

4+ TRANSITION SERVICES OPERATION

- A. Northwest Iowa Community College will provide a facility for the 4+ services that meets the state and federal requirements for a school site.
- B. Costs to provide FAPE will be paid by Central Lyon Community School. The 4+ program at Northwest Iowa Community College is an IEP-driven, secondary school-funded program. For the purpose of 4+ services offered at Northwest Iowa Community College, FAPE includes 4+ program fee, tuition, fees, books, supplies, and transportation. FAPE will also include housing when the school district determines it is necessary. The cost of items that will remain the personal property of the student such as tools and clothing required for the program will be the student's responsibility.
- C. Supplies paid for by Central Lyon Community School are the property of Central Lyon Community School. Central Lyon Community School may sell them at cost to the student if the student wants to purchase them or if the district policy is to sell such items to all students. If general supplies are the responsibility of every student, they remain the general responsibility for these students the same as non-disabled students. Education Department General Administrative Regulations (EDGAR) and Iowa Code section 297.22 must be followed on disposition of equipment. If the student/parents decide to purchase the items instead of the district so that they can retain ownership of the items, it should be documented in the IEP that the district offered to pay, and the parents made the choice to privately purchase instead.
- D. Northwest Iowa Community College shall provide transition, academic support and related services to students placed for 4+ services, pursuant to the terms of the student's IEP.
- E. Northwest Iowa Community College shall submit all requested reports to Central Lyon Community School to utilize or to submit to the Iowa Department of Education (Department) or SBRC for services, costs, or other data associated placement of a Central Lyon Community School student for 4+ services.
- F. If Northwest Iowa Community College is unable to provide or continue to provide a service listed on the IEP of the student, Northwest Iowa Community College shall notify Central Lyon Community School at least one month prior to discontinuing that service. It shall be the responsibility of Central Lyon Community School to determine through its IEP team if the service is still necessary, and if so, to obtain an alternative provider for that service.
- G. The school calendar shall be that of Northwest Iowa Community College.
- H. Central Lyon Community School is responsible for transporting the student to the Northwest Iowa Community College 4+ services where the Central Lyon Community School placed the student if the student qualifies for transportation (either based on distance or special transportation on an IEP). The method of transportation shall be determined by Central Lyon Community School.

PROPERTY

Existing equipment or assistive technology of Central Lyon Community School for this student may be used in the Northwest Iowa Community College 4+ program. Such use will be determined by the district in consultation with Northwest Iowa Community College based upon the appropriate need for the item. An inventory of exchanged items will be maintained.

Upon termination of this contract, identifiable exchanged items shall be returned to Central Lyon Community School. All items purchased by Northwest Iowa Community College for the 4+ services billed to Central Lyon Community School during the term of this contract shall be the property of Central Lyon Community School. However, items purchased by Northwest Iowa Community College for 4+ services and not billed to Central Lyon Community School during the term of this contract shall remain property of Northwest Iowa Community College.

AMENDMENTS

The provisions of this Contract may be added to, amended or modified by Central Lyon Community School and Northwest Iowa Community College as approved by their respective boards. Votes must be cast at a duly called meeting by all board members physically present.

DISPUTE RESOLUTION AND ARBITRATION

In the event that Central Lyon Community School and Northwest Iowa Community College are unable to agree to the interpretation or operation of this Agreement, the dispute shall be referred to a "Conflict Resolution Committee" made up of the president and vice-president of the board of directors of the Central Lyon Community School and of Northwest Iowa Community College. The Committee shall meet to discuss the dispute and make recommendations to the administrators as to resolution of the dispute.

In the event that the dispute remains unresolved, the Central Lyon Community School and Northwest Iowa Community College shall request that a mediator knowledgeable in Iowa school district matters be appointed by the chief administrator of Northwest AEA to assist in a negotiated resolution to the dispute.

In the event that mediation does not resolve the dispute, it will be submitted to arbitration by a single neutral arbitrator who is knowledgeable in Iowa school district matters appointed by the chief administrator of Northwest AEA.

DURATION AND TERMINATION

Subject to the rights of amendment, modification or termination, this contract shall be in full force and in effect from the date of execution until transitional services have been completed for this student unless participation is terminated by Northwest Iowa Community College or Central Lyon Community School by providing written notice to the other at least one month prior to termination or terminated by mutual agreement.

CROSS INDEMNIFICATION

If any claim for damage, injury or other loss (hereinafter "loss") is made by or on behalf of a student, the party transporting or supervising the student at the time of the loss (Central Lyon Community School or Northwest Iowa Community College) shall be responsible for any payment of claims, damages, or judgments arising out of the loss, and that transporting entity shall indemnify, defend and hold harmless the non-transporting or non-supervising party. Central Lyon Community School and Northwest Iowa Community College agree to carry liability insurance or otherwise contract for coverage of claims consistent with this Contract.

Otherwise, to the extent permitted by law, Central Lyon Community School and Northwest Iowa Community College shall protect, defend, hold harmless, and indemnify the other party from and against any and all claims, losses, costs, damages, and expenses including attorneys' fees and expenses, which may incur by reason of the indemnifying party's negligence, breach of this Agreement, or violation of law or right of a third party, or that of the indemnifying party's officers, employees, or agents.

APPLICATION OF LAWS, RULES AND REGULATIONS

This contract and all policies, rules, and regulations adopted by the parties to govern the operation of the 4+ services shall comply with the laws of the state of Iowa, with rules and regulations of the Department, and with federal laws and regulations. Any provisions of this Agreement in conflict therewith shall be null and void; however, the remainder of the Agreement shall be binding.

Central Lyon Community School and Northwest Iowa Community College shall refrain from any action which would violate any law, rule, policy, or regulation of any governmental body or agency having jurisdiction over this contract.

Central Lyon Community School and Northwest Iowa Community College agree to cooperate as needed to assure that all required services and responsibilities are provided by Central Lyon Community School and Northwest Iowa Community College and that the 4+ services, including any educational components and activities, are operated in compliance with all applicable laws.

BINDING EFFECT

This contract shall be binding upon and inure to the benefit of Central Lyon Community School and Northwest Iowa Community College hereto and their successors and assignees.

SEVERABILITY

If any clause, provision or section of this Agreement shall, for any reason, be held illegal or invalid by a court or state or federal agency, the illegality or invalidity of such clause, provision or section shall not affect any of the remaining clauses, provisions or sections hereof, and this Agreement shall be construed and enforced as if such illegal or invalid clause, provision or section had not be contained herein. In case any agreement or obligation contained in this Agreement is held to be in violation of law, then such agreement or obligation shall be deemed to be the agreement or obligation of the members, to the full extent permitted by law.

In commemoration of this Contract, the presidents of Central Lyon Community School and Northwest Iowa Community College sign this contract on the dates set below, the contract having been passed by a majority roll call vote of each governing board. This contract shall become effective upon approval and execution by Central Lyon Community School and Northwest Iowa Community College.

CENTRAL LYON COMMUNITY SCHOOL DISTRICT

BY: _____ BY: _____
(School Superintendent) (Board President)

Date: _____ Date: _____

NORTHWEST IOWA COMMUNITY COLLEGE

BY: *Aletha F. Stubbe, Ph.D.* BY: *Larry Hochstetler*
(College President) (Board President)

Date: 06/15/20 Date: 06/15/20

ENROLLMENT & FINANCIAL PROCEDURES

NORTHWEST IOWA

ALTERNATIVE HIGH SCHOOL

MEMORANDUM OF UNDERSTANDING

2020-2021 School Year



**Northwest Iowa Community College
603 West Park Street • Sheldon, IA 51201**

**ALTERNATIVE HIGH SCHOOL
COOPERATIVE AGREEMENT
NORTHWEST IOWA COMMUNITY COLLEGE
AND
AREA COMMUNITY HIGH SCHOOLS**

ARTICLE I

CREATION

WHEREAS: High schools have indicated a need for instruction different from the traditional high school or the NCC Learning Center.

WHEREAS: Individual school districts may not have sufficient number of students to justify an alternative high school program.

WHEREAS: The establishment of the high school program on a college campus could provide a positive image to the program.

WHEREAS: Such a program provides an opportunity for linking local school programs and community college vocational programs and Learning Center.

WHEREAS: A central location should serve as a hub for the alternative high school options for multiple districts.

WHEREAS: The growth in the alternative high school program over the years and a concern for driving distance has justified a need for a satellite site.

WHEREAS: The experience of Northwest Iowa Community College in providing instruction within an alternative high school setting, as well as their experience in management of an alternative high school program, is recognized.

NOW, THEREFORE BE IT RESOLVED that a cooperative agreement, which is subject to change, exists between Northwest Iowa Community College and area community high schools for the purpose of providing an alternative high school.

ARTICLE II

PURPOSE

The alternative high school is designed to help students who are potential dropouts or individuals who have dropped out of school and wish to return and graduate and find the traditional high school inappropriate.

