 5.0%)
- Agriculture = 84.03% (increase of 3.13%)

Over the last several years enacted tax increment financing property within the District has expanded. **The impact of the \$129 million TIF property on the District's overall tax levy is estimated at \$0.30 to \$0.40 per \$1,000 of valuation.**

For FY2021 Linn-Mar ranks 14th in the state for overall taxable valuation. However, on a per pupil basis we rank 280th in the state (out of 327) with a valuation per pupil of \$298,693. The state average for taxable valuation per student is \$374,718. Because Linn-Mar is considered a property poor district, its general fund levy tends to be higher than average because it has to “work harder” to generate the same amount of funding as compared to a property rich district.

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

Linn-Mar is fortunate to be a district that has experienced enrollment growth over the past several years. However, the COVID pandemic has had a significant impact on student enrollment throughout the state of Iowa. Linn-Mar’s enrollment declined by approximately 78 students, which is the first time the District has experienced a decline in enrollment in at least 30 years. The chart below shows that over the last 10 years certified enrollment has grown by over 1,000 students.



The District uses resources such as the Iowa Department of Education and RSP Associates, a demographer, to assist in predicting future enrollment. Although these resources have been helpful to a certain extent, Linn-Mar’s enrollment has proven to be difficult to predict accurately. COVID has made this proven this process even more difficult as it not yet known whether this decline in enrollment is a “blip,” or the beginning of a trend. In order to prepare a five-year budget projection, it will be assumed that certified enrollment will grow steadily by 25, 50, 75, and 100 students as follows:

Budget Year	2022	2023	2024	2025	2026
Certified Enrollment	7,598	7,623	7,673	7,748	7,848

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

Growth in the District Regular Program District Cost, which is a function of student enrollment growth and state percent of growth, is a significant funding stream within the General Fund. The State Legislature is tasked with setting supplemental state aid each year. For the FY2021 budget year SSA was established at 2.30%.

Recently the Iowa Legislative Services Agency released a preliminary summary of the Governor's FY2022 Budget Recommendations. This document specifies a 2.5% growth rate for FY2022. It should be noted that state growth rate has averaged 1.74% over the last five years, which are some of the lowest growth rates on record since the school aid formula was introduced over 45 years ago.

With an enrollment decline of 78 students any supplemental state aid scenario 2% or less would push the District into a budget guarantee situation. Budget guarantee is a one-year budget adjustment that allows a district's regular program budget to increase 1%. If this were to come to fruition, the board would need to pass a resolution to approve the one-time budget adjustment. Note the following increase (also called "new money") in Regular Program District Cost can be projected depending on where the Legislature sets the state percent of growth:

State % of Growth	Linn-Mar Growth (%)	Linn-Mar Growth (\$)
0%	1.00%	\$ 540,969
1%	1.00%	\$ 540,969
2%	1.00%	\$ 540,969
2.5%	1.50%	\$790,306
3%	2.00%	\$ 1,056,232
4%	2.90%	\$ 1,595,683

The Governor's recommendation is a starting point for the state percent of growth. There is cautious optimism that SSA% for FY2022 will be set within 30 days of the Governor's recommended budget. For the purpose of projecting the 5-year budget, the following parameters will be assumed:

Fiscal Year	2022	2023	2024	2025	2026
Supplemental State Aid %	2.25%	2.25%	2.25%	2.25%	2.25%

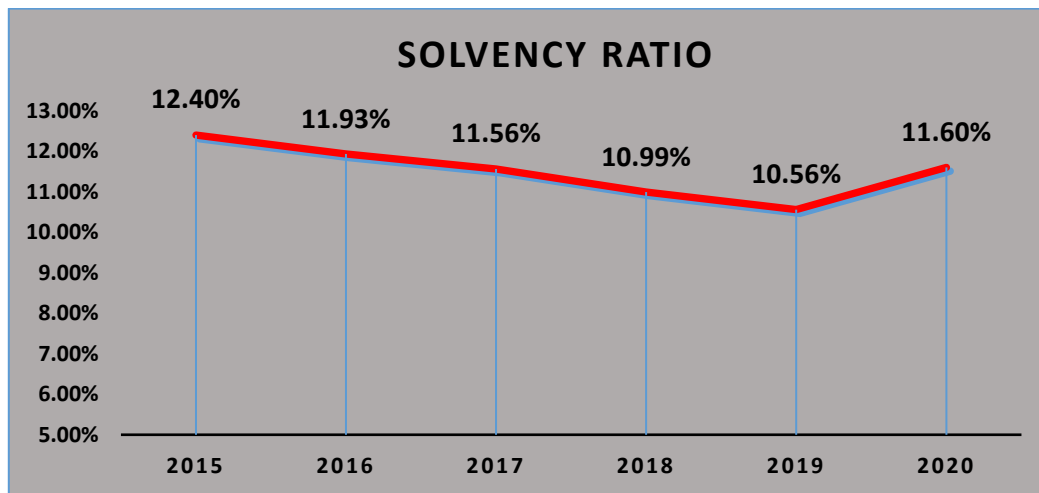
5. *The cash reserve levy will be used to backfill resources expended for certain unfunded mandates, under-funded mandates, and board approved allowable growth items. The cash reserve levy will also be used to ensure that General Fund cash reserves are equal to or exceed the financial metrics as stated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

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

	2021	2022	Difference
Special Education Deficit	\$ 3,328,142	\$ 3,731,135	\$ 402,993
ELL Deficit	\$ 327,743	\$ 345,872	\$ 18,129
Increasing Enrollment Growth	\$ 817,344	\$ 0	\$ (817,344)
Open Enrollment Out Growth	\$ 239,128	\$ 1,248,720	\$ \$1,009,592
Limited English Proficiency Growth	\$ 19,677	\$ 21,708	\$ 2,031
New Buildings Initial Staffing Cost	\$ 0	\$ 1,941,540*	\$ 1,941,540
Total SBRC Cash Levy (w/o Staff Cost)	\$ 4,732,034	\$ 5,347,435	\$ 615,401

*With the addition of Boulder Peak and Hazel Point, the District has the opportunity to request from the SBRC one-time additional spending authority for qualified initial staffing costs related to the opening of these buildings. The SBRC hearing will take place in March. As the certified budget process continues the District will determine the amount of this authority to levy back for cash purposes.

The other portion of the cash reserve levy is referred to as the regular or other cash reserve levy. This part of the levy is used to ensure the District's has an adequate cash reserve balance and helps to maintain an appropriate solvency ratio. Iowa Association of School Boards recommends a target solvency ratio of 5% - 15%. Our Board policy sets forth that the solvency ratio will not fall below 7%. The District's financial solvency ratio for the last five years is as follows:



The FY2021 solvency ratio is projected to be 11.75%, which is a slight increase from the previous year. Prior to FY2020, the district solvency ratio trend was gradually declining. However, due to COVID the District has not been operating as “normal” since the Spring of 2020 and as a result certain staffing and other costs have decreased. This phenomenon coupled with one-time federal stimulus dollars has reversed the negative solvency trend at least for the short term. Future enrollment and SSA growth levels will be a significant factor on whether or not the solvency ratio remains stable or if it starts to decline again.

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

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

It is anticipated that moving forward increases in salaries and benefits will trend similar to the percentage of “new money” the District receives each year and/or to the supplemental state aid growth percent for the applicable year. For purposes of future projections, the District will use a salary settlement rate of 2.25%.

Note that non-personnel expenditures (e.g. supplies, utilities, equipment, etc.) have increased about 3% annually over the last several years.

7. *Other District Tax Supported Funds:*

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

On April 1, 2014 voters extended the voted PPEL 10-years (expires June 30, 2025). This \$1.34 levy combined with the board approved \$.33 PPEL levy (\$1.67 total) is expected to generate approximately \$4.1 million in FY2022.

Major expenditures from this fund in FY2022 include bus replacement purchases, historical building refurbishments, security enhancements, PPEL notes (from high school renovation) payment, small capital improvements, other preventative maintenance, and equipment cost.

Also note that the derecho damage insurance proceeds and associated repairs are being accounted for in the PPEL fund. Total damage is expected to be approximately \$9 million.

- **Public Education and Recreation Levy (PERL):**
This \$.135 levy is expected to generate approximately \$320,000 in FY2022. Expenditures from this fund are expected to include playgrounds maintenance, a portion of Community Education staffing costs, and other grounds related costs.
- **Sales Tax (LOST) Fund**
Based on the District's current certified enrollment of 7,598 and an estimate of \$1,000 per student the projected revenue for FY2022 is \$7.6 million. Approximately \$6.1 million of these funds are committed to principal and interest payments of outstanding revenue bonds, \$1.35 million committed toward the District technology plan, and any remaining for capital projects.
- **Debt Service Fund**
It is anticipated that the District will have \$70 million of outstanding general obligation debt as of June 30, 2021. For FY2022, it is projected that the District will need approximately \$5.6 million in taxes to service this amount. The debt service levy for FY2022 is expected to be approximately \$2.27 per \$1,000 of valuation.
- **Management Fund**
Primary expenditures from the Management Fund include property/liability insurance, workers compensation, unemployment costs, and early separation. Due to the derecho and other factors within the insurance market, it is expected that property/liability insurance premiums will increase a minimum of 15%-20%. The management fund tax levy for FY2021 is \$.35 and it is anticipated that this levy will be similar in FY2022.

Important Definitions:

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

Updates from the Cabinet

February 8, 2021

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

Honors & Highlights

Speech Honors: Congratulations to the Linn-Mar Contest Speech Team for excelling in this year's virtual large group district competition. Top marks were earned in the areas of Ensemble Acting, Musical Theatre, Readers Theatre, Short Film, Radio Broadcasting, and Television Newscasting and these groups will be advancing to the state competition.



National Scholars Award Honors: Congratulations to the following students for being selected as candidates for the US Presidential Scholars Program.

- Elizabeth Low
- Cheryl Reuben
- Jared Stumpf
- Venkat Gadde

Legislative Honor: Congratulations to Stacia Drey, LMHS Senior, who was selected to serve as a Page for the Iowa House of Representatives. Stacia is assisting Republican Speaker Pat Grassley, grandson of Senator Chuck Grassley.



Athletic Honors: Congratulations to the following student-athletes for their recent signing of letters of intent:

- Abby Thoms - Rowing - University of Iowa
- Allison Feigenbaum - Volleyball - Wartburg College
- Dylan Page - Baseball/Football - Rose Hulman Institute of Technology
- Kaitlyn Brunson - Basketball/Soccer - St Ambrose University
- Carson Recker - Baseball - Loras College
- Kane Deutmeyer - Baseball - Coe College
- Leah Ahlers - Soccer - Western Illinois University



INDIAN CREEK ELEMENTARY SCHOOL GYM HVAC REPLACEMENT

LINN-MAR COMMUNITY SCHOOL DISTRICT
2900 INDIAN CREEK RD, MARION, IA 52302



SHEET INDEX

GENERAL

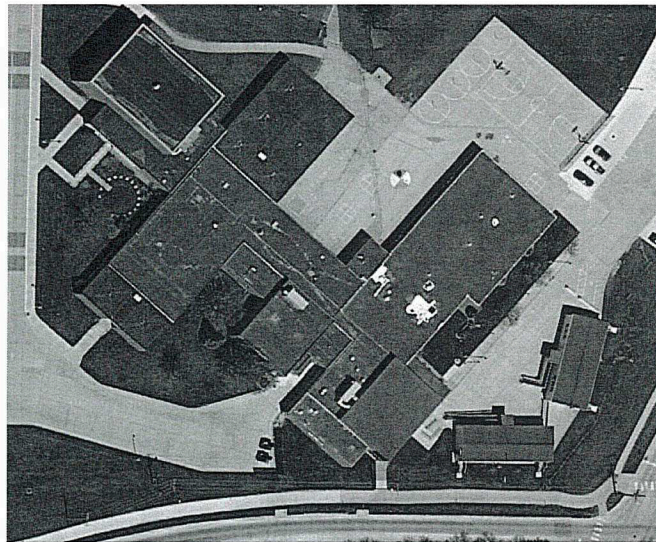
G000 COVER SHEET

MECHANICAL

M101 GYMNASIUM MECHANICAL FLOOR PLANS
M102 AREA A MECHANICAL PIPING PLAN
M103 AREA B MECHANICAL PIPING PLAN

ELECTRICAL

E101 ELECTRICAL FLOOR PLANS



I HEREBY CERTIFY THAT THIS ENGINEERING DOCUMENT WAS PREPARED BY ME OR UNDER MY DIRECT PERSONAL SUPERVISION AND THAT I AM A DULY LICENSED PROFESSIONAL ENGINEER UNDER THE LAWS OF THE STATE OF IOWA.	
SIGNATURE:	_____
NAME: April L. Olson, P.E.	_____
DATE: 02/02/2021	EXPIRATION NUMBER: 23190
MY LICENSE RENEWAL DATE IS: DECEMBER 31, 2021	_____
THESE SHEETS OR ANYTHING COVERED BY THIS SEAL: _____ IS UNLAWFUL.	

I HEREBY CERTIFY THAT THIS ENGINEERING DOCUMENT WAS PREPARED BY ME OR UNDER MY DIRECT PERSONAL SUPERVISION AND THAT I AM A DULY LICENSED PROFESSIONAL ENGINEER UNDER THE LAWS OF THE STATE OF IOWA.	
SIGNATURE:	_____
NAME: Greg A. Thomas, P.E.	_____
DATE: 02/02/2021	EXPIRATION NUMBER: 12662
MY LICENSE RENEWAL DATE IS: DECEMBER 31, 2021	_____
THESE SHEETS OR ANYTHING COVERED BY THIS SEAL: _____ IS UNLAWFUL.	

SHVEHATTEY
REGISTERED PROFESSIONAL ENGINEER
2015, 2018, 2021 Iowa License No. 12415
Iowa | Illinois | Indiana
815.455.1000 | 184.000714



INDIAN CREEK ELEMENTARY SCHOOL GYM HVAC REPLACEMENT

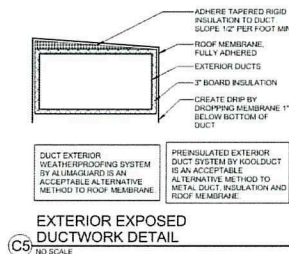
LINN-MAR COMMUNITY SCHOOL DISTRICT
2900 INDIAN CREEK RD. MARION, IA 52302

PRELIMINARY
- NOT FOR
CONSTRUCTION

02/02/2021
OWNER REVIEW
PROJECT NO. 1307390
CLIENT NO.

G000

10.1590/S0007-1226(2019)00001-0



LEGEND	
FITTINGS	
	PUMP/BLK
	DIRECTION OF FLOW
	DIRECTION OF PITCH
	ALIGNMENT CIRCLES
	PIPE HICKEY
	AIR VALVE
	ACOUSTIC REDUCER
	ACOUSTIC REDUCER
	CAVIGATION JOINT
	FLEXIBLE CONNECTION
	STRUTCHER
	UNION
	PIPE TRAP
	FLOW DOWN
	CLEAN OFF
	TEE SYMBOL DOWN
	TEE SYMBOL UP
	BEND/FLLANGE
	PIPE CAP
	FLANGE/CLEANOUT
	END FLANGE/CLEANOUT
	FLOOR DRAIN
	FLOOR DRAIN
	SLOPE DRAIN
	SPIGOT/CLEANOUT
	WALL OUTLET
	HOOD BASE
	WALL HICKEY

LEGEND	
HVAC	
PLAN MARK	DESCRIPTION
	ACCESS DOOR
	ACCESS PANEL
	LINEAR DIFFUSER
	FLOOR GRILLE
	DOOR GRILLE
	DOOR UNDERCUT
	PLENUM & DUCT
	SUNGOR
	HIMEDSTAT
	THERMOSTAT
	NEW CONNECTION
	CAP FITTING
	NEW OPENING

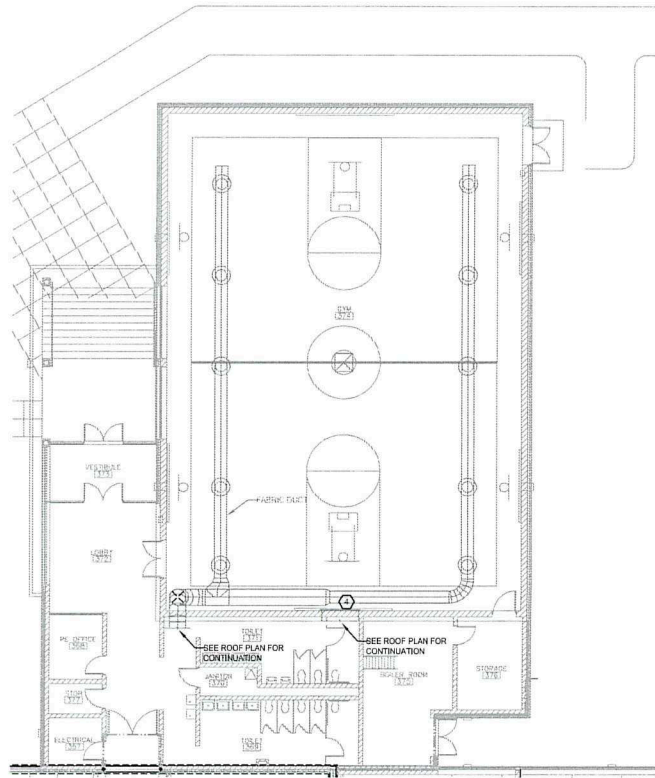
NOTES: 1. COOLING IS BASED ON WATER []% POL []% GEL, °F EWT, °F LWT.
MAXIMUM COOL WATER PRESSURE DROP SHALL NOT EXCEED ____ FEET.

2. HEATING IS BASED ON WATER []% POL []% GEL, °F EWT, °F LWT.
MAXIMUM COOL WATER PRESSURE DROP SHALL NOT EXCEED ____ FEET.

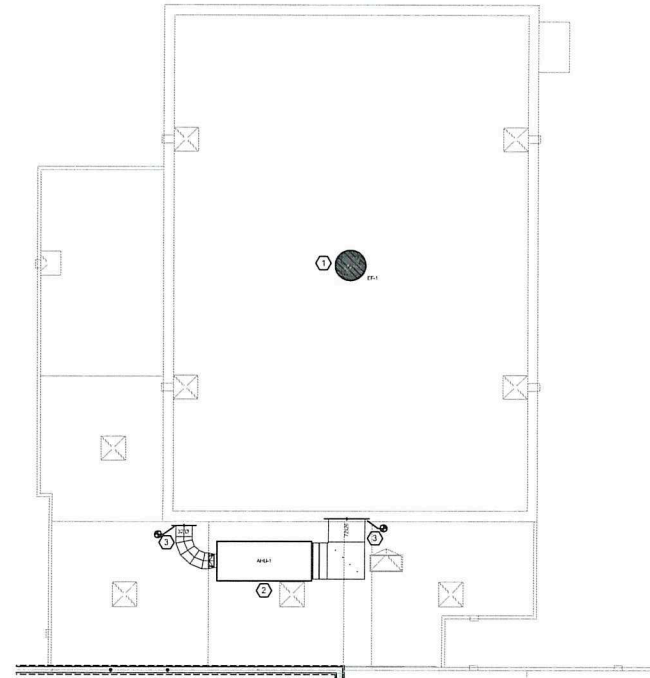
3. TOTAL STATIC PRESSURE INCLUDES AN ALLOWANCE FOR ____ INCHES
THROUGH ORBIT FILTER.

NOTES: 1. BELT DRIVE FAN
2. PROVIDE MOTOR SUITABLE FOR OUTDOOR INSTALLATION

Project: Indian Creek Elementary School Gymnasium HVAC Replacement
Drawing: Mechanical Floor Plan
Scale: 1/8" = 1'-0"



1 GYMNASIUM MECHANICAL DUCTWORK PLAN
1/8" = 1'-0"

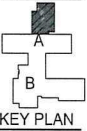


2 GYMNASIUM MECHANICAL ROOF PLAN
1/8" = 1'-0"

- 1 DEMOLISH EXISTING FAN AND REPLACE WITH NEW EF-1. MOUNT NEW FAN ON EXISTING CURB AND CONNECT TO EXISTING DUCTWORK.
- 2 REPLACE EXISTING AHU-1 AND CURB. CONNECT NEW UNIT TO EXISTING DUCTWORK. RECONNECT HYDRO-PUMP TO NEW COIL. DEMO DUCTWORK AS NEEDED.
- 3 DEMOLISH EXISTING DUCTWORK AND REPLACE WITH NEW DUCTWORK OF SAME SIZE AND AS SPECIFIED IN DIVISION 23. REUSE EXISTING WALL PENETRATIONS AND COORDINATE WITH ROOF REPAIR PROJECT TO OCCUR DURING CONSTRUCTION PERIOD.
- 4 REMOVE RETURN GRILLE AND RECONNECT TO NEW DUCT.

SHIVE-HATTERY
ARCHITECTS
1000 N. 10th St., Suite 100
Indian Creek, IA 52302
Phone: 563.533.1111
Fax: 563.533.1112
www.shive-hattery.com

SEA:



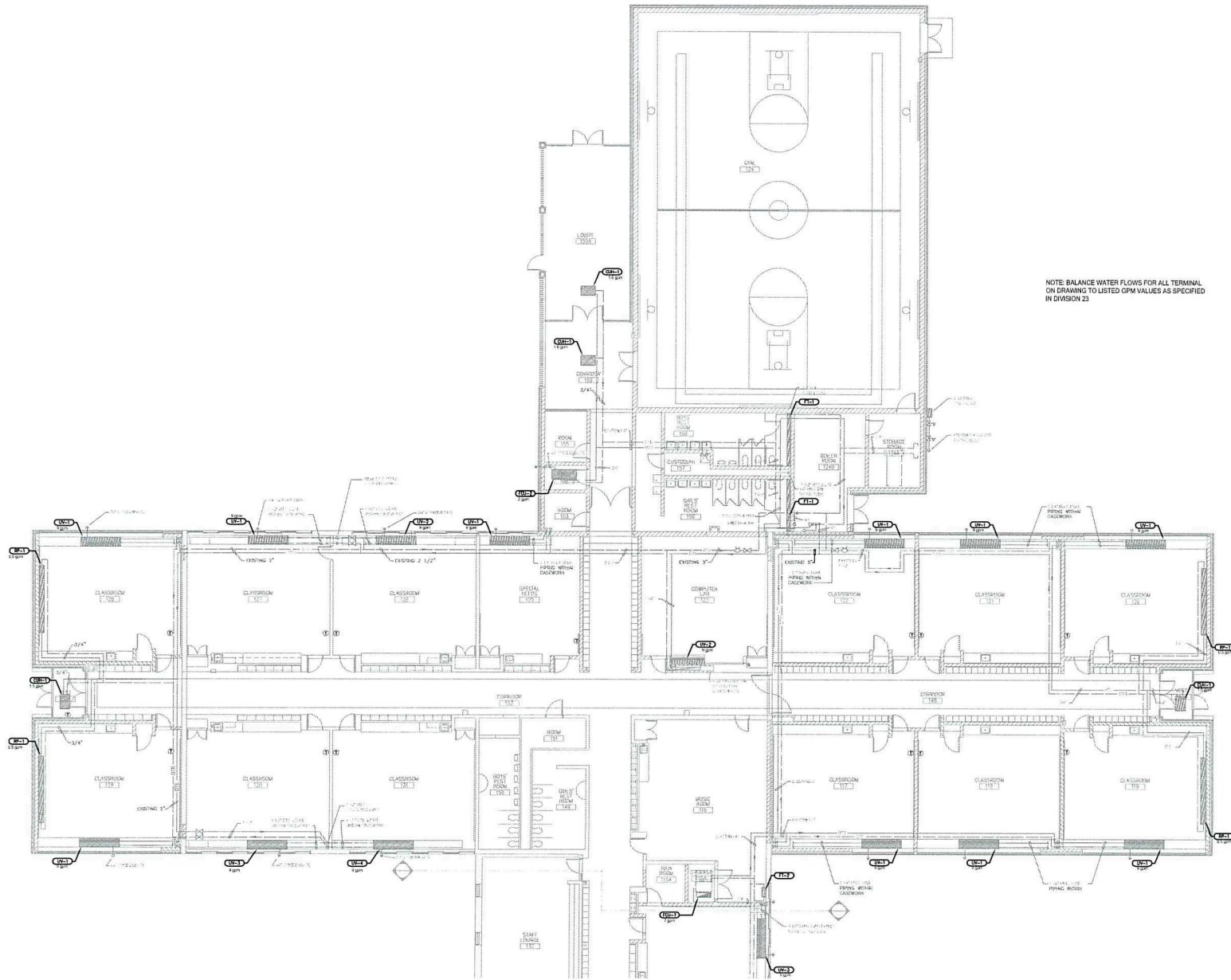
INDIAN CREEK ELEMENTARY SCHOOL GYM
HVAC REPLACEMENT
LINN-HAR COMMUNITY SCHOOL DISTRICT
2900 INDIAN CREEK RD. MARION, IA 52302

PRELIMINARY
- NOT FOR
CONSTRUCTION

DESIGNER	DATE
APPROVED	DATE
PROJECT NO.	CLIENT NO.
FIELD BOOK	CLIENT NO.

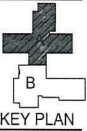
MECHANICAL
FLOOR PLAN
M101

Project: Indian Creek Elementary School Gym HVAC Replacement
Drawing: M102
Date: 10/10/2014
Sheet: 1 of 1



1 AREA B MECHANICAL PIPING PLAN
10' = 1" = 0'

SHIVE/HATTERY
ARCHITECTS
1000 N. 10TH ST. SUITE 100
DES MOINES, IA 50319
PHONE: 515.281.1111
FAX: 515.281.1112
WWW.SHIVEHATTERY.COM



INDIAN CREEK ELEMENTARY SCHOOL GYM
HVAC REPLACEMENT
LINN-HAR COMMUNITY SCHOOL DISTRICT
2900 INDIAN CREEK RD, MARION, IA 52302

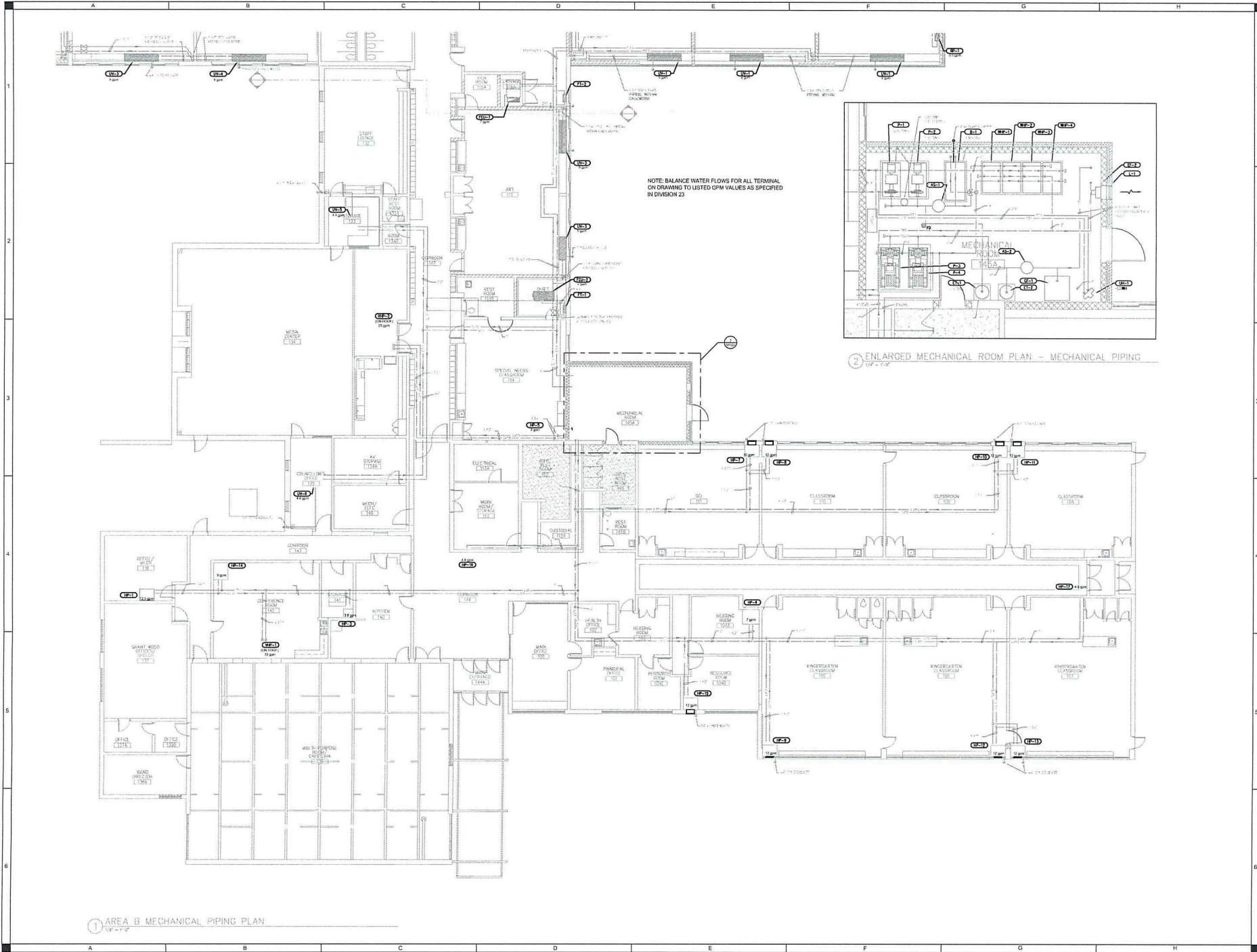
PRELIMINARY
- NOT FOR
CONSTRUCTION

DESIGNER	THE
APPROVED	BY
DATE	10/10/2014
PROJECT NO.	14-001
FILED NO.	14-001
CHECKED	BY

MECHANICAL
FLOOR PLAN

M102

Project: Indian Creek Elementary School Gym HVAC Replacement
Drawing: M103
Date: 11/11/2021
Sheet: 1 of 1



SHIVE/HATTERY
ARCHITECTS
1000 N. 10TH AVE. SUITE 200
DENVER, CO 80202
Phone: (303) 733-1111
Fax: (303) 733-1112
www.shivehattery.com

SEA:

KEY PLAN

INDIAN CREEK ELEMENTARY SCHOOL GYM
HVAC REPLACEMENT
LINN-MAR COMMUNITY SCHOOL DISTRICT
2900 INDIAN CREEK RD. MARION, IA 52302

PRELIMINARY
- NOT FOR
CONSTRUCTION

DESIGNED BY	THE
APPROVED BY	ARCHITECT
DATE	11/11/2021
PROJECT NO.	2021-001
CLIENT NO.	1000000000

MECHANICAL
FLOOR PLAN
M103



School District – Equal Opportunity, Non-Discrimination, and Grievances

Mandatory Policy

Policy Title: Equal Educational Opportunity Code 104.1

The following statement is to be published in written and electronic form in the district's official documents and on the district's website.

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same educational opportunity.

The Linn-Mar Community School District not to discriminate on the basis of age (for employment), color, creed, national origin, race, religion, marital status (for programs), sex, sexual orientation, gender identity, physical attributes, genetic information, physical or mental ability or disability, ancestry, political party preference, political belief, military status, socioeconomic status (for programs), pregnancy, or familial status in its educational programs and its employment practices. The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

Further, the school board affirms the right of all students, staff, and volunteers to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment. In the delivery of the educational program, students will treat the employees with respect and students will receive the same in return. Employees have the best interest of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with school counselors or other employees.

Board policies, rules, and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles, while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the school district.

Board policy refers to the term "parents" in many policies. The term "parents" for purposes of the Linn-Mar Community School District Policy Manual means the legal parents, the legal guardians or custodians of a student, and students who have reached the age of majority or are otherwise considered an adult by law.

The school board also requires all persons, agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal, state, and local laws, executive orders, rules, and regulations pertaining to bullying/harassment, compliance, and equal opportunity.

There is a grievance procedure related to this policy. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinators:

Equity Coordinator/Title IX Coordinator/Affirmative Action Coordinator:
Mrs. Karla Christian, Chief Officer of Human Resources
319-447-3036 / kchristian@Linnmar.k12.ia.us

Equity Coordinator:
Mr. Nathan Wear, Associate Superintendent
319-447-3028 / nathan.wear@Linnmar.k12.ia.us

Address: 2999 N 10th Street, Marion, IA 52302
Fax: 319-377-9252

Inquiries regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator listed above.

Inquiries regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VI Office of Civil Rights, US Department of Education, John C. Kluczynski Federal Building, 230 S Dearborn Street, 37th Floor, Chicago, IL 60604 / 312-730-1560 / Fax 312-730-1576 / OCR.Chicago@ed.gov / the Iowa Civil Rights Commissioner at <https://icrc.iowa.gov> or 515-281-4121; or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319 / 515-281-5294. This inquiry or complaint to the federal or state 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 offices and the administrative office in each attendance center.

Adopted: 11/08

Reviewed: 10/11; 5/14; 9/16

Revised: 9/10; 4/13; 7/17; 10/17; 11/18; 6/20; 1/21

Related Policy (Code #): 101.1; 104.1-R; 104.1-E1-E5; 400.1; 500.1

Legal Reference (Code of Iowa): §§ 216.6, .9; 256.11; 280.3; 281 IAC 12; 20 USC §§ 1221, 1681, 1701 et seq; 29 USC § 206 et seq; 29 USC § 794; 42 USC §§ 2000d, 2000e; 42 USC §§ 12101 et seq; 34 CFR Pt 100, 104;

IASB Reference: 102



Students – Equal Education Opportunities for Students

Mandatory Policy

Policy Title: Objectives for Equal Educational Opportunities for Students **Code 500.1**

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the Linn-Mar Community School District in obtaining an education. Each student shall have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the board to promote a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use the education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures every other student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis age, race, color, gender, gender identity, marital status, national origin, creed, religion, sexual orientation, or disability. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the educational program, students shall treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with school counselors or other employees.

Board policies, rules, and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the school district.

Board policy refers to the term "parents" in many policies. The term "parents" for purposes of this policy manual, means the legal parents, the legal guardians or custodians of a students, and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, should be directed in writing to the district Equity Coordinators:

Mrs. Karla Christian, Chief Officer of Human Resources/Affirmative Action Coordinator
Phone: 319-447-3036 / Email: kchristian@Linnmar.k12.ia.us

Mr. Nathan Wear, Associate Superintendent/Chief Academic Officer
Phone: 319-447-3028 / Email: nathan.wear@Linnmar.k12.ia.us

Linn-Mar Community School District
2999 North 10th Street
Marion IA 52302
Fax: 319-377-9252

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to:

Director of the Region VII Office of Civil Rights
US Department of Education
Citigroup Center, 500 W Madison Street, Suite 1475
Chicago IL 60661-4544
Phone: 312-730-1560
<https://www.state.ia.us/government/crc/index.html>

Iowa Department of Education
Grimes State Office Building
400 East 14th Street
Des Moines IA 50319
Phone: 515-281-5294
<https://www.educateiowa.gov>

This inquiry or complaint to the federal or state offices may be done instead of, or in addition to, an inquiry or complaint at 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: 9/98
Reviewed: 3/12; 7/13; 10/14; 10/17; 9/20
Revised: 5/11; 7/13; 1/15; 11/18
Related Policy (Code #): 104.1; 105.1; 105.1-R; 105.1-E1-E3
IASB Reference: 500



Students – Student Attendance

Policy Title: Compulsory Attendance Code 501.1

Parents within the school district who have children over age 6 and under age 16 by September 15th, in proper physical and mental condition to attend school, will have the children attend the school district at the attendance center designated by the board. Students will attend school the number of days **or hours** school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 90 percent of the approved calendar days or hours. Students not attending the minimum days or hours must be exempted by this policy as listed below or referred to the county attorney.

Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved or probationally approved private college preparatory school;
- are attending an accredited nonpublic school;
- are received independent privation instruction; or
- are receiving competent private instruction.

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above.

The principal [or designee] will investigate the cause for a student's truancy. If they are unable to secure the truant student's attendance, the principal [or designee] should discuss next steps with the Executive Director of Student Services. If after this referral the student is still truant and all steps in *Policy 501.12 Student Absences - Truancy/Unexcused* have been met, the matter will be referred to the county attorney.

The school will participate in mediation if requested by the county attorney. The Executive Director of Student Services will represent the school district in mediation. The school district will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

Adopted: 6/70

Reviewed: 4/12; 7/13; 10/14; 1/15; 9/20

Revised: 5/11; 10/17; **1/21**

Related Policy (Code #): 500.1; 601.2

Legal Reference (Code of Iowa): §§ 259A; 279.10-11; Ch 299; 299A

IASB Reference: 501.3



Students – Student Attendance

Policy Title: Entrance Admissions Code 501.2

Children in the school district community will be allowed to enroll in the district's regular education program beginning at age five. The child must be age five on or prior to September 15th to participate in the district's kindergarten/early childhood blended program. The child must be age six on or prior to September 15th to begin the first grade of the education program.

Before the student may enroll in the district's education program, the board will require evidence of age and residency in the form of a birth certificate or other evidence of age before the student may enroll in the school district's education program. It is within the discretion of the superintendent to determine what is satisfactory evidence for proof of age and residency.

Prior to enrollment, the parent must provide the administration with their child's health and immunization certificate. Failure to provide this information within the time period set by the superintendent is reason for suspension, expulsion, or denying admission to the student.

Adopted: 6/70

Reviewed 5/11; 4/12; 10/14; 1/15; 10/17; 9/20

Revised: 7/13; 1/21

Related Policy (Code #): 500.1; 501.1

Legal Reference (Code of Iowa): §§ 139A.8; 144.45(5); 282.1, .3, .6

IASB Reference; 501.4



Policy Title: Student Conduct Code 502.1

Board Philosophy

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, and presents a threat to the health and safety of students, employees, and visitors on school premises.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while:

- On district property or on property within the jurisdiction of the school district;
- On school-owned and/or operated school or chartered vehicles;
- Attending or engaged in school activities; and
- Away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the school district.

All employees of the district will share responsibility for supervising the behavior of students and for seeing that they meet the standards of conduct which have been or may hereafter be established. Emphasis will be placed upon the growth of the student in their ability to discipline themselves.

Student Behavior

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program, conduct which disrupts the orderly and efficient operation of the school district or school activity, conduct which disrupts the rights of other students to participate in or obtain their education, conduct that is violent or destructive, or conduct which interrupts the maintenance of a disciplined atmosphere.

Disciplinary measures include but are not limited to removal from the classroom or school-related situation, detention, suspension, probation, and expulsion. Consequences for misconduct will be fair and developmentally appropriate.

Assault Against an Employee

A student who commits an assault against an employee on district property or on property within the jurisdiction of the school district, while on school-owned or school-operated chartered vehicles, or while attending or engaged in school district activities may be suspended by the principal. Notice of the suspension will be sent to the superintendent who shall review the suspension to determine whether to recommend further sanctions against the student, which may include expulsion.

Assault for purposes of this section of this policy is defined as:

- An act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
- Any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting, or offensive coupled with the apparent ability to execute the act; or
- Any act of intentionally pointing any firearm, look-a-like, or any other dangerous weapon toward another or displaying in a threatening manner any dangerous weapon, look-a-like, or any other dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social, or other activity not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity and does not create an unreasonable risk of serious injury or breach of the peace.

Types of Administrative Discipline

Removal from the classroom or school-related situation means a student is subject to discipline by the responsible administrator. It will be within the discretion of the administrator [or designee] to remove the student. **This policy is not intended to address the use of therapeutic classrooms or seclusion rooms for students.**

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention and the length of the detention is within the discretion of the licensed employee or the building principal [or designee] disciplining the student.

Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities, or loss of eligibility.

In-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed 10 consecutive school days.

Out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed 10 school days.

Restriction from school activities means a student will attend school, classes, and practice but will not participate in school activities.

Administrative suspension shall be the removal of a student by an administrator from the immediate area to a safe zone until further administrative review can be conducted.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the school board to remove a student from the school environment, which includes but is not limited to classes and activities for a period of time set by the board not to exceed one calendar year plus the completion of the current school year.

Special Education Discipline

Following the suspension of a special education student, an informal evaluation of the student's placement will take place. The Individual Education Program (IEP) will be evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension.

If during a calendar school year, a special education student's suspensions either in or out of school equal 10 school days on a cumulative basis the IEP team will meet to review the current IEP and determine whether the student is appropriately placed.

Regulations

It is the responsibility of the superintendent, in conjunction with the building principals, to develop administrative regulations regarding this policy.

Adopted: 6/70

Reviewed: 5/11; 3/12; 10/14; 1/15; 9/20

Revised: 7/13; 12/16; 10/17; 1/21

Related Policy (Code#): 502.1-R; 502.2; 502.2-R; 502.5; 502.5-R1-R3; 502.6; 502.7; 502.8; 502.8-R; 503.1; 602.5

Legal Reference (Code of Iowa): §§ 279.8; 282.3-5; 708.1; 281 IAC 12.3(6)

IASB Reference: 503.1



Students – Behavior and Discipline

Policy Title: Search and Seizure Code 502.4

School district property is held in public trust by the board. School district authorities may, without a search warrant, search a student; student lockers; personal effects; desks; work areas; or student vehicles based on a reasonable suspicion that a board policy, school rule, or law has been broken. The search will be in a manner reasonable in scope to maintain order and discipline in the schools; promote the educational environment; and protect the safety and welfare of students, employees, and visitors to the school district facilities. The furnishing of a locker, desk, or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, will not create a protected student area and will not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized, or contraband materials discovered in the search. Items of contraband may include but are not limited to non-prescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, **nicotine**, weapons, explosives, poisons, and stolen property. Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district, while on school owned and/or operated school or chartered vehicles, while attending or engaged in school activities, and while away from school grounds if misconduct will directly affect the good order, efficient management, and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement authorities.

The board believes that such illegal, unauthorized, or contraband materials cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district and are prohibited.

It is the responsibility of the superintendent, in conjunction with principals, to develop administrative regulations regarding this policy.

Adopted: 7/80

Reviewed: 5/11; 3/12; 7/13; 10/14; 1/15; 10/17; 9/20

Revised: 10/06; 9/09; **1/21**

Related Policy (Code#): 502.1; 502.2; 502.2-R; 502.3; 502.3-R; 502.4-R; 502.4-E

Legal Reference (Code of Iowa): 808A; 281 IAC 12.3(6)

IASB Reference: 502.8



Students – Behavior and Discipline

Policy Title: Search and Seizure Checklist Code 502.4-E

What factors caused you to have a reasonable suspicion that the search of this student or the student's effects, locker, or automobile would turn up evidence that the student has violated or is violating the law, board policy, or school rules?

Eyewitness Account:

- By whom: _____
- Date/Time: _____
- Place: _____
- What was seen: _____

Information from a Reliable Source:

- From whom: _____
- Time received: _____
- How information was received: _____
- Who received the information: _____
- Describe information: _____

Suspicious Behavior:

Explain: _____

~~Student's Past History:~~

~~Explain: _____

_____~~

Time of search: _____
Location of search: _____
Student told purpose of search: _____
Consent of student requested: _____
Parent contact (date, time, mode): _____

Was the search conducted reasonable in terms of scope and intrusiveness?

- What was searched for: _____
- Where was the search: _____
- Gender of student: _____
- Age of student: _____
- Exigency of the situation: _____
- What type of search was conducted: _____
- Who conducted search: _____
- Title: _____ Gender: _____
- Witness(s): _____

Explanation of Search:

Describe the time and location of the search: _____

Describe exactly what was searched: _____

What did the search yield: _____

What was seized: _____

Was anything turned over to law enforcement, if so what: _____

Were parents notified of the search including the reason scope?

Adopted: 8/02

Reviewed: 5/11; 3/12; 7/13; 10/14; 1/15; 10/17; 9/20

Revised: 10/06; 1/21

Related Policy: 502.1; 502.2; 502.2-R; 502.3; 502.3-R; 502.4; 502.4-R

IASB Reference: 502.8E1



Students – Behavior and Discipline

Policy Title: Corporal Punishment, Mechanical Restraint, and Prone Restraint **Code 502.7**

The use of corporal punishment, mechanical restraint, and/or prone restraint is prohibited in all schools. Corporal punishment is defined as the intentional physical punishment of a student ~~and is prohibited~~. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain.

No employee is prohibited from any of the following which are not considered corporal punishment:

Using reasonable and necessary force, not designed or intended to cause pain, may be used with or without advance notice when the use of such force is deemed essential in order to accomplish any of the following purposes:

- To quell a disturbance or prevent an act that threatens physical harm to any person;
- To obtain possession of a weapon or other dangerous objects within a student's control;
- For the purposes of self-defense or defense of others as provided for in Iowa Code Section 704.3;
- For the protection of property as provided for in Iowa Code Sections 704.4 or 704.5;
- To remove a disruptive student from class or any area of school premises or from school-sponsored activities off school premises;
- To protect a student from the self-infliction of harm; and
- To protect the safety of others; or
- The use of incidental, minor, or reasonable physical contact may be used to maintain order and control.

Mechanical restraint means the use of a device as a means of restricting a student's freedom or movement. Mechanical restraint does not mean a device used by a trained individual for specific approved therapeutic or safety purposes for which the device was designed and, if applicable, prescribed, including restraints for medical immobilization, adaptive devices, or mechanical supports used to allow greater freedom of mobility than would be possible without use of such devices or mechanical supports; and vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Prone restraint means any restraint in which the student is held face down on the floor.

Reasonable ~~physical~~ force should be commensurate with the circumstances of the situation and it should be moderate so as not to cause permanent physical harm to the student. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

- The size and physical, mental, and psychological condition of the student;
- The nature of the student's behavior or misconduct provoking the use of physical force;
- The instrumentality used in applying the physical force;
- The extent and nature of resulting injury to the student, if any; **including mental and psychological injury**; and
- The motivation of the school employee using physical force.

Upon request, the student's parents will be given an explanation of the reasons for physical force.

It is the responsibility of the superintendent [or designee] to develop administrative regulations regarding this policy.

Adopted: 7/90

Reviewed: 5/11; 4/12; 7/13; 10/14; 1/15; 10/17; 9/20

Revised: 9/09; 1/21

Related Policy (Code#): 502.1; 502.1-R

Legal Reference (Code of Iowa): §§ 279.8; 280.21; 281 IAC 12.3(6); 103

IASB Reference: 503.1; 503.5



Policy Title: Physical Restraint and/or Seclusion of Students Code 502.14

It is the goal of the district that all students can learn and grow in a safe and peaceful environment that nurtures the students and models respect for oneself and others. On occasion, trained district employees and others may have to use behavior management interventions, physical restraint, and/or seclusion of students. The goal of these interventions is to promote the dignity, care, safety, welfare, and security of each child and the school community. With this objective in mind, the district will prioritize the use of the least restrictive behavioral interventions appropriate for the situation.

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Physical restraint does not mean a technique used by trained school employees, or used by a student, for the specific and approved therapeutic or safety purposes for which the technique was designed and, if applicable, prescribed. Physical restraint does not include instructional strategies such as physically guiding a student during an educational task, hand-shaking, hugging, or other non-disciplinary physical contact.

Seclusion means the involuntary confinement of a student in a seclusion room or area from which the student is prevented or prohibited from leaving; however, preventing a student from leaving a classroom or school building are not considered seclusion. Seclusion does not include instances when a school employee is present within the room and providing services to the student, such as crisis intervention or instruction.

Physical restraint or seclusion is reasonable or necessary only:

1. To prevent or terminate an imminent threat of bodily injury to the student or others; or
2. To prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; or
3. When the student's actions seriously disrupt the learning environment or when physical restraint or seclusion is necessary to ensure the safety of the student or others; and
4. When less restrictive alternatives to seclusion or physical restraint would not be effective, would not be feasible under the circumstances, or have failed in preventing or terminating the imminent threat or behavior; and
5. When the physical restraint or seclusion complies with all applicable laws.

Prior to using physical restraint or seclusion, employees must receive training in accordance with law. Any individual who is not employed by the district but whose duties could require the individual to use or be present during the use of physical restraint or seclusion on a student will be invited to participate in the same training offered to employees on this topic.

When required by law, the Executive Director of Student Services will ensure a post-occurrence debriefing meeting is held, maintain documentation, and fulfill reporting requirements for each occurrence of physical restraint or seclusion as required by law.

Adopted: 1/21

Related Policy (Code#): 502.1; 502.1-R; 502.7; 502.14-R; 502.14-E1-E3

Legal Reference (Code of Iowa): §§ 279.8; 280.21; 281 IAC 103

IASB Reference: 503.6



Administrative Regulations Regarding Use of Physical Restraint and/or Seclusion of Student

NEW POLICY

Code 502.14-R

The Linn-Mar Community School District will comply with *281 Iowa Administrative Code Chapter 103* for the use of physical restraint and seclusion of students including but not limited to:

- A. Physical restraint and seclusion will be used only by employees who have been trained in accordance with applicable law unless a trained employee is not immediately available due to the unforeseeable nature of the occurrence.
- B. As soon as practical after the situation is under control, but within one hour after either the occurrence of the end of the school day, whichever occurs first, the school will attempt to contact the student's parents or guardians using the school's emergency contact system.
- C. The seclusion or physical restraint is used only for as long as necessary based on research and evidence to allow the student to regain control of their behavior to the point that the threat or behavior necessitating the use of the seclusion or physical restraint has ended, or when a medical condition occurs that puts the student at risk of harm. Unless otherwise provided for in the student's written and approved Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP), Individualized Healthcare Plan (IHP), or safety plan, if the seclusion or physical restraint continues for more than 15 minutes:
 - 1. The student will be provided with any necessary breaks to attend to personal and bodily needs, unless doing so would endanger the student or others.
 - 2. An employee will obtain approval from an administrator [or designee] to continue seclusion or physical restraint beyond 15 minutes. After the initial approval, an employee must obtain additional approval every 30 minutes thereafter for the continuation of the seclusion or physical restraint.
 - 3. The student's parents or guardians and the school may agree to more frequent notifications than is required by law.
 - 4. Schools and district employees must document and explain in writing the reasons why it was not possible for employees to comply with *281 Iowa Administrative Code Chapter 103*. Refer to Item H below for investigation information.
- D. The area of seclusion will be a designated seclusion room that complies with the seclusion room requirements in accordance with law, unless the nature of the occurrence makes the use of the designated seclusion room impossible, clearly impractical, or clearly contrary to the safety of the student, others, or both; in that event, the school must document and explain in writing the reasons why a designated seclusion room was not used.

- E. An employee must continually visually monitor the student for the duration of the seclusion or physical restraint.
- F. If an employee restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student will be permitted to have their hands free of physical restraint, unless doing so is not feasible in view of the threat posed.
- G. Seclusion or physical restraint will not be used as punishment or discipline; to force compliance or to retaliate; as a substitute for appropriate educational or behavioral support; to prevent property damage except as provided by law; as a routine school safety measure; or as a convenience to staff.
- H. The Executive Director of Student Services will investigate any complaint or allegation that one or more employees violated any provisions of *281 Iowa Administrative Code Chapter 103*. If the district determines a violation has occurred, corrective action will be taken up to and including termination of the employees involved. If the allegation or complaint involves a specific student, the district will notify the parents or guardians of the involved student about the results of the investigation. If any allegation or complaint is also defined as abuse in *281 Iowa Administrative Code 102.2*, the procedures listed in *Chapter 102* will apply.
- I. The district must comply with and implement *Chapter 103* whether or not a parent consents to the use of physical restraint or seclusion.

Adopted: 1/21

Related Policy (Code#): 502.1; 502.1-R; 502.7; 502.14; 502.14-E1-E3

Legal Reference (Code of Iowa): §§ 279.8; 280.21; 281 IAC 103

IASB Reference: 503.6R1



**Policy Title: Documentation of Use of Physical Restraint
and/or Seclusion of Student
Code 502.14-E1**

Documentation of Use of Physical Restraint and/or Seclusion of Student

Physical restraint or seclusion is used to protect the safety of the student or to protect others who are likely to be in jeopardy should a student's actions continue. All instances of physical support in the form of restraint or seclusion will be documented.

Student's Name: _____ **Building:** _____

Date of Occurrence: _____ **Grade:** ____ **Teacher:** _____

Time of Seclusion: _____ **Time of Restraint:** _____

Duration of Total Occurrence in Minutes: _____

Employee's Full Name, Title, and Date of Last Training on Restraints and/or Seclusion: *Include all who were involved with or implemented the restraint or seclusion, as well as those who observed the occurrence. Include the information of the administrator who approved the extended time, if applicable. Employees are to initial next to their name after the completed form is reviewed.*

Describe the antecedent that led to the restraint/seclusion: *Provide a brief description of the trigger/cause-setting events of the behavior, including both the student and adult behaviors.*

Student: _____

Adult: _____

What approaches were used to deescalate the student: *(Check all that apply)*

<input type="checkbox"/> Silence/Wait Time	<input type="checkbox"/> Planned Ignoring	<input type="checkbox"/> Adult Proximity (Near or Far)
<input type="checkbox"/> Choice/Options Given	<input type="checkbox"/> Time Out in Hallway	<input type="checkbox"/> Time Out In Classroom
<input type="checkbox"/> Verbal Redirections	<input type="checkbox"/> Written Redirections	<input type="checkbox"/> Visual Redirections
<input type="checkbox"/> Removal of Demand	<input type="checkbox"/> Other <i>(Please specify below)</i>	

If there is a BIP for the student, what strategies were used from it:

Describe the student and adult behaviors during the restraint/seclusion:

Student: _____

Adult: _____

Describe the restraint/seclusion utilized and the reason why:

☐ Seclusion ☐ CPI Restraint & Name of the CPI restraint used _____

Why Used: ☐ Danger to self ☐ Danger to others

What was the exact safety concern: _____

Describe the student and adult behaviors after the restraint/seclusion:

Student: _____

Adult: _____

Is there any property damage: _____Yes _____No

List any repairs or replacements needed: _____

Injury Documentation:

If "yes" is checked for any items below, please complete and return an Injury Report Form.

1. Visible marks noticed on student prior: _____Yes _____No
2. Injury to student (damage to body) during intervention: _____Yes _____No
3. If you answered "yes" in item 2, did the nurse check them: _____Yes _____No
4. If you answered "no" in item 3, why were they not checked:

Details of student injury: _____

5. Injury to staff (incident report filled out) during intervention: _____Yes _____No
6. If you answered "yes" in item 5, did the nurse check them: _____Yes _____No
7. If you answered "no" in item 6, why were they not checked:

Details of staff injury: _____

Describe future approaches to the student's behavior, including possible IEP meetings to address behavior concerns:

If the occurrence involved a period of physical restraint or seclusion that exceeds 15 minutes an administrator [or designee] must authorize approval of the continuation:

Time Approved: _____ Administrator's Name/Title: _____

Reason for length of occurrence: _____

If the occurrence involved a period of physical restraint or seclusion that exceeds 30 minutes from the last approval time, an administrator [or designee] must authorize approval of the continuation:

Time Approved: _____ Administrator's Name/Title: _____

Reason for length of occurrence: _____

If the occurrence lasts longer than 15 minutes a break for bodily needs should be offered if it is safe to do so:

Time break offered: _____ Student: _____ Accepted _____ Declined

If break was not offered, please explain why: _____

Coping Model:

- **C**ontrol: Check in with student and staff
- **O**rient: What happened
- **P**atterns: Look for patterns of past behavior
- **I**nvestigate: Discuss alternatives to the behavior
- **N**egotiate: Proceed with plan involving student and staff
- **G**ive: Give encouragement and praise to student and staff

Coping Model Check In:Student

Date: _____ Time: _____

Staff Present: _____

Staff:

Date: _____ Time: _____

Staff Present: _____

Parent/Guardian Notification:

Parents/guardians will be notified as soon as practicable once the occurrence is under control but no more than one hour after or the end of the school day, whichever occurs first.

Spaces below for documenting multiple attempts to notify parents/guardians are listed in case they cannot be reached on the first attempt.

Notification Attempt One:

Employee Attempting Notification: _____

Parent/Guardian Contacted: _____

Time/Manner of Notification: _____

Was notification successful: _____ Yes _____ No

Notification Attempt Two:

Employee Attempting Notification: _____

Parent/Guardian Contacted: _____

Time/Manner of Notification: _____

Was notification successful: _____ Yes _____ No

Notification Attempt Three:

Employee Attempting Notification: _____

Parent/Guardian Contacted: _____

Time/Manner of Notification: _____

Was notification successful: _____ Yes _____ No

A written copy of this form was sent to the student's parents or guardians within three school days of the occurrence. Unless the parent or guardian agreed to receive the report by email, fax, or hand delivery; the report must be sent by mail and postmarked by the third day following the occurrence. *This report **cannot** be placed in a student's backpack.*

Enclosed with a copy of this form was an invitation for the parents or guardians to participate in a debriefing meeting scheduled in accordance with law set for the following:

Date: _____ Time: _____

Location: _____

Reporter's Name: _____ **Date:** _____**Building Administrator/Designee Signature:** _____**Documentation Provided By:** *(Please check one)*

_____ By mail and postmarked within three school days of occurrence

_____ By electronic email upon written request of the parent/guardian

_____ By electronic fax

_____ By hand delivery

_____ Other by written request of the parent/guardian *(Please specify other mode below)*

*Copies provided to:**Parent/Guardian, Student File, and Executive Director of Student Services*



**Policy Title: Notice of Debriefing Meeting Regarding
Use of Physical Restraint and/or Seclusion of Student
Code 502.14-E2**

**Notice of Debriefing Meeting Regarding
the Use of Physical Restraint and/or Seclusion of Student**

Date: _____

Dear [Names of Parents/Guardians],

Recently your student, [Add student's full legal name here], was involved in an occurrence at school that required their physical restraint and/or seclusion as defined by *281 Iowa Administrative Code, Chapter 103*; which is included with this letter. A report related to the occurrence is also included with this letter.

I am inviting you to attend a debriefing meeting to engage with us on topics related to this occurrence. With your assistance, we want to foster the continued health, safety, and educational growth of your student. The law requires debriefing meetings be held for such occurrences under the following circumstances:

- a. Following the first instance of seclusion or physical restraint during a school year;
- b. When any personal injury (including physical, mental, and/or psychological) occurs as part of the use of seclusion or physical restraint;
- c. When a reasonable educator would determine a debriefing session is necessary;
- d. When suggested by a student's IEP team;
- e. When agreed to by the parents/guardians and school officials; and
- f. After seven instances of seclusion or physical restraint of the student.

This letter is intended to inform you that a debriefing meeting, due to reason _____ listed above, will be held on:

Date: _____ Time: _____

Location & Address: _____

The following employees will be in attendance at the meeting (include name and title):

If you need to reschedule this meeting, please contact me as soon as possible via email or phone and at least one school day prior to the original date and time listed above.

Your student is allowed to attend this meeting with your consent, and you are welcome to bring a representative of your choosing, if you wish. If you plan to bring a representative, please let me know at least one school day prior to the meeting so that we have an opportunity to make the necessary arrangements to accommodate their attendance.

We look forward to working with you.

Administrator's Name and Title

Date

Administrator's Email

Phone

Enclosures:

- Report related to student occurrence
- Copy of *281 Iowa Administrative Code, Chapter 103*

Disclaimer: This letter and the included items must be mailed via postage, prepaid, first class mail to the parent/guardian within three school days of the original occurrence unless it is agreed upon to have it transmitted electronically via email/fax or picked up in person.



**Policy Title: Documentation of Debriefing Meeting Regarding
Physical Restraint and/or Seclusion of Student
Code 502.14-E3**

Debriefing Meeting Notes

Student Name: _____ **Building:** _____

Date of Original Occurrence: _____

Date of Debriefing Meeting: _____ **Time of Meeting:** _____

Location of Debriefing Meeting: _____

Names of all attendees including titles and/or relation to student:

*(*Denotes a role required for attendance)*

Parent: _____

Student: _____

*Administrator: _____

*Administrator not involved in occurrence: _____

*Names of those who administered seclusion/restraint:

Behavior/Mental Health Expert: _____

Others in Attendance (Name and Title):

Documentation reviewed during the meeting: *(Check all that apply)*

_____ Seclusion/Restraint Report _____ IEP _____ BIP _____ IHP

_____ Safety Plan _____ Other *(Please specify below)*

Identification of patterns or behavior and proportionate response, if any, in the student and employees involved:

Possible alternative responses, if any, to the incident; or less restrictive means, if any:

Additional resources, if any, that could facilitate alternative responses in the future:

Plans for additional follow up actions, if any:

Name and Title of Employee Completing Form

Date

Date Delivered to Parent/Guardian

Method of Transmittal



**Policy Title: Student Health Services
Code 504**

Health services are an integral part of comprehensive school improvement, 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 School Improvement Plan, needs, and resources determines the linkages.

The superintendent [or designee] in conjunction with the school nurses will develop administrative regulations regarding this policy. The superintendent [or designee] will provide a written report on the role of health services in the education program to the board on an annual basis.

Adopted: 1/21

Relate Policy (Code #): 504.1 through 504.12

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 15.3(14); 22; 641 IAC 7; 655 IAC 6; 42 USC §§ 12101 et seq; 34 CFR Pt 99, 104, 200, 300 et seq; 29 USC § 794(a); 28 CFR .35; 20 USC 1232g § 1400 6301 et seq

IASB Reference: 607.2



Business Procedures - Fiscal Management

Policy Title: Financial Records Code 801.8

Financial records of the school district are maintained in accordance with Generally Accepted Accounting Principles (GAAP) as required or modified by law. School district monies are received and expended from the appropriate fund and/or account. The funds and accounts of the school district will include but not be limited to:

Governmental Fund Type:

- General Fund
- Special Revenue Fund
 - Management Levy Fund
 - Public Education and Recreation Levy Fund (PERL)
 - Student Activity Fund
- Capital Projects Fund
 - Physical Plant and Equipment Levy Fund (PPEL)
 - Secure and Advanced Vision for Education (SAVE)

Proprietary Fund Type:

- Enterprise Fund
 - School Nutrition Fund
 - Aquatic Center Fund
 - Student Store Fund
- Internal Service Fund

Fiduciary Funds:

- Trust
 - Expendable Trust Funds
 - Non-expendable Trust Funds
 - Pension Trust Funds
- ~~Agency~~ Custodial Funds

Account Groups:

- General Capital Assets Account Group
- General Long Term Debt Account Group

The general fund is used primarily for the education program. Special revenue funds are used to account for monies restricted to a specific use by law. Capital project funds are used to account for financial resources to acquire or construct major capital facilities (other than those of proprietary funds and trust funds) and to account for revenues from SAVE. A debt service fund is used to account for the accumulation of resources for, and the payment of, general long term debt principal and interest. Proprietary

funds account for operations of the school district operated similar to private business, or they account for the costs of providing goods and services provided by one department to other departments on a cost reimbursement basis. Fiduciary funds are used to account for monies or assets held by the school district on behalf of, or in trust for, another entity. The account groups are the accounting records for capital assets and long term debt.

The board may establish other funds in accordance with Generally Accepted Accounting Principles (GAAP) and may certify other taxes to be levied for the funds as provided by state law. The status of each fund must be included in the annual report.

It is the responsibility of the superintendent to implement this policy and bring necessary changes in the maintenance of the school district's financial records to the attention of the board.

Adopted: 3/17

Reviewed: 12/18

Related Policy (Code#): 801.1

Legal Reference (Code of Iowa): §§ 291; 298; 298A; 281 IAC 98



Education Program – General Organization

Policy Title: School Organization Code 601.1

The Linn-Mar Community School District will be organized into levels of instruction as follows:

Early Childhood

Early childhood will consist of two program options:

1. Four-year old voluntary preschool program; and
2. Five-year old early childhood blended program.

Elementary

The elementary schools will consist of kindergarten and grades one through ~~five~~ four.

Intermediate

The intermediate schools will consist of grades five and six.

Middle School

The middle schools will consist of grades ~~six~~ seven and eight.

High School

The high school will consist of grades 9 through 12.

Adopted: 6/70

Reviewed: 6/1; 6/12; 4/15; 1/18

Revised: 9/13; 1/21

Related Policy (Code#): 100.1; 101.1; 102.1



Policy Title: School Calendar Code 601.2

The school calendar will accommodate the education program of the school district. The school calendar will be for a minimum of 191 days or 1,215 hours and include but not be limited to the days for student instruction, staff development, in-service days, and teacher conferences.

The academic school year for students will be for a minimum of 180 days or 1,080 hours in the school calendar. ~~with the exception of an adopted innovative calendar. In implementing an innovative calendar the district will follow state code for the start of the school year.~~ The academic school year for students will begin no sooner than August 23rd. Employees may be required to report to work prior to this date.

Special Education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Program (IEP).

The board, following state code, may excuse graduating seniors from up to five days of instruction or 30 hours of instruction after the district's requirements for graduation have been met. The board may also excuse a graduating senior from making up days missed due to inclement weather if the student has met the district's graduation requirements.

It is the responsibility of the superintendent [or designee] to develop the school calendar for recommendation, approval, and adoption by the board on an annual basis.

The board may amend the official school calendar when they consider the change to be in the best interest of the district's education program. The board will hold a public hearing on any proposed school calendar prior to adoption.

Adopted: 6/70

Reviewed: 6/11; 6/12; 9/13; 1/18

Revised: 4/15; 1/21

Legal Reference (Code of Iowa): §§ 20.9; 279.10; 280.3; 299.1(2); 281 IAC 12.1(7); 41.106

IASB Reference: 601.1

Policy Title: Basic Instruction Program Code 602.1

The basic instruction program will include but not be limited to the curriculum required for each grade level by the Iowa Department of Education **and reflect educational standards**. The instructional approach will be gender-fair and multicultural.

The basic instruction program of students enrolled in early childhood programming will include curricula and instruction designed to develop and extend literacy skills in expressive and receptive language, numeracy, social and interaction skills, and fine and gross motor skill acquisition.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, literacy and communications skills, numeracy, the capacity to complete individual tasks, character education, and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one through ~~five~~ **six** will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual arts. **Beginning July 1, 2023; computer science will also be offered during at least one grade level.**

The basic instruction program of students enrolled in grades ~~six~~ seven and eight will include English-language arts, social studies, mathematics, science, health, human growth and development, family/consumer/career, technology education, physical education, music, visual arts, and world languages. **Beginning July 1, 2023; computer science will also be offered during at least one grade level.**

The basic instruction program of students ~~required by the state educational standards~~ enrolled in grades 9 through 12 will include but not be limited to: English-language arts (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (1 unit), fine arts (3 units), foreign language (4 units), financial literacy (1/2 unit), and vocational education (12 units). **Beginning July 1, 2022; computer science (1/2 unit) will also be offered.**

The board may, in its discretion, offer additional courses in the instruction program for any grade level.

Each instruction program is carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should

describe the program, its goals, the effective materials, the activities, and the method for student evaluation.

An individual student may advance through the academic sequence offered in the instruction program at an accelerated pace provided the age, appropriateness, and affordability can be reasonably accommodated.

It is the responsibility of the superintendent [or designee] to develop administrative regulations stating the required courses and optional courses for early childhood, kindergarten, grades one through ~~five~~ ~~six~~, grades ~~six~~ seven and eight, and grades nine through 12; including program descriptions, goals, and methods for student assessment/evaluation.

Adopted: 6/70

Reviewed: 6/11; 1/18

Revised: 7/12; 9/13; 4/15; 9/19; 1/21

Legal Reference (Code of Iowa): §§ 216.9; 256.11; 279.8; 280.3-14; 281 IAC 12.5, 20 USC § 1232h; 34 CFR Pt 98

IASB Reference: 603.1



Education Program – Programs of Instruction

Policy Title: Dual Enrollment Code 602.3

The parent, guardian, or legal custodian of a student receiving competent private instruction may also enroll the student into the school district in accordance with state law and policy. The student will be considered under dual enrollment.

The parent, guardian, or legal custodian requesting dual enrollment for the student should notify the board secretary prior to the third Friday of September each year on forms provided by the school district. On the form, they will indicate the co/extra-curricular and academic activities in which the student is interested in participating. The forms are available at the central administration office. After the student notifies the school district what activities they wish to participate in, the school district will provide information regarding the specific programs.

A dual enrollment student is eligible to participate in the district's co/extra-curricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the district will apply to dual enrollment students in the same manner as the other students enrolled in the school district. These policies and administrative rules will include but not be limited to athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and the payment of the fees required for participation.

A dual enrollment student whose parent or legal custodian has chosen standardized testing as the form of the student's annual assessment will not be responsible for the cost of the test or the administration of the test.

The applicable legal requirements for dual enrollment including but not limited to those related to reporting and eligibility will be followed. It is the responsibility of the superintendent [or designee] to develop administrative regulations regarding this policy.

Adopted: 11/92

Reviewed: 6/11; 4/15; 1/18

Revised: 7/12; 9/13; 1/21

Related Policy (Code#): 602.2

Legal Reference (Code of Iowa): §§ 279.8; 299A; 281 IAC 31

IASB Reference: 604.7



Policy Title: Special Education Code 602.5

The board recognizes some students have different educational needs than other students. The board will provide a free, appropriate, public education program and related services to students identified in need of special education.

Special education services will be provided from birth until the appropriate education is completed, age 21 or to maximum age allowable in accordance with the law. Students requiring special education will attend general education classes, participate in non-academic and extra/co-curricular services and activities, and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Plan (IEP).

Special education students are required to meet the requirements ~~stated~~ listed for **Special Education** in board policy *605.3 Graduation Requirements* and in their IEPs for graduation. It is the responsibility of the superintendent [or designee] and the area education agency Director of Special Education to provide or make provisions for appropriate special education and related services.

Children from birth through age two and children ages three through age five are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age two. This is done to ensure a smooth transition of children entitled to early childhood special education services.

Adopted: 6/70

Reviewed: 6/11; 6/12; 9/13; 4/15; 1/18

Revised: 10/07; 1/21

Related Policy (Code#): 605.3

Legal Reference (Code of Iowa): §§ 256.11(7); 256B; 273.1-2, .5, .9(2-3); 280.8; 281 IAC 41.109, 41.404; 20 USC §§ 1400 et seq; 34 CFR Pt 300

IASB Reference: 603.3



**Policy Title: Instruction at a Post-Secondary Educational Institution
Code 602.18**

In accordance with this policy, students in grades 9 through 12 may receive academic or vocational/technical education credits that count toward graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians will be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. Students may receive academic or vocational/technical education credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.

The following factors will be considered in the board's determination of whether a student will receive academic or vocational/technical education credits toward graduation requirements for a course at a post-secondary educational institution:

- The course is taken from a public or accredited private post-secondary educational institution;
- A comparable course is not offered in the district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the district;
- The course is in the discipline areas of mathematics, science, social sciences, humanities, vocational/technical education, or a course offered in the community college career options program;
- The course is a credit-bearing course that leads to a degree;
- The course is not religious or sectarian;
- The course meets any other requirements set out by the board;
- The course complies with Department of Education's requirements for meeting proficiency criteria for the *Every Student Succeeds Act*; and
- The course complies with Department of Education's senior year plus criteria.

Students in grades 9 through 12 who successfully complete courses in post-secondary educational institutions under an agreement between the district and the post-secondary educational institution will receive academic and vocational/technical education credits in accordance with the agreement. The superintendent [or designee] shall grant to a student who successfully completes a post-secondary education option (PSEO) course a unit of high school graduation credit for every unit of high school level instruction successfully completed. ~~Students may not enroll on a full-time basis to a post-secondary institution through the PSEO program.~~

Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when school is not in session, if the students pay for the courses. Upon successful completion

of the summer courses, students will receive academic or vocational/technical education credits toward graduation requirements which are set by the board. Successful completion of the courses is determined by the post-secondary educational institution.

Students in grades 11 and 12 who take courses other than courses taken under an agreement between the district and the post-secondary educational institution, will be responsible for transportation without reimbursement to and from the location where the course is being offered.

Ninth and tenth grade talented and gifted students and all students in grades 11 and 12 will be reimbursed for tuition and other costs directly related to the course up to \$250. Students who take courses during the summer months when school is not in session will be responsible for the costs of attendance for the courses.

Students who fail the course and fail to receive credit will reimburse the district for all costs directly related to the course. Prior to registering for the course, students under age 18 will have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Students who fail the course and fail to receive credit for reasons beyond their control including but not limited to physical incapacity, a death in the immediate family, or a move out of the school district may not be responsible for the cost of the course. The board may waive reimbursement of costs to the district for the previously listed reasons. Students dissatisfied with the board's decision may appeal to the local AEA for a waiver of reimbursement.

If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent [or designee] will provide, in writing to the student's parent or guardian, the reason for the denial of credit.

It is the responsibility of the superintendent [or designee] to notify students and parents or guardians of the opportunity to take courses at post-secondary educational institutions in accordance with this policy, on an annual basis. The superintendent [or designee] will also be responsible for developing the appropriate forms and procedures for implementing this policy.

Adopted: 11/92

Reviewed: 1/10; 6/12

Revised: 6/11; 9/13; 4/15; 1/18; 11/18; 1/21

Legal Reference (Code of Iowa): §§ 256.7, .11, 258; 261E; 279.61; 280.3, 280.14; 281 IAC 12 and 22

IASB Reference: 604.6

Policy Title: Graduation Requirements Code 605.3

Students must successfully complete the courses required by the board and the Iowa Department of Education in order to graduate.

It is the responsibility of the superintendent [or designee] to ensure that students complete grades one through twelve and that high school students earn a minimum of 250 credit hours to be awarded a Linn-Mar High School diploma.

Early Graduation: 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 high school guidance office and submitted to the principal's office. The principal will meet with each early graduation applicant prior to recommending candidates to the board for approval.

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

- English (40 credits): Must include English 9 or English I (10 credits each), English II (May opt out if pass English I with a 90% or higher grade), English III or Advanced English III, and one speech/acting course (5 credits).
- Mathematics (30 credits): Must include Algebra (10 credits) or Algebra Fundamentals I and Algebra Fundamentals II (20 credits). Students who successfully complete both semesters of Algebra may not take Algebra Fundamentals I or Algebra Fundamentals II to fulfill the Algebra or three-year math requirement.
- Science (30 credits): Must include General Biology (10 credits) or Fundamentals of Biology I and Fundamentals of Biology II (20 credits), a physical science course (Chemistry, Physics, or Earth and Physical Science) (10 credits).
- Social Studies (30 credits): Must include US History 9 or US History I (10 credits) or AP US History (15 credits), World History (10 credits), or AP World History (15 credits), American Government (5 credits) or AP American Government (10 credits), and one social studies elective (5 credits).
- Health/Fitness (20 credits): Must include Health I (5 credits). Must include a Lifetime Fitness course each school year.
- Personal Finance (Starting with the class of 2020) (5 credits): Students must receive credit for Personal Finance (5 credits) or granted a waiver through completion of designated, online Financial Literacy course with certificate.

Graduation requirements for students with an Individualized Education Program (IEP) will be in accordance with the prescribed course of study as written in their IEP. This

course of study will be in alignment with the Linn-Mar High School graduation requirements. The IEP team will determine strategies to meet the graduation requirements for the student. **Beginning with the class of 2022, graduation requirements for Special Education students will include successful completion of four years of English, three years of math, three years of social studies, and three years of science [4-3-3-3].**

COMPASS Credits: High School credits are available via the COMPASS Alternative Program. Linn-Mar will accept credit hours for approved courses that can be applied to requirements for the Linn-Mar High School diploma. Students should visit with their assigned counselor or the Academic Assistance Counselor to develop an approved plan for this option.

Post-Secondary Opportunities (PSEO): Credit may be awarded by a college upon successful completion of course requirements. Any college credit determination is made by the individual college.

Advanced Placement: Linn-Mar High School offers Advanced Placement (AP) courses in Art History, Calculus (AB and BC), Statistics, Biology, Chemistry, Physics (B), Computer Science A, English Literature, Microeconomics, Music Theory, Comparative Government, World History, Psychology, US Government, and US History. A minimal number of AP courses are available thru the Iowa AP Online Academy. Students who complete these courses can take a standard AP exam. Many colleges and universities accept AP courses for college credit depending upon individual AP exam scores. More information is available in the high school counseling and TAG office.

Board Recognition: The Board of Education will recognize students who earn 300 or more credits at graduation as Linn-Mar Board of Education Scholars for exceeding graduation requirements at an exemplary level.

Adopted: 12/71

Reviewed: 9/12; 4/18

Revised: 6/11; 10/3; 2/15; 11/18; 6/19; 1/21

Legal Reference (Code of Iowa): §§ 256.7, .11, .41; 279.8; 280.3, .14; 281 IAC 12.3(5); 125

IASB Reference: 505.5

RESOLUTION

WHEREAS, the Families First Coronavirus Response Act (“FFCRA”), which required employers to provide certain paid leaves to employees in connection with the COVID-19 global health pandemic, expired on December 31, 2020; and

WHEREAS, the FFCRA contained, in part, the Emergency Paid Sick Leave Act (“EPSLA”), which allowed employees to take up to two weeks of differing levels of paid leave if they became directly affected by COVID-19 for designated reasons; and

WHEREAS, the FFCRA also contained, in part, the Emergency Family Medical Leave Act (“EFMLA”), which allowed employees to take up to ten additional weeks of leave at two-thirds pay for qualifying circumstances; and

WHEREAS, on December 27, 2020, the Consolidated Appropriations Act (“CCA 2021”) was enacted, which allows employers the option to voluntarily continue all or part of the FFCRA leave provisions through March 31, 2021; and

WHEREAS, it is the goal of the Linn-Mar Community School District to provide meaningful benefits in order to attract, hire, and retain high quality employees; and

WHEREAS, it is the goal of the District to protect its staff, students, or others from the spread of COVID-19; and

WHEREAS, it the goal of the District to aid in the protection of the greater public health when feasible; and

WHEREAS, continuing to offer leave in accordance with the FFCRA [EPSLA and EFMLA] will aid in the District’s overall COVID-19 mitigation efforts and achieve other goals of the District; and

WHEREAS, it is in the best interest of the District to voluntarily continue providing the [EPSLA and/or EFMLA] benefits for its employees who are eligible and have not already exhausted their EPSLA and/or EFMLA benefits, under the same terms as the now expired FFCRA.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Linn-Mar Community School District hereby:

1. Authorizes and directs the District to extend the FFCRA [EPSLA and/or EFMLA] benefits to eligible employees retroactively beginning January 1, 2021] through March 31, 2021 but does not authorize the extension of the FFCRA [EPSLA and/or EFMLA] benefits.
2. Directs the District to identify and track expenses related to this voluntary extension of said benefits, including the costs of substitutes and overtime of other workers associated with therewith, and report those costs to the Board.

3. Reserves the right to terminate, modify or replace this voluntary extension of said benefits at any time in the future should new federal or state legislation or administrative action occur impacting same, or should the Board determine for any other reason it is no longer in the best interest of the District.

Adopted and approved this _____ day of _____, 2021.

By: _____

Board President

Attest: _____

Board Secretary