

Clarinda Community School District
Modified Allowable Growth for Dropout
Prevention (MAG-DoP)



Student Opportunities



Green Hills AEA

Serve • Support • Advocate

RISING HOPE ACADEMY

Green Hills AEA Mental Health Classroom

OVERVIEW & PURPOSE

Opportunity to provide a deeper level of support to students with mental health needs. Rising Hope Academy will serve up to 8 students in the classroom setting.

REQUIREMENTS

1. Students must be in Kindergarten through 8th Grade. An IEP is required. An application must be completed to be considered as a candidate for this program.

OBJECTIVES

1. Shared goals between the resident home district and Rising Hope Academy will be designed to help students:
 - a. Learn resilience as a result of trauma.
 - b. Understand their mental health diagnosis
 - c. Gain coping skills to assist with social, emotional, and educational outcomes.
 - d. Return to the home district within a school year.
2. Examples of interventions include but will not be limited to:
 1. Research based mindfulness
 2. Social skills groups
 3. Access to a licensed mental health therapist
 4. Daily student self-assessment and feedback
 5. Social emotional learning curriculum
 6. Modifications and accommodations to Iowa Core
3. Communication and progress will be shared on a weekly basis between Rising Hope Academy, the students' home district, and guardians.

PROCESS

- | | |
|--|-----------------------|
| 1. Referral Application | 8. Observations |
| 2. Intake Paperwork | 9. Discharge Planning |
| 3. Observations | 10. Exit Interview |
| 4. Transition - Into Rising Hope Academy | |
| 5. Enrolled | |
| 6. Transition 1 - Into IKM-M | |
| 7. Transition 2 - Into Home District | |

Criteria for Acceptance at Rising Hope Academy

Criteria	Appropriate	Conditional	Subject to Denial
Class Size	Max of 8 students per classroom	Current classroom enrollment is 8 students.	More than 8 students per classroom
Age	1st grade through 8th grade	Kindergarten	Pre-K and younger and High School students
Therapy	Cognitive and verbal level/abilities are high enough to participate in therapy interventions offered. Willingness by client and support system to engage in treatment plan and goals, including medication management if applicable.	Cognitive abilities impaired which impacts ability to engage and participate in therapy interventions offered. Lack of willing to participate and engage in treatment plan and goals by client and support system.	Client is resistant to engagement and participation in treatment plan, medication management, and therapy services offered. Support system is resistant to engage in therapeutic process.
Risk Factors	Tendencies of: Run Behavior, Self-Harming, Suicidal Ideation, Aggression, Anxiety and/or mental health diagnosis	Delinquent, Potential Runaways, Actively Psychotic, Excessively Disruptive, Dependent Substance Abusers, Actively Suicidal or Severely Self-Injurious, Fire Setting, Problematic Sexualized Behaviors, Sexually Acting Out	Chronic Active Suicidal Ideation and Attempts, Severe Active Psychosis, Fire Setting, Chronic Runaways, Severe Aggression or Assaultive Behaviors, Sexual Offending, Sexually Acting Out for financial gain, Dependent Substance Abusers not in Treatment
Primary Diagnosis	Neurodevelopmental Disorders (ADD, ADHD, LD, LD Mild-Moderate, Mild Autism Spectrum Disorders), Trauma and Stress Induced Disorders (Attachment Disorders, PTSD), Anxiety Disorders, Depressive Disorders, Borderline Personality Disorder, Eating Disabilities, Mood Disorders, Bipolar and Related Disorders, Adjustment Disorders, Obsessive-Compulsive and Related Disorders, Relational Problems, Truancy and School Phobia	Oppositional Defiant Disorder, Severe/Non-verbal autism, Schizophrenia Spectrum and Psychotic Disorders-depending on level of impairment from the diagnosis	Conduct Disorder, Schizophrenia Spectrum and Psychotic Disorders-severe level of impairment
Outside Support	Actively engaged support system and community providers	Support system available but not interested or reluctant to engage in the program	Support system is resistant or unwilling to accept or participate in therapeutic assistance
Millieu	Currently assessed as being capable to serve students academic, behavioral, and emotional needs.	Concern that our current milieu will be able to meet all the needs of the student due to presenting risk factors within the setting. Possible trial placement period could be utilized.	Strong concerns of overall balance and safety of the setting. Student success would be greatly impacted due to current milieu.
Academic Level	<3 years from grade level	4-5 years from grade level	More than five years grade level (HS C, LAVS) would need alternative plan
Attendance	Less than 10 days absent in previous school year	10-20 days absent in previous school year	20+ days absent
IEP Goal Areas	Academic or Behavioral	Academic and Behavioral	Specialized services (i.e. ELL) would need alternative plan and/or alternative assessment
Life and Vocational Skills	TBD	TBD	TBD

All referrals are looked at on an individual basis, and regardless of areas listed above, a student may be accepted or denied due to Leadership team decision.