ARTICLE III

ENTRANCE REQUIREMENT

Enrollment under this agreement will be limited to students who have been referred by their local district.

Northwest Iowa Community College reserves the right to refuse enrollment of any given student into the alternative high school if it is believed that such enrollment is an inappropriate placement for said student, or may be detrimental to the learning experience of the other students or detrimental to the program itself.

ARTICLE IV

INDIVIDUAL PLAN OF STUDY

An individual plan of study will be established for each student at the time of his or her enrollment in the Northwest Iowa Alternative High School. This plan will address the following:

1. Course requirements remaining for graduation from their local high school diploma.
2. Expected attendance. The local high school administration will specify the expected attendance for each participating student.

ARTICLE V

ADVISORY COMMITTEE

An Advisory Committee will be convened by NCC's Director of the Academic Center on an as-needed basis in order to provide feedback and improvement ideas related to the operation of the program. Superintendents of participating schools are encouraged to provide general feedback at any time to NCC's Director of the Academic Center.

ARTICLE VI

RESPONSIBILITIES OF NORTHWEST IOWA COMMUNITY COLLEGE

The college shall hire staff necessary to carry out the educational program. All materials and supplies incidental to the program shall be provided by the College. The College will provide, or arrange for an adequate facility and necessary equipment.

ARTICLE VII

RESPONSIBILITIES OF AREA COMMUNITY SCHOOL DISTRICT

The Community School District shall assume responsibilities for the following:

- A. Identifying those students from their home district who would be best served by placement in the Northwest Iowa Alternative High School Program.
- B. Maintaining communication with the Northwest Iowa Alternative High School relative to the programming provided enrolled students.
- C. Maintaining immunization records for each student and the permanent record of all high school credits issued.
- D. Reimbursing Northwest Iowa Community College for students enrolled in the alternative high school as outlined in Article VIII.

ARTICLE VIII

FINANCIAL ARRANGEMENTS

Tuition calculations for high school students are outlined below:

Category A: *A Local Education Agency (LEA) who has students enrolled in the alternative program on/before October 1.* The Northwest Iowa Alternative High school will receive the average state cost per pupil set by the Iowa Department of Education for any student who enrolls in the alternative program on or before October 1. After November 1 additional students may transfer from the regular high school to the alternative program at no additional cost. The maximum number of transfers at no cost is equal to the number of students who are enrolled in the alternative program on or before October 1. Free slots are available until May 1 of that same school year. If students above and beyond this number are transferred, a fee will be determined based upon the percent of a year the student is in each program (Calculations are comparable to Category B).

Any school district enrolling six or more students as a Category "A" student by October 1 will not be charged for one student. This free student (student #6) will not generate a free slot.

Category B: *A Local Education Agency (LEA) with no students in the alternative program on October 1, or who has used all free slots earned through Category A.* A LEA which has no students in the alternative program October 1, but later wishes to transfer a student from the regular system to the alternative program will reimburse Northwest Iowa Alternative High School based upon the portion of time spent in each system. This percentage will be applied to the average state cost per pupil. If a student enrolled under Category B is not attending or making a good faith effort to progress in their program of study, the LEA may on a one time basis, withdraw the student from Northwest Iowa Alternative High School and replace him/her with a student at no additional cost. (This replacement is allowed between November 1 and May 1.)

Category C: *Non-enrolled students.* This category is designed for students not enrolled in a high school which is a member of the cooperative arrangement. This category is intended for students who move into a district from outside the area or any LEA after count day. This category may also be used for a private school student who works through their LEA, with the understanding that the LEA will allow them to continue in the Northwest Iowa Alternative High School in following years(s) if progress is being made.

Northwest Iowa Alternative High School will receive no funds for a student who enters the program but was not enrolled in either the alternative program or any area LEA on count day.

Category D: *Alternative High School/Jointly Administered College Credit Students.* This category is intended for the student with a very limited number of required high school courses remaining for graduation and for whom the high school has determined that continued enrollment in the traditional high school setting is not of greatest benefit. This category may be limited to only those students enrolled full-time. The student must have identified postsecondary educational goals; must have shown the maturity and necessary background for probable success in postsecondary course work.

A Category "D" student will neither generate nor take a "free slot".

Students under this category will have both the alternative high school and the college credit hours counted in the determination of eligibility for benefits (ex: child care support/gas reimbursement). The financing will follow the general calculation of Category "A" with a separate supplemental agreement considered in existence for the proportion of the day identified as relating to the college credit.

Local districts will not be charged for students who enrolled but never actually attended.

Districts are responsible for the total cost identified above. There are no reductions in costs for students who drop or graduate early as this has been given consideration in identification of "free slots." The only exception to this is when a student returns to the sending district as a full time student. As that district is now providing for that student's education, the dollars will follow the student.

ARTICLE IX

SATELLITE LOCATIONS

Satellite locations may be established to accommodate student's who live some distance from the NCC campus. This agreement applies to any satellite site. School districts that send students to a different site will have all their enrollment combined for the calculation of "free slots" (Article VIII, Category A).

ARTICLE X

DURATION

This cooperative agreement covers the 2020-2021 school year.

CENTRAL LYON COMMUNITY SCHOOL DISTRICT

BY: _____
(School Superintendent)

BY: _____
(Board President)

Date: _____

Date: _____

NORTHWEST IOWA COMMUNITY COLLEGE

BY: Aletha F. Stubbs, Ph.D.
(College President)

BY: Larry Hochstetler
(Board President)

Date: 06/15/20

Date: 06/15/20



Central Lyon Community School

1010 S. Greene St.
Rock Rapids, IA 51246

712.472.2664
712.472.2115

Brent Jorth, Superintendent
Jason Engleman, 7-12 Principal
Steve Harman, PS-6 Principal

www.centrallyon.org

Mission: To provide an education and the opportunity for ALL students to become productive, life-long learners.

MEMO

TO: Central Lyon Board of Education
FROM: Brent Jorth, Superintendent
DATE: July 9, 2020
RE: Policy 505.5 Review - Graduation Requirements

It is recommended the Board update Policy 505.5 – Graduation Requirements to reflect current state law and align with what is provided in the course offering book for students and families.

Updates include:

1. Continuation
 - a. 48 credits for graduation
2. Elimination
 - a. Computer Applications credits
 - b. Core Diploma
3. Addition
 - a. Four (4) years of Physical Education
 - b. Financial Literacy: state law for the class of 2021
 - i. Central Lyon students earn their Financial Literacy credit by taking either Economics (a social studies course) or Personal Finance (an elective)
 - c. CPR Certification
4. Clarification
 - a. Elective Credits: 20 – to include May Term
 - b. Beginning with the class of 2022, special education students must complete four years of English, and three years of each math, science and social studies.
 - i. The class of 2021 will be the final class of special education students who can graduate based upon individualized education plan (IEP) goals.

505.5 GRADUATION REQUIREMENTS

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

It is the responsibility of the superintendent to ensure that students complete grades one through twelve, and that high school students complete 48 credits prior to graduation. The following credits will be required for graduation:

English/Language Arts	8 credits (including a semester of Speech)
Science	6 credits (General Science and Biology or Applied Biology)
Mathematics	6 credits
Social Studies	6 credits (World History, U.S. History, Government, and 2 Electives)
Physical Education	4 years (0.5 credits per semester)
Financial Literacy	1 credit* (Economics or Personal Finance)
Elective Courses	20 credits (including May Term)
CPR Certification	

* Beginning with the graduating class of 2021 – credit will be accounted for within the social studies or elective category depending upon which course, Economics (social studies) or Personal Finance (elective), the student successfully completes.

All high school students must be enrolled in a minimum of six (6) classes plus Physical Education per semester. Any variance from this requirement must have prior approval from the High School Principal.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP).

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.

The required courses of study will be reviewed by the board annually.

Legal Reference: Iowa Code §§ 256.7, 11, .11A, .41; 279.8; 280.3, .14.
281 I.A.C. 12.2, .5; 12.3(5).

Cross Reference: 505 Student Scholastic Achievement
603.3 Special Education

Approved 1/2/98

Reviewed 07/13/20

Revised 07/13/20

505.5 GRADUATION REQUIREMENTS

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

It shall be the responsibility of the superintendent to ensure that students complete grades one (1) through twelve (12) and that high school students complete forty-eight (48) credits prior to graduation (includes May Term). The following credits will be required:

Language Arts	8 credits
Science	6 credits
Mathematics	6 credits
Social Studies	6 credits
Computer Applications	2 credit
Physical Education	1 credit
May Term requirements	as outlined in the May Term registration material

Effective in the 2004-2005 school year, all high school students must be enrolled in a minimum of six (6) classes plus Physical Education per semester. Any variance from this requirement must have prior approval from the High School Guidance Counselor and the High School Principal.

The required courses of study will be reviewed by the board annually.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP).

Core Diploma

An individualized path to graduation is considered as needed for juniors or seniors at risk of dropping out. Student must earn 36 credits and satisfy Central Lyon graduation core class requirements. Parent involvement is crucial and parent and administrative consent is required. The traditional diploma requires 48 credits and includes a wider selection of elective classes, advanced placement, and dual credit courses. Core diploma course work may include on-line individualized course work.

Language Arts	8 credits
Science	6 credits
Mathematics	6 credits
Social Studies	6 credits
Computer Applications	2 credits
Physical Education	1 credit
Electives	7 credits

Legal Reference: Iowa Code §§ 256.11, .11A; 279.8; 280.3, .14 (2007).
281 I.A.C. 12.2; .3(7); .5; 41.404(6)(e).

Cross Reference: 505 Student Scholastic Achievement
603.3 Special Education

Approved 1/12/98

Reviewed 10/13/14

Revised 10/13/14

June 8, 2020

Jason Engleman
Central Lyon High School

Dear Mr. Engleman:

This letter is to notify you that I am resigning from my position at Central Lyon.
Thank you for the opportunity to work here, I have enjoyed it.

Sincerely,

A handwritten signature in cursive script that reads "Stacie Haselhoff". The signature is written in dark ink and is positioned above the printed name.

Stacie Haselhoff

TO: Central Lyon School Board / Superintendent

From: Jeremy Sprock, Transportation Director

Date: 6/12/2020

Re: Bus Driver Resignation

Please accept this letter as formal notification that I am leaving my position as substitute/activity bus driver with the Central Lyon Community School District effective 6-15-2020.

Thank you,

A handwritten signature in black ink, appearing to read 'Pam Attig', with a large, stylized initial 'P'.

Pam Attig

TO: Central Lyon School Board / Superintendent

From: Jeremy Sprock, Transportation Director

Date: 6/12/2020

Re: Bus Driver Resignation

Please accept this letter as formal notification that I am leaving my position as substitute/activity bus driver with the Central Lyon Community School District effective 6-15-2020.

Thank you,

A handwritten signature in black ink, appearing to read 'LeAnn Kruger', with a stylized flourish at the end.

LeAnn Kruger

TO: Central Lyon School Board / Superintendent
From: Jeremy Sprock, Transportation Director
Date: 6/12/2020
Re: Bus Driver Resignation

Please accept this letter as formal notification that I am leaving my position as substitute/activity bus driver with the Central Lyon Community School District effective 6-15-2020.

Thank you,

per phone conversation

A handwritten signature in dark ink, appearing to be 'KS' or similar, located to the right of the handwritten note.

Kevin McCarty

TO: Central Lyon School Board / Superintendent

From: Jeremy Sprock, Transportation Director

Date: 6/16/2020

Re: Bus Driver Resignation



Please accept this letter as formal notification that I am leaving my position as substitute/activity bus driver with the Central Lyon Community School District effective 6-16-2020.

Thank you,



Blake Schipper

Memorandum

To: Central Lyon Board of Education
From: Darsha Tuenge
Date: July 13, 2020
Re: Staff hiring recommendation

The district needs additional staff for the kitchen with the transition of 7-8 grades to the high school serving area as well reduction of secretarial staff for lunch ticket processing.

It is recommended that you approve the hiring of Crystal Lamfers as a full-time kitchen associate beginning August 2020.

Memorandum

To: Board of Education

From: Steve Harman, PK-6 Principal

Date 7-5-20

Re: TLC Model Teacher

An Interview committee consisting of TLC staff and CL administration conducted interviews for interested candidates for the TLC Model Teacher Position grades (PK-1) and (2-4).

It is recommended to approve Denise Mc Carty as Model Teacher grades (PK-1) and Sara Groen as a Model Teacher grades (2-4) for the 2020-21 school year.



Central Lyon Community School

1010 S. Greene St.
Rock Rapids, IA 51246

712.472.2664
712.472.2115

Brent Jorth, Superintendent
Jason Engleman, 7-12 Principal
Steve Harman, PS-6 Principal

www.centrallyon.org

Mission: To provide an education and the opportunity for ALL students to become productive, life-long learners.

MEMO

TO: Central Lyon Board of Education
FROM: Brent Jorth, Superintendent
DATE: July 9, 2020
RE: Return to Learn Planning

The Board will meet in work session to review the Return to Learn (RtL) Plan.

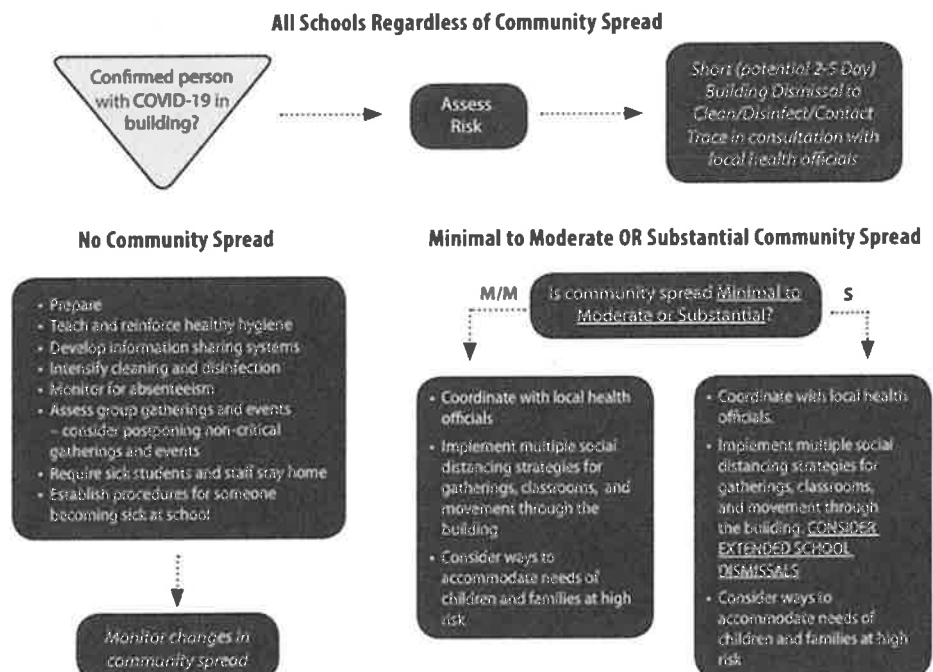
While guidance from the Iowa Department of Education and Iowa Department of Public Health continue to be released on a weekly basis, the plan as reviewed at the June 8th school board meeting has not substantially been updated and the RtL committee has not met since Thursday, June 4.

At this time, Central Lyon school administrators are planning for the return of students on August 19, with an open house / back-to-school night planned for students and families on the evening of Monday, August 17 from 4:00-8:00 p.m.

Topics of Discussion & Review:

1. *Health & Safety: Protocols, Practices & Policies* (p. 7-9)
 - a. Face Coverings for students and staff (p. 8): students & teachers *encouraged* to wear face coverings
 - i. June 28, 2020 – CDC Considerations for the wearing of cloth face coverings
 - b. School Closure Recommendations & Guidance (p. 8 – CDC: Childcare, Schools & Youth Activities 5/19/20)
 - i. March 25, 2020: School Decision Tree (p. 3 – Interim Guidance for Administrators)

School Decision Tree



- ii. October 7, 2019: IDPH: Absenteeism Report (mandatory when 10% of total enrollment is absent)

2. *Student & Staff Learning (p. 13-17)*

- a. It is our plan that students will return for face-to-face, traditional classroom instruction on August 19.
 - i. Plans and discussions for student learning centered around three models of instruction:
 - 1) On-Site Learning – traditional, face-to-face, classroom instruction
 - 2) Required Continuous Learning – mandatory remote learning for all K-12 students
 - a. **Central Lyon's RtL Plan focuses on this model of instruction.**
 - b. As opposed to voluntary educational enrichment opportunities, or what Central Lyon referred to as distance learning resources during from March 16-May 15.
 - 3) Hy-Brid Learning – a combination of on-site and distance learning models.
 - a. Discussions of the RtL committee included:
 - i. 50% of students attending classes on-site while 50% received instruction remotely in order to maintain social distancing.
 - ii. Maintaining on-site instruction for special education, ELL, and at-risk students; while providing distance learning for all other students.
 - b. **The RtL committee felt this model of learning would need to be revisited based upon further guidance and consideration.**
- b. RtL Committee Recommendations for Required Continuous Learning (aka distance learning) (p. 13)
 - i. PS-1st Grade: 30 minutes of direct instruction daily (delivered live & recorded for flexible access)
 - 1) 15 minutes literacy / 15 minutes mathematics from classroom teacher
 - 2) 15 minute weekly individual meetings with the student, parent/guardian & classroom teacher for the student's mental, social, & emotional health
 - 3) Voluntary Learning Experiences
 - a. Science and Social Studies Lessons
 - b. Art, Music & Physical Education
 - c. Small Group Activities as arranged by the classroom teacher
 - ii. 2nd-4th Grade: 60 minutes of direct instruction daily (delivered live & recorded for flexible access)
 - 1) 30 minutes literacy / 30 minutes mathematics from classroom teacher
 - 2) 15 minute weekly individual meetings with the student, parent/guardian & classroom teacher for the student's mental, social, & emotional health
 - 3) Voluntary Learning Experiences
 - a. Science and Social Studies Lessons
 - b. Art, Music & Physical Education
 - c. Small Group Activities as arranged by the classroom teacher
 - iii. 5th & 6th Grade: 120 minutes of direct instruction daily (delivered live & recorded for flexible access)
 - 1) 30 minutes of each core subject – English Language Arts, Math, Science & Social Studies
 - 2) 15 minute weekly individual meetings with the student, parent/guardian & homeroom teacher for the student's mental, social, & emotional health
 - 3) Voluntary Learning Experiences
 - a. Art, Band, Choir, Physical Education & Technology Education
 - b. Small Group Activities as arranged by the classroom teacher
 - iv. 7th-12th Grade: 3-4 hours of direct instruction daily (delivered live & recorded for flexible access)
 - 1) Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
1st	Work Time/	8 - 8:45 AM	Work Time/	8 - 8:45 AM	PLC Meetings/Staff Meetings/
2nd	Available For	9 - 9:45 AM	Available For	9 - 9:45 AM	Office Hours/
3rd	Extra Help	10 - 10:45 AM	Extra Help	10 - 10:45 AM	Work Time/
4th		11 -11:45 AM		11 - 11:45 AM	Available For
5th	12 - 12:45 PM		12 - 12:45 PM		Extra Help/
6th	1 - 1:45 PM	Work Time/	1 - 1:45 PM	Work Time/	Band & Choir
7th	2 - 2:45 PM	Available For	2 - 2:45 PM	Available For	Lessons/ SEL
8th	3 - 3:45 PM	Extra Help	3 - 3:45 PM	Extra Help	9 th Hour/ College Classes

- v. Staff members would maintain access to the building in the event school facilities would be closed to students. Teachers would have the option to work from home or school, so long as they meet the expectations for daily instruction, individual student/family meetings, professional collaboration, and staff meetings.

Iowa School Absenteeism Report

Iowa Department of Public Health

Report 10% or more of total enrollment absent on any given day

Please submit one report for each building affected.

County	City
School district	School name
Name of person reporting	Phone number IDPH can call
Email address	Date of absence
Total school enrollment (including ill students)	Number of students absent due to illness of any kind

Grades with absences due to illness

<input type="radio"/> Pre K	<input type="radio"/> 3	<input type="radio"/> 7	<input type="radio"/> 11
<input type="radio"/> Kindergarten	<input type="radio"/> 4	<input type="radio"/> 8	<input type="radio"/> 12
<input type="radio"/> 1	<input type="radio"/> 5	<input type="radio"/> 9	<input type="radio"/> Other:
<input type="radio"/> 2	<input type="radio"/> 6	<input type="radio"/> 10	

Symptoms reported by your absent and ill students:

<input type="radio"/> Cough	<input type="radio"/> Stomach pain
<input type="radio"/> Fever	<input type="radio"/> Vomiting
<input type="radio"/> Sore throat	<input type="radio"/> Diarrhea
<input type="radio"/> Runny nose	<input type="radio"/> Nausea
<input type="radio"/> Red eyes	<input type="radio"/> Other:

Approximate number of your absent and ill students with common symptoms:

GI symptoms (vomiting, nausea, diarrhea, stomach pain)	
Respiratory symptoms (cough, runny nose, body aches, sore throat)	
Other symptoms (list common symptoms, if known)	

Any details that may help determine causes (e.g., recent events, ill students or staff at school)

Absences can be reported to the IDPH Center for Acute Disease Epidemiology by:

Web - <https://redcap.idph.state.ia.us/surveys/?s=C4XNALH3R9>

Fax - (515) 281-5698

Phone - (800) 362-2736

Revised 10/7/19

Central Lyon Community School District

Return to Learn Plan

in response to school closure from March 13 to May 15, 2020



Accelerating Student Learning in 2020 and Beyond

Central Lyon School District Guiding Tenets

Mission: To provide an education and the opportunity for all students to become productive, life-long learners.

Vision: Excellence. Integrity. Empowered.

Core Values & Collective Commitments

- Exhibit Servant Leadership & Character
- Make & Honor Collaborative Decisions
- Communicate Openly, Honestly & Frequently
- Be Transparent but Respectful of Privacy
- Model Respect & Advocate Equity for All

District Goals

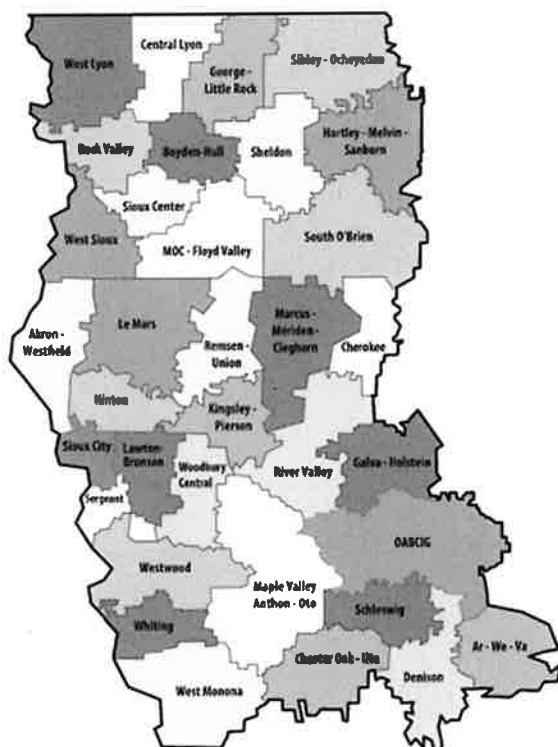
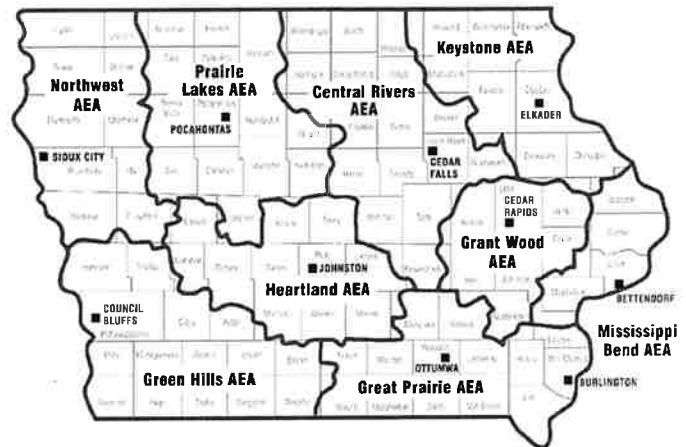
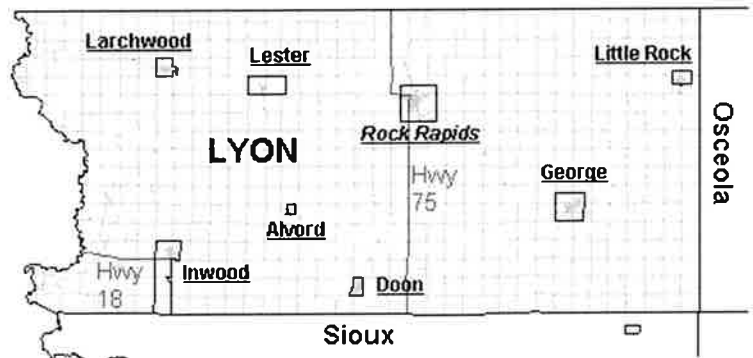
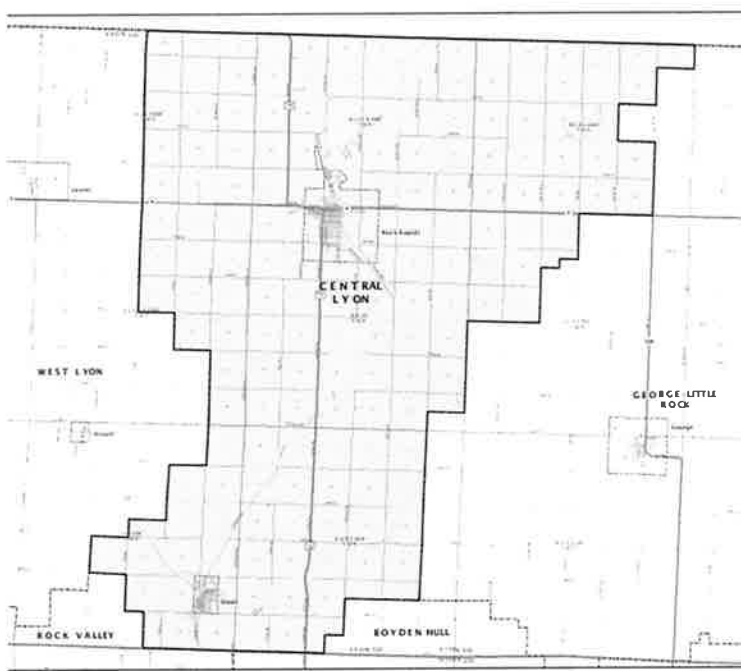
1. Safeguard the health, safety & wellbeing of our students, staff & community.
2. Empower Students
 - The Central Lyon District will do whatever possible to provide the best education for students of all ages, and all abilities. This includes providing academic programs that analyze the needs of a wide variety of students. High performance by all students and staff in all programs is the expectation of the Central Lyon School Board.
3. Empower Staff
 - All Central Lyon employees are expected to perform at the highest levels, to be professional, to be role models for students, to use resources - including technology appropriately. All staff will realize that we are here for the students first, and that all decisions and actions will be based on this premise. Everyone is accountable to our public, but more importantly our students. The Central Lyon School Board expects accountability from all employees of the district. Every aspect of professionalism is expected to be at the highest levels. This includes fulfilling the expectations of the contract to the fullest.
4. Engage Families & the Community (*in development*)
 - The Central Lyon District will partner with families and the community to support the development of all students.
5. Ensure Financial Health
 - The Central Lyon District will maintain a strong financial status while continuing to fulfill and maintain the needs of the academic program by providing proper staffing levels and regular curriculum revision. All programs and expenditures must be examined to ensure efficiency and effectiveness within the spectrum of the overall educational program.
6. Develop Excellent Facilities & Infrastructure
 - The Central Lyon District will maintain and provide the necessary and most up-to-date physical plant and equipment purchases including good facilities for all programs, above standard transportation fleet, and up-to-date applicable technology. This will be accomplished through rotational spending and continuous upkeep to provide the best possible amenities to the students and staff while utilizing public tax dollars in a responsible and cost-effective manner.

School District Location & Description

The Central Lyon Community School District will educate 775 students in the 2020-21 school year. Central Lyon employs 125 teachers and support staff.

The student, families, and staff of Central Lyon live in Rock Rapids, Doon, central Lyon County, or travel to school daily from locations across northwest Iowa, southwest Minnesota, and southeast South Dakota. Rock Rapids is the county seat of Lyon County, Lyon County borders Rock and Nobles counties in southwest Minnesota, and Minnehaha and Lincoln counties in southeast South Dakota. Sioux Falls, South Dakota, is the regional hub for students, staff, and families of Central Lyon, and is located 33 miles and 45 minutes to the northwest.

Central Lyon shares athletic programs and staff with the George-Little Rock School District to the east, and staff with Rock Valley and West Lyon its neighboring districts to the south and west.



Return to Learn Responsibilities and Objectives

Responsibilities

1. Provide an education and the opportunity for all students to become productive, life-long learners.
2. Safeguard the health, safety and wellbeing of students, staff and the community.

Objectives

1. Empower students and staff.
2. Engage families and community partners.
3. Ensure the financial health of the school district.
4. Provide excellent facilities and infrastructure.

Leadership

Central Lyon Board of Education

- Dave Jans, president
- Andy Koob, vice president
- Keri Davis
- Joel DeWit
- Scott Postma

Central Lyon Leadership Team

1. Brent Jorth, superintendent
2. Steve Breske, director of facilities and maintenance
3. Curtis Eben, director of technology
4. Jason Engleman, secondary principal and co-director of activities (grades 7-12)
5. Steve Harman, elementary principal (grades preschool to 6th grade)
6. Dan Kruse, co-director of activities
7. Geoff Kruse, technology administrator
8. Jeremy Sprock, director of transportation
9. Darsha Tuenge, director of food service
10. Jackie Wells, school business official

Return to Learn Leadership Team

1. Brent Jorth, superintendent
2. Bill Allen, high school science teacher
3. Stephanie Baker, elementary instructional coach
4. Emily Deutsch, middle school band teacher
5. Ben Docker, high school social studies teacher
6. Bruce Eckenrod, middle school social studies teacher
7. Jason Engleman, secondary principal
8. Kate Gerber, elementary student services director
9. Sara Groen, elementary 4th grade teacher
10. Jessica Harman, secondary school counselor
11. Steve Harman, elementary principal
12. Jill Kroon, high school English teacher
13. Geoff Kruse, technology administrator
14. Sam Kruse, English language learner teacher
15. Jerry Pytleski, elementary 6th grade science teacher
16. Jamie Schar, elementary 1st grade teacher
17. Krista Sprock, elementary literacy coach
18. Brenda Van Hofwegen, school nurse
19. Michelle Van Wyhe, elementary literacy coach
20. Chris Wright, high school math teacher
21. Kristi Wright, secondary special education teacher

• Subcommittees

- *Health & Safety:* *Brenda Van Hofwegen, Bruce Eckenrod and Sara Groen
- *Mental Health and Social-Emotional Learning:* *Steve Harman, Ben Docker, Kate Gerber, Jessica Harman, Jill Kroon and Jerry Pytleski
- *Student and Staff Learning:* *Jason Engleman, Bill Allen, Emily Deutsch, Bruce Eckenrod, Jamie Schar, Michelle Van Wyhe and Chris Wright
- *Infrastructure:* *Geoff Kruse, Stephanie Baker and Sam Kruse
- *Equity:* *Brent Jorth, Krista Sprock and Kristi Wright

* denotes subcommittee leader

Leadership - *continued*

- Meetings

- Monday, June 1
(exec committee)
- Thursday, May 28
- Wednesday, May 27
- Tuesday, May 26
- Friday, May 22
- Thursday, May 21
- Wednesday, May 20
- Meetings that are held beyond Thursday, May 28 will be conducted as necessary. Members will be compensated for their work beyond the contract. All effort will be made for meetings to be held in-person and virtually.

Communication

1. The superintendent will communicate with students, families, and staff to provide updates on student programs and return to learn planning:

- Weekly while school is in session,
- Monthly during the summer, and
- As frequently as necessary

The superintendent will utilize:

- JMC robocalls, text messages, email, and
- District social media platforms
 - District website,
 - Facebook and
 - Twitter
- Recorded video messages will be provided as necessary.

2. The superintendent will communicate with the Board of Education as frequently as necessary utilizing phone calls, text messages and email to provide updates on student programs; the district's financial status; facility, infrastructure, transportation, technology and maintenance projects; and return to learn planning.
 - a. The superintendent will engage the Board of Education in one-way communication if communicating with all five members.
 - b. If two-way communication needs to occur, the superintendent will utilize the following committees to meet in-person, via video conference, or conference call:
 - i. Leadership: Dave Jans and Andy Koop
 - ii. Finance: Dave Jans and Keri Davis
 - iii. Buildings and Grounds: Keri Davis and Joel DeWit
 - iv. Personnel: Andy Koob and Scott Postma
 - v. Sharing: Joel DeWit and Scott Postma
 - vi. Ad hoc: as deemed appropriate by the Board President and superintendent
 - c. The Board of Education will conduct its meetings monthly, or as deemed necessary by the Board President and superintendent, and stream the meeting for the public to view on the internet. For those without internet, they can call 712-472-2664 to listen to the meeting live.
3. The superintendent will communicate with the community via the school website, social media, the Lyon County Reporter, and other local news organizations as frequently as necessary.
 - a. Community members and press should email, phone calls, or establish in-person meetings to obtain updates on student programs; the district's financial status; facility, infrastructure, transportation, technology and maintenance projects; and return to learn planning.
4. Return to Learn Leadership Team meetings times and agendas will be announced to staff and the Board of Directors.
 - a. Minutes and work products will be made available upon request.
 - i. The superintendent will determine what work products will remain confidential during drafting of the plan.
 - b. Building principals will share updates of the return to learn plan with their staff members during staff or team meetings and via email.
 - c. Leadership team members are encouraged to share updates regarding the return to learn plan with their grade level, content, vertical teams, and fellow staff members.
5. Central Lyon's Return to Learn Plan will be approved by the Central Lyon Board of Education prior to submission to the Iowa Department of Education by July 1, 2020.

Health & Safety

Belief

Maintain the health and safety of our students and staff, their families and our community.

Data & Resources to be Collected, Analyzed

- Central Lyon Pandemic Response Plan (need to revisit)
- Melissa Walker, School Nursing Consultant, Iowa Department of Ed
- [CDC: Childcare, Schools & Youth Activities – Plan, Prepare & Respond](#)
- Activities
 - o [National Federation of State High School Associations](#) (May 15, 2020)

Health Resources

1. We will continue to follow CDC and IDPH guidelines regarding PPE use in school facilities. This may include, but is not limited to masks, gloves, and face shields.
2. The facility will ensure adequate supplies and use of cleaners, disinfectants, and sanitizing agents are available. Cleaning will be done frequently and on an as needed basis. EPA guidelines will be used for all cleaning and disinfecting processes.
 - a. Hand Sanitizer Stations
 - i. Every classroom with 20 or more students should have an electronic dispenser
 - ii. Common Spaces
 1. Weight Room
 2. Mezzanine
 3. Competition Gym
 4. Auditorium
 5. HS Commons: entrances to concession stand
3. Use & Handling of Materials

Student Safety

1. Student and Family Responsibilities, Expectations
 - a. Follow a strict illness policy.
 - b. Health expectations for students will be communicated to families prior to the start of the school year and reinforced throughout the school year.
 - c. Student illness should be reported to school at each occurrence.
2. Attendance & Absence Policies
 - a. Review current policies and handbooks
 - b. Responding to student illness due to COVID-19
 - i. Confidentiality & Privacy
3. Student Social Distancing & Mitigation Strategies
 - a. Priorities
 - i. Educating & Communicating
 1. Stay home when sick.
 2. Social distance when feasible.
 3. Increase hygiene practices.
 - ii. Teaching
 1. What expectations do we have for ALL staff?
 - a. How will we train ALL staff at our Back to School PD in August?
 - i. When to send a student to the nurse's office.
 - ii. Expectations of the teacher in regard to cleaning room and supplies.
 2. What do we expect _____ to teach students the first days, weeks of school?
 - a. Bus Drivers Expectations of social distancing on the bus.

- b. Classroom Teachers Rules for social distancing. Restroom expectations
- iii. Reinforcing
 - 1. How will we positively reinforce students for meeting our expectations?
 - a. Using PBIS practices or normal complimentary language.
 - 2. How will we reteach students who aren't meeting our expectations?
 - a. Continue to emphasize the need for following expectations. Using PBIS reteach lessons.
 - 3. When should teachers be expected to call parents to discuss "unsafe" social distancing?
 - a. Rarely. If it becomes a problem, teacher will inform administrators to handle the situation as they see fit.
 - 4. What are the 3 behaviors that are going to warrant referrals to the principal?
 - a. Habitual social distancing offenders. Disrespectful act of spreading bodily fluids. Trying to use Covid to intimidate others.
- b. Bus Riders & Transportation
 - i. Is 13 students for a 65 bus the current recommendation – what source can we use to verify this going forward?
 - 1. This comes Iowa Athletic Associations guidance
 - ii. Should we be taking student temperatures as they get on the bus?
 - 1. Our recommendation is that parents take temperatures before students get on the bus.
- c. Arrival
 - i. What recommendations does the committee have for arrival of students?
 - 1. House students in common areas practicing social distancing monitoring by staff.
- d. Common Spaces: What recommendations does the committee have for students in these spaces?
 - i. Offices: marked spots for students to wait their turns. Teach students how to use the offices.
 - ii. Elem PE Gym: social distancing as much as possible.
 - iii. HS Commons: social distancing as much as possible.
 - iv. Hallways: monitor and practice social distancing as much as possible. Potential shifting of grade level or class dismissal times.
 - v. Playground
 - 1. Does the committee have a recommendation for how many students should be on the playground at anyone time?
 - a. Monitor, practice social distancing as much as possible.
 - 2. Do we have to develop a different recess schedule to appropriately socially distance? Is there a resource/website for recommendations regarding play and social distancing?
 - a. Monitor IDPH and Department of Ed. current guidelines and recommendations. Potentially adjust recess schedule following guidelines.
 - vi. Competition Gym: monitor and social distance as much as possible.
 - vii. Mezzanine: monitor and social distance as much as possible.
- e. Classrooms
 - i. What recommendations does the committee have for students in these spaces?
 - 1. Teachers will be encouraged to wear face coverings.
 - 2. Students will be encouraged to wear face coverings.
- f. Restrooms:
 - i. What recommendations does the committee have for students in these spaces?
 - 1. Limit number of students in restrooms.
 - 2. Have marks on floor where students should wait.
 - 3. Ensure signage to encourage proper hand washing in the bathrooms.
- g. Transition Times: What recommendations does the committee have for students in these time periods?
 - i. Teach recommendations.
 - ii. Monitor the practicing of social distancing.
 - iii. Encourage mask use.

- h. Lunch
 - i. Should PK-6 students plan to eat in their classrooms? Possible rotation of one grade level eating in classrooms if needed.
 - ii. Can we use the Elementary Gym, Mezzanine, Competition Gym to help with social distancing? Attempt to social distance in the lunchrooms as is now. Use classrooms if only other option.
- i. Dismissal

Work Place Safety

- 1. Employee Responsibilities, Expectations
 - a. Review current policies and handbooks
- 2. Frontline Workers
 - a. Transportation & Bus Drivers
 - b. Administrative Assistants
 - c. School Nurse
 - d. Custodial Staff
 - e. Food Service Staff
 - f. 1:1 Para Educators
 - g. Classroom Teachers
 - h. Support Staff
- 3. Attendance & Absence Policies
 - a. Review current policies
 - b. Privacy & Confidentiality
- 4. Social Distancing Strategies
- 5. Mitigation Strategies
- 6. Privacy & Confidentiality

Flowcharts

Questions to be Answered / Problems to be Solved

- 1. If on site and temperatures have to be taken, how will that process take place?
- 2. Workplace safety – Brenda thought she would be better equipped to fill this part out with administration's help.
- 3.
- 4.
- 5.

Mental Health & Social-Emotional Learning

Belief: Our school district's critical focus is securing and enhancing supportive relationships with staff, students, and their families before, during, and after any crisis.

Data & Resources to be Collected, Analyzed

- Resources and Needs Survey: forthcoming from the IDOE
- Resource Contact Information:
 - AEA Specialists
 - Point of Contact: Andera Scheitler
 - Email Address: ascheitler@nwaea.org
 - Direct Telephone Number (office with extension or cell): 712-222-6131 ext. 6131
 - Physical Address: 1520 Morningside, Ave., Sioux City, IA 51106
 - Note/Comment:
 - Faith-based Partners
 - Point of Contact: Cheryl Van Beek
 - Email Address: Frccheryl@premieronline.net
 - Direct Telephone Number (office with extension or cell): 712-472-3729
 - Physical Address: 512 S. Union St., Rock Rapids, IA 51246
 - Note/Comment:
 - Creative Living Center
 - Point of Contact: Michael Henning or Sarah Jones
 - Email Address: N/A
 - Direct Telephone Number (office with extension or cell): 712-476-5245; 888-587-2537
 - Physical Address: 1905 10th Street, Box 163, Rock Valley, Iowa 5127
 - Note/Comment:
 - Family Crisis Center
 - Point of Contact: Shari Kastein
 - Email Address: sharik@familycrisiscenters.org
 - Direct Telephone Number 1-712-722-4404
 - Physical Address: PO Box 295, Sioux Center, IA 51250
 - Note/Comment:
 - Seasons Center
 - Point of Contact: Nicole Van Ginkel
 - Email Address: nvanginkel@seasoncenter.org
 - Direct Telephone Number (office with extension or cell): 1-(800) -242-5101
 - Physical Address: 118 N 2nd Ave, Sheldon, IA 51201
 - Note/Comment:
 - Avera McKennan Behavioral Health
 - Point of Contact: TBD
 - Email Address: TBD
 - Direct Telephone Number (office with extension or cell): 605-332-4005
 - Physical Address: 4400 W. 69th St., Sioux Falls, SD 57108
 - Note/Comment: We will work with the first point of contact
 - Cherokee Mental Health Institute
 - Point of Contact: Kelly Garcia
 - Email Address: TBD
 - Direct Telephone Number (office with extension or cell): 712-225-2594
 - Physical Address: 1251 West Cedar Loop, Cherokee, IA 51012
 - Note/Comment: We will work with the first point of contact

- Department of Human Services
 - Point of Contact: Iowa Department of Human Services
 - Email Address: N/A
 - Direct Telephone Number (office with extension or cell): 1-800-362-2178
 - Physical Address: N/A
 - Note/Comment:
- Lyon County Health Services
 - Point of Contact: Melissa Stillson
 - Email Address: mstillson@co.lyon.ia.us
 - Direct Telephone Number (office with extension or cell): 712-472-8200
 - Physical Address: 315 1st Ave., Suite 208 Rock Rapids, IA 51246
 - Note/Comment:
- Lyon County Sheriff's Department
 - Point of Contact: Chad Klosterbuer
 - Email Address: chad.klosterbuer@lyoncountvia.com
 - Direct Telephone Number (office with extension or cell): 1-(712) 472-8300
 - Physical Address: 411 Boone St, Rock Rapids, IA 51246
 - Note/Comment:

MH & SEL Needs of Students

Based off of the survey (Survey to be sent to us by the state) – If we begin school onsite, the survey should be administered the first day of school in classes. If we begin in a hybrid or continuous learning model, the survey should be administered the first week of school as an assignment through the classroom teacher. These are the student needs we are expecting to deal with...

1. Anxiety
2. Depression
3. Neglect & Abuse
4. Drug & Alcohol Abuse
5. Financial Struggles
6. Basic Needs

Strategies to Support Students

- Referral Process and Communication Strategies
 - Document current referral process & flowchart (step-action)
 - Universal Strategies
 - All Teachers
 - All Support Staff Members
 - School Counselors
 - Targeted Supports
 - Classroom Teacher-Homeroom Teacher-DEAR Advisor
 - Trusted Staff Member
 - Communication with Parents & Families
 - School Counselors
 - Communication with Parents & Families
 - Coordinated Care
 - Team-based Approach
 - School Counselor
 - External Experts
 - Communication with Parents & Families

Tier 1: Universal Strategies

Tier 2: Targeted Supports

Tier 3: Coordinated Care

- Document current referral process
 - Is there a paper-referral, electronic referral, will we need to create one? Identify the current steps/practices for student-referral based on mental health/SEL needs:
 - Step 1: Teacher- Student Contact
 - Step 2: Mental Health Flow Chart
 - Step 3: At-Risk Team
 - Step 4: Administration
 - Step 5: Outside Resource Intervention
- Two-way communication strategies: consider/discuss the following
 - Teacher to Student / Student to Teacher: Face-to-Face Conversations, Email, Canvas (Teams/Zoom), Mail & Text
 - Teacher to Parent / Parent to Teacher: Email, phone calls, text, mail
 - Teacher to Counselor or Principal / Counselor or Principal to Teacher: Email, Phone, Text, Face Time, Teams/Zoom
 - Student to Counselor or Principal / Counselor or Principal to Student: Email, Phone, Text, TEAM/Zoom
 - Counselor/Liaison to Outside Resource / Outside Resource to Family / Family to Counselor/Liaison: Phone, Email, Text, TEAM/Zoom
 - Flowchart created to address mental health referrals. See Step 2 above.
- External Expert Partners – listed in data & resources needed for collection
 1. AEA Specialists
 2. Faith-based Partners
 3. Creative Living Center
 4. Family Crisis Center
 5. Seasons Center
 6. Department of Human Services
 7. Lyon County Health Services
 8. Lyon County Sheriff's Department
 9. Others
 - Family Practice Professionals
 - Cherokee Mental Health Institute
 - Avera McKennan Behavioral Health

MH & SEL Needs of Staff

- A survey will be sent out to staff by the 1st of August, pending DOE survey provide. Staff's MH & SEL needs are pending the survey.
 - Document current referral process & flowchart (step-action)

Flowcharts

Questions to be Answered / Problems to be Solved

Student and Staff Learning

Belief: To continue to provide an education and the opportunity for all students to become productive, life-long learners.

It is our belief as a district that we will efficiently communicate our learning expectations with all district stakeholders to ensure standards of learning and assessments are clear and manageable for all, in a required online learning environment.

- PK-1 Students & Families
 - Do we continue with the current recommendations / increase the expectation for distance learning?
 - 30 min/day - break into 15 min increments to make it more manageable
- 2-4 Students & Families:
 - Do we continue with the current recommendations / increase the expectation for distance learning?
 - 1 hour/day
- 5-6 Students & Families:
 - Do we continue with the current recommendations / increase the expectation for distance learning?
 - 2 hours/day
- 7-8 Students & Families:
 - Do we continue with the current recommendations / increase the expectation for distance learning?
 - 2 hours/day
- 9-12 Students & Families:
 - Do we continue with the current recommendations / increase the expectation for distance learning?
 - 3-4 hours/day
 - Should we try to replicate as normal a day as possible? Should we adopt a blended, block-schedule?
 - Utilize the schedule below for distance learning for 9-12, but it would also work for 7-8:
 - We feel this gives students a focus for the day, it assigns time slots for teachers to hold meetings if needed so teachers are not scheduling over the top of things, and this would offer flexibility for families and students to get their required work done.
 - Can some of the building be open to accommodate special ed, at-risk, ELL, etc during required distance learning? Otherwise support staff will have to work with special ed teachers and others to try to virtually meet the needs of these students.
 - Should it be necessary, teachers will accommodate students will evening office hours.
 - A survey at the beginning of the year will help identify students without internet at home so we can devise a plan to accommodate them.

	Monday	Tuesday	Wednesday	Thursday	Friday
1st	Work Time/	8 - 8:45 AM	Work Time/	8 - 8:45 AM	PLC Meetings/Staff Meetings/
2nd	Available For	9 - 9:45 AM	Available For	9 - 9:45 AM	Office Hours/
3rd	Extra Help	10 - 10:45 AM	Extra Help	10 - 10:45 AM	Work Time/
4th		11 - 11:45 AM		11 - 11:45 AM	Available For
5th	12 - 12:45 PM		12 - 12:45 PM		Extra Help/
6th	1 - 1:45 PM	Work Time/	1 - 1:45 PM	Work Time/	Band & Choir
7th	2 - 2:45 PM	Available For	2 - 2:45 PM	Available For	Lessons/ SEL
8th	3 - 3:45 PM	Extra Help	3 - 3:45 PM	Extra Help	9 th Hour/ College Classes

Data & Resources to be Collected, Analyzed

Educators will ensure teachers and other necessary educators have the knowledge and skills they need to collect student learning data. This will look a little different depending on grade level and content area. For example, whereas pre-assessments may be utilized more at the lower elementary level, a more informal formative assessment approach will be used at the high school level. Educators throughout the district will utilize RIOT framework (Review, Interview, Observe, Test,) with consideration for necessary differences for remote and hybrid learning delivery models by using available resources the district has provided (Canvas, Office 365, video conferencing, online office hours, etc.). Educators will lean on PLC's to determine how the data collected will be used to drive decisions.

- <https://iowacore.gov/>
- Central Rivers Return to Learn Supports: <https://drive.google.com/drive/folders/1ZNDsDcO-du6EqGzzoBpyurQwxqk92e8z>
- [Iowa's SEL Competencies](#)

Communication Strategies to Strengthen Home-to-School-to-Home Partnerships

Educators will help train parents and guardians at the beginning of the school year on utilizing technology tools, including updating contact information and preferences. All families will be required to attend a training session prior to the start of the school year. This will be accomplished by providing an open house, conference style sign-up K-12. In order to collect their laptop/Chromebook, students and families will need to attend and be trained by staff members on EdTech tools.

Use and importance of each EdTech tool is based on each grade level or content team and decided on/developed during PLCs.

1. Ensure JMC contact information is accurate and up-to-date
 - a. Telephone number
 - i. Establish Preference: Text or Phone Call
 - b. Email
 - i. Parent
 - ii. Student
 - c. Mailing Address
 - d. Primary, Secondary & Emergency Contacts
 - e. Canvas
 - i. Observer Accounts
2. Share EdTech Credentials
 - a. Computer Username & Password
 - b. Office 365
 - i. Video Conferencing: Microsoft Teams
 - c. Canvas: Student & Observer Accounts
 - d. Online Curriculum
 - i. Into Reading & Into Literature
 1. Really Great Reading
 2. iRead
 3. Raz Kids & Accelerated Reader (AR)
 - ii. GoMath
 - iii. Others:
 1. EduTyping
 - e. Others
 - i. WeVideo
 - ii. TurnItIn.com
 - iii. Nearpod
 - iv. Edgenuity
 - v. AEA Online Resources

3. Tech Support & Trainings (Staff & Student)
 - i. Canvas
 - ii. SMART Recorder
 - iii. Office 365
 - iv. Microsoft Teams

Curriculum, Instruction & Assessment

1. PLC Teams
 - a. Curriculum/Content Check-ins
2. Acceleration Playbooks
 - a. Elementary (PS-6th Grade): in order of priority
 - i. Literacy
 - ii. Mathematics
 - iii. Science
 - iv. Social Studies
 - b. Secondary (7th Grade-12th Grade)
 - i. English Language Arts
 - ii. Mathematics
 - iii. Science
 - iv. Social Studies
 - v. Career and Technical Education (CTE)
 - c. District
 - i. Performing Arts
 1. Instrumental Music
 2. Vocal Music
 - ii. Visual Arts
 - iii. Special Education
 - iv. Physical Education

Professional Development

Educators will utilize PLCs and other topics to guide the staff's professional development throughout the course of the school year. This may be a fluid process as the PLCs will guide the professional development. The professional development will allow the educators to be as effective as possible while expanding their knowledge and skills to implement the best educational practices.

Within the PLCs, staff will create professional learning ideas based on needs of specific PLCs groups. These PLCs will create time for varying, meaningful collaboration. This may be under the direction of the superintendent, building principal, and teacher leaders. Such as, but not limited to: assessment pieces, chrome books, iRead, and Go Math.

Collaborative teams need time to reflect and adjust their playbooks. Educators need to be provided opportunities to be sure the learning targets are on a continuum.

1. Health & safety trainings to be provided
 - a. By mandate we must provide:
 - i. Mandatory Reporter – licensure every 5 years
 - ii. Mental Health – new in fall of 2019, required every 3 years
 - iii. Blood-Borne Pathogens – school nurse provides 1-hour training annually
 - b. Review of CDC Guidelines
 - i. Secure Melissa Stillson for August 17 or 18 PD

- c. See Student & Workplace Safety Measures in Health & Safety - does this pertain to Continuous Learning?
 - i. Can this group review & prioritize?
 - ii. What does this group feel about the wearing of face coverings?
 - 1) If we were to start school tomorrow – would you recommend teachers wear face coverings, students? Only in certain places at certain times? - Yes
 - 2) How do we keep students from being bullied because they have chosen to wear a face cover or not to wear one? - PBIS expectations
2. Mental Health and Social-Emotional Learning
- a. Establishing and building meaningful relationships with students and families
 - b. Iowa's SEL Competencies
 - i. Self-Awareness
 - ii. Self-Management
 - iii. Social Awareness
 - iv. Relationship Skills
 - v. Responsible Decision Making
 - c. Child & Youth Mental Health
 - i. Mandatory Training: Iowa Department of Human Services or AEA Online
 - ii. Voluntary Trainings: August 7 & August 11
 - d. Educator Mental Health
 - i. CASEL: Collaborative for Academic, Social and Emotional Learning
 - 1) District Resource Center / School Level / Classrooms / Homes
 - ii. Self-Care & Educator Wellbeing
 - 1) Being Your Best 'SEL'f (CASEL, March 27, 2020) – YouTube (1:06 hours)
 - e. Maintaining, Protecting Confidentiality, Privacy
3. Collaboration: 3 Big Ideas
- a. Focus on Learning for All Students
 - i. All means all – if it's not good enough for "my kids" it's not good enough for any of our students
 - ii. Schools exist for learning, not for teaching
 - b. Building a Collaborative Culture
 - i. All teachers must collaborate, even singletons
 - ii. Teachers must be organized into meaningful teams
 - 1) Grade Level Teams
 - 2) Content Teams
 - 3) Vertical Teams
 - 4) Standing Committees
 - 5) Ad Hoc Committees
 - iii. Teachers should be held accountable for their work as a team
 - 1) Roles are assigned
 - 2) Norms are established
 - 3) Notes are taken and shared
 - 4) Supports are provided by teacher peers or administrators
 - c. Focus on Results
 - i. Teams should collect meaningful data
 - ii. Teams should bring student data, work to share
 - iii. Teams should use student data, work to make decisions

4. Acceleration Playbooks: 4 Critical Questions of Collaborative Teams
 - a. Identifying Essential Learnings
 - i. Critical Question #1 – what do all students need to know and be able to do?
 - ii. AKA: identifying the big ideas, essential standards, how to “bundle” standards
 - b. Utilizing, Designing & Utilizing Assessments (Pre, Formative & Summative)
 - i. Critical Question #2 – how will we know students have learned?
 - 1) What pre-assessments do we have, need to create to identify the needs of students?
 - 2) What formative assessments will we administer / do we need to create during the unit?
 - 3) What summative assessments will we administer / need to create to gauge student understanding?
 - a. Are these summative assessments traditional (paper pencil tests or quizzes / essays / term papers)?
 - b. Do I have an authentic assessment that allows students to demonstrate, show me what they have learned? (projects, presentations, video demonstrations, conversations, etc)
 - ii. AKA: what evidence will we accept as proficiency, mastery?
 - c. Instruction, Intervention & Enrichment Strategies
 - i. Critical Question #3 & #4: how will we respond when students don’t know, can’t demonstrate their understanding? How will we respond when students have learned, demonstrated proficiency?
 - ii. AKA: what are the high-impact instructional strategies for your particular grade level, content?
 - iii. AKA: what systems of intervention, enrichment exist to support students along their learning journey?
 - iv. AKA: what Tier 2 / Tier 3 interventions exist for the 20% / 2-5% of students who need more support?

Questions to be Answered / Problems to be Solved

1. How can we strengthen the communication between all parties to ensure training(s) are delivered? *Accountability measure?
2. Structure – Required work time, required office hours / class time
- 3.
- 4.
- 5.

Access and Equity

Belief

We need to maintain contact and connection with students and families with learning disabilities, limited English proficiency, and limited access to the internet.

It is important that we provide services, modifications, and accommodations identified in student IEPs or personalized learning plans to maintain and grow student understanding and skills of grade level academic and social-emotional skills.

Data & Resources to be Collected, Analyzed

1. Lists of Students: IEP, Title, ELL, TAG, and Reading Intervention
2. What other data, lists do teachers need? – How do we share that information while maintaining confidentiality?

Special Education

We will provide services as outlined in each student's IEP. Specially designed instruction, modifications, and accommodations as listed on Page F will be provided through distance learning. Special education teachers will collaborate with general education teachers to make sure instruction, modifications, and accommodations are being offered as stated in the IEP.

English Language Learners

We will provide opportunities to enrich and enhance ELL student language acquisition through online tools or apps, with teacher led support. We will collaborate with general education teachers to make sure instruction, modifications, and accommodations are being offered. We will continue to distribute the individualized language plans for students to general education teachers in order to ensure modifications and accommodations are adequate.

At-Risk Students

The at-risk referral process will be standardized utilizing a flow chart or form. We will identify students who may be at risk due to any of the following circumstances:

1. Health concerns,
2. Limited or no internet access,
3. Mobility/housing issues, or
4. Students identified by the at-risk referral process.

Teachers will increase connection with at-risk families and learners by checking in more frequently: a firm contact must be made weekly with each student by a designated at-risk committee member or teacher advocate. The principal, counselor, or other trusted school adult should begin reaching out after a week of no student contact. Additional teacher-led sessions should come from either the at-risk teacher advocate or classroom/content teacher, such as the Advisor, Special Education teacher, ELL, TAG, counselor, JCSLO (jager), principal. Flexible office hours should be made available one evening per week. Parents must be informed of these office hours, with the expectation that communication will be returned within 24 hours.

Teachers will ensure access to all learners by providing synchronous and asynchronous learning opportunities (online in real time & pre-recorded) and by making paper resources available through the 24-hour post office at school. Delivery arrangements should only be made for extreme circumstances based on administration approval.

Communication Strategies (ALL)

1. Email
2. Video Chat
3. Text: personal phone, REMIND App, Google Voice, JMC
4. Microsoft Teams: chat feature, text messaging

Challenges to Address

- 1) No Internet Connection
 - a. Financial reasons
 - b. Religious Objections
- 2) Unreliable Internet Connect
 - a. Cell Phone

Questions to be Answered / Problems to be Solved

Infrastructure

Belief

Our belief is that our infrastructure is sound enough to promote successful lifetime learners whether they are on-site or working from a distance. We want to provide quality instruction in a required continuous learning environment.

Data to Collect, Analyze

We will collect data on the technology needs of our students and develop a plan to address these needs which may include providing school devices for students that normally do not take them home.

Needs Assessment

We will use the survey that we used in March to determine the needs of our families in regards to technology needs by having our stakeholders complete the survey a 2nd time.

Calendar

We will start school on August 19.

Attendance & Grading: *discussed in Student and Staff Learning*

Professional Development: *discussed in Student and Staff Learning*

Financial Resources and Allocations

CARES Funding: \$56,000

School Closure Costs & Savings (March 16-May 15)

1. Food Service & Nutrition

Savings	Costs

2. Transportation

Savings	Costs

3. Facilities & Maintenance

Savings	Costs

4. Technology

Savings	Costs

5. Student Learning

Savings	Costs

6. Professional Learning

Savings	Costs

7. Other

Savings	Costs

Conclusion

Sources & References

Iowa Department of Education

- IDOE COVID-19 Webpage: <https://educateiowa.gov/article/2020/05/26/covid-19-guidance-and-information>
- IDOE Return to Learn Google Site: <https://sites.google.com/iowa.gov/returntolearn/home?authuser=0>
- IDOE Zoom Guidance Meetings: <https://educateiowa.gov/covid-19-webinar-recordings-pk-12-school-administrators-iowa>

Maps

https://educateiowa.gov/sites/files/ed/documents/FY20_CENTRAL%20LYON.pdf
<http://www.iowa.org/county/lyon/>
<https://www.nwaea.org/about/northwest-aea-district-map/>
<http://www.iowaaea.org/find-my-aea/>
<https://www.weather.gov/fsd/cwa>