AGREEMENT FOR THE MANAGEMENT AND OPERATION OF THERAPEUTIC CLASSROOM

This Agreement is entered into this 24th day of March, 2020, by and between Green Hills Area Education Agency 11 ("AEA") and the Clarinda Community School ("Host District").

WHEREAS, the Host District, Participating District, and AEA are school corporations organized and existing under the laws of the State of Iowa; and

WHEREAS, the Host District is responsible and has exclusive authority to operate the instructional program in the Host District pursuant to Iowa Code § 274.1; and

WHEREAS, the AEA has the authority to provide certain programs and services to local school districts under Iowa Code § 273.2; and

WHEREAS, the Host District, Participating District, and the AEA are all responsible for providing special education and related services to students in grades PK-12; and

WHEREAS, the Parties desire to establish a Therapeutic Classroom ("Program") in the Host District that will provide a therapeutic setting for up to eight (8) at a time who are experiencing behavioral difficulties in the traditional public-school setting; and

WHEREAS, it is in the public interest that the services of each public entity be performed to the fullest yet most efficient and economical manner possible, and the Parties believe this Agreement will achieve said public interest and will be to their mutual advantage and benefit; and

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

1. Administration. No separate legal or administrative entity is created for the governance or administration of the terms or subject matter of this Agreement.
2. Purpose. The purpose of this Agreement shall be for Parties to cooperatively operate the Program to provide comprehensive services in a highly structured setting to students with significant mental health and/or behavioral needs.
3. Program Description. The Program shall be operated in Host District facilities and shall serve up to eight (8) students grades 1-8. Students shall be screened and selected for the Program jointly between the Parties. For students who are receiving special education services, the Program will provide support for the goals and objectives according to that student's individual education program ("IEP").

4. Term of Agreement. The term (the "Initial Term") of this Agreement shall commence July 1, 2020, and shall terminate on June 30, 2021.
5. Financing. The AEA shall serve as the fiscal agent for purposes of accounting for all revenue and expenses associated with the Program.
 - a. The AEA shall establish a "per diem pupil cost" for allowable special education costs and allowable general education costs.
 - b. The Host District and any Participating District shall pay its share of any Program costs as determined by the AEA.
 - c. The Host District will bill participating districts on a semester basis.
 - d. The AEA shall bill the Host District on a semester basis.
6. Administration. The Superintendent of the Host District, Superintendent of any Participating District, and Chief Administrator of the AEA (collectively "Administrators") shall manage the affairs of the Program and to work cooperatively to manage the Program. The Administrators shall carry out the intent and purpose of this Agreement, not inconsistent with any law, regulation, or this Agreement. These powers and responsibilities shall include general administrative duties which may arise from time to time, including, but not limited to:
 - a. Ensuring that the operation of the Program complies with federal and state law and regulation.
 - b. Supervising and directing the educational programs and activities of the Program.
 - c. Providing long-range planning for the Program.
 - d. Meeting periodically, as needed, to discuss issues associated with the Program.
 - e. Any other reasonable and necessary administrative duties.
7. AEA Responsibilities
 - a. The AEA shall employ, train, and supervise staff sufficient to serve a maximum of eight (8) students per day from Monday through Friday. All Program staff shall be AEA employees and shall not be considered employees or independent contractors of either the Host District or any Participating District.
 - b. The AEA shall ensure that staff maintain the same working hours as required for certified staff at the Host District.
 - c. The AEA shall ensure that Program services are provided by qualified personnel in a professional manner, and the safety of students shall be promoted at all times.

- d. The AEA shall conduct background checks for each employee providing Program services hereunder in accordance with federal and state law, and the Host District's policies and procedures. Such background checks shall include, but are not limited to, criminal, child and dependent adult abuse, and sex offender registries. No AEA employee shall be permitted to work in the Program unless the employee has cleared such background checks in accordance with the Host District's standards. The AEA shall make all records relating to background checks available to Host District and any Participating District upon request.
- e. The AEA shall provide supervision, necessary and appropriate instruction, related services, and counseling for students referred to the Program in accordance with the rules of the Iowa Department of Education and the students' IEPs, if applicable.
- f. The AEA shall report appropriate data, as required, to the Host District and any Participating District.
- g. The AEA shall cooperate with the Host District and any Participating District to provide for planning, daily communication, and coordination between the Parties, the students, and the students' families.
- h. The AEA shall cooperate with the Host District and any Participating District to identify, screen, and select students for enrollment in the Program.
- i. The AEA agrees to comply with the confidentiality requirements of Iowa Code Chapter 22 (Iowa Public Records Law), 42 U.S.C. § 1232g et seq. (FERPA) and other laws that protect the privacy of students and their families.
- j. As required by law, access to records of each student by any Party to this Agreement shall be based expressly on the need to know for an educational purpose unless disclosure of the records is permitted by law.
- k. The AEA shall comply with all applicable laws, regulations, policies, and rules, and shall cooperate with the Parties to ensure that all required services and responsibilities are provided and that the Program is operated in compliance with applicable state and federal law, including, but not limited to, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, Iowa Administrative Code Chapter 281, Iowa Code Chapter 22, and FERPA.

8. Host District Responsibilities

- a. The Host District shall promptly pay the AEA upon receipt of invoices for its share of Program costs based on Host District student enrollment in the Program.

- b. The Host District shall provide adequate space to operate the Program, including technology. This shall include one classroom and access to other common areas of school property on a mutually agreeable basis. Janitorial services shall be provided by the Host District.
- c. The Host District shall allow the AEA access to the Program space during contract hours for classified staff. The Host District shall provide sufficient parking for AEA employees that work as Program staff.
- d. The Host District shall provide appropriate educational materials to enable each student referred to the Program to complete academic work during the duration of their placement.
- e. The Host District, in cooperation with the AEA and any Participating District, shall submit all reasonable and necessary reports to the Iowa Department of Education and School Budget Review Committee for approval of all costs including administrative costs associated with operating the Program.
- f. The Host District shall cooperate with the AEA and any Participating District to provide for planning, daily communication, and coordination between the Parties, the students, and the students' families.
- g. The Host District shall cooperate with the AEA and any Participating District to identify, screen, and select students for enrollment in the Program.

9. Participating District Responsibilities

- a. The Participating District shall promptly pay the Host District upon receipt of invoices for its share of Program costs based on Participating District enrollment in the Program.
- b. The Participating District shall cooperate with the Host District and AEA to provide for planning, daily communication, and coordination between the Parties, the students, and the students' families.
- c. The Participating District shall cooperate with the AEA and Host District to identify, screen, and select students for enrollment in the Program.
- d. If applicable, the Participating District shall be solely responsible for transportation of Participating District students to the Program.

10. Liability Insurance. All Parties shall carry liability insurance for protection from any liability arising out of operation of the Program. Liability policies shall have limits of not less than \$1,000,000 occurrence and \$3,000,000 General Aggregate. The policies shall be issued by insurance companies and in forms satisfactory to the insured and shall provide for at least thirty (30) days' written notice to the other party before cancellation.

11. Indemnification. To the extent permitted by law, each Party will indemnify and hold harmless the other Parties from and against any and all losses, costs, damages, and expenses, including reasonable attorneys' fees and expenses, occasioned by, or arising out of, such Party's negligence or willful misconduct in the performance of its duties under this Agreement, such Party's violation of any applicable law or right of a third party, and/or such Party's breach of this Agreement. The provisions of this section shall survive termination of this Agreement with respect to any damage or injury occurring prior to such termination. Each Party shall notify the other Parties of any claim or any potential claim arising out of the operation of this Agreement as soon as practical following knowledge of the claim or potential claim.
12. Cost Recovery. In the event that it shall become necessary for any Party to institute legal proceedings against any other Party for recovery of any amounts due and owing under this Agreement, it is expressly agreed that the prevailing Party in any such action shall be entitled to recover from the non-prevailing Party all costs related to such collection, including reasonable attorney fees and all expert witness fees incurred during pre-suit collection attempts, suit, and post judgment, appeal, or settlement collection. This section shall survive the termination of this Agreement.
13. Property. Any personal property purchased by the Parties shall be and remain the property of each such party. Each party shall insure their own personal property. Upon termination of this Agreement, the Parties shall have sole custody and use of their respective property. It is not contemplated that another real property will be acquired or held for the purpose of carrying out the terms of this Agreement, however, the Parties may enter into leases or sublease arrangements for facilities to house the Program as needed.
14. Notice. All notices or other communications to be given under this Agreement shall be deemed given when either personally delivered or mailed by first class mail, postage prepaid, with proper address to the following addresses until otherwise notified:

To Host District:
Superintendent- Chris Bergman
Clarinda Community School District
423 East Nodaway
Clarinda, IA 50801

11. Indemnification. To the extent permitted by law, each Party will indemnify and hold harmless the other Parties from and against any and all losses, costs, damages, and expenses, including reasonable attorneys' fees and expenses, occasioned by, or arising out of, such Party's negligence or willful misconduct in the performance of its duties under this Agreement, such Party's violation of any applicable law or right of a third party, and/or such Party's breach of this Agreement. The provisions of this section shall survive termination of this Agreement with respect to any damage or injury occurring prior to such termination. Each Party shall notify the other Parties of any claim or any potential claim arising out of the operation of this Agreement as soon as practical following knowledge of the claim or potential claim.
12. Cost Recovery. In the event that it shall become necessary for any Party to institute legal proceedings against any other Party for recovery of any amounts due and owing under this Agreement, it is expressly agreed that the prevailing Party in any such action shall be entitled to recover from the non-prevailing Party all costs related to such collection, including reasonable attorney fees and all expert witness fees incurred during pre-suit collection attempts, suit, and post judgment, appeal, or settlement collection. This section shall survive the termination of this Agreement.
13. Property. Any personal property purchased by the Parties shall be and remain the property of each such party. Each party shall insure their own personal property. Upon termination of this Agreement, the Parties shall have sole custody and use of their respective property. It is not contemplated that another real property will be acquired or held for the purpose of carrying out the terms of this Agreement, however, the Parties may enter into leases or sublease arrangements for facilities to house the Program as needed.
14. Notice. All notices or other communications to be given under this Agreement shall be deemed given when either personally delivered or mailed by first class mail, postage prepaid, with proper address to the following addresses until otherwise notified:

To Host District:
Superintendent- Chris Bergman
Clarinda Community School District
423 East Nodaway
Clarinda, IA 50801

22. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute the same instrument.

IN WITNESS WHEREOF, the parties have caused this instrument to be executed by their respective officers, pursuant to full authority granted and given as of the day and year first above written.

Clarinda Community School District

By _____

Name _____
School Board President

By _____

Name _____
Board Secretary

By _____

Name _____
School Board President

By _____

Name _____
Board Secretary

Green Hills Area Education Agency

By _____

Ed Gambs
Board President

By _____

Linda Perdue
Board Secretary

**AGREEMENT FOR ENROLLMENT IN
RISING HOPE ACADEMY THERAPEUTIC CLASSROOM**

This Agreement is entered into this 17th day of September, 2020 by and between Clarinda School District ("Host District") in partnership with the Bedford ("District").

WHEREAS, the District and Host are school corporations organized and existing under the laws of the State of Iowa; and

WHEREAS, the Host has the authority to provide certain programs and services to local school districts under Iowa Code § 273.2; and

WHEREAS, the AEA has established a Therapeutic Classroom ("Program") located within the Clarinda Community School District ("Host District"); and

WHEREAS, the District wishes to enroll one or more of its students in the Program provided by the ("Host District");

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

1. Administration. No separate legal or administrative entity is created for the governance or administration of the terms or subject matter of this Agreement.
2. Purpose. The purpose of this Agreement shall be for one or more District students to enroll in the Program, which is designed to provide comprehensive services in a highly structured setting to students with significant mental health and/or behavioral needs.
3. Term of Agreement. The term of this Agreement shall commence July 1, 2020 and shall terminate on June 30, 2021.
4. AEA Responsibilities
 - a. The AEA shall employ, train, and supervise staff sufficient to serve a maximum of eight (8) students per day from Monday through Friday. All Program staff shall be AEA employees and shall not be considered employees or independent contractors of the Host District.

- b. The AEA shall establish a "per diem pupil cost" based on actual and allowable special education and general education costs for each District student.
- c. The host district shall bill the District for the costs associated with each student enrolled on a semester basis. For the 2020-21 school year this cost shall be \$205 daily unless otherwise negotiated.
- d. The AEA shall ensure that Program services are provided by qualified personnel in a professional manner, and the safety of students shall be promoted at all times.
- e. The AEA shall conduct background checks for each employee providing Program services hereunder in accordance with federal and state law. Such background checks shall include, but are not limited to, criminal, child and dependent adult abuse, and sex offender registries. The AEA shall make all records relating to background checks available to the District upon request.
- f. The AEA shall provide supervision, necessary and appropriate instruction, related services, and counseling for students referred to the Program in accordance with the rules of the Iowa Department of Education and the students' IEPs, if applicable.
- g. The AEA shall report appropriate data, as required, to the District.
- h. The AEA shall cooperate with the District to provide for planning, daily communication, and coordination between the Parties, the students, and the students' families.
- i. The AEA shall cooperate with the District to identify, screen, and select students for enrollment in the Program.
- j. The AEA agrees to comply with the confidentiality requirements of Iowa Code Chapter 22 (Iowa Public Records Law), 42 U.S.C. § 1232g et seq. (FERPA) and other laws that protect the privacy of students and their families.
- k. As required by law, access to records of each student by any Party to this Agreement shall be based expressly on the need to know for an educational purpose unless disclosure of the records is permitted by law.
- l. The AEA shall comply with all applicable laws, regulations, policies, and rules, and shall cooperate with the Parties to ensure that all required services and responsibilities are provided and that the Program is operated in compliance with applicable state and federal law, including, but not limited to, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, Iowa Administrative Code Chapter 281, Iowa Code Chapter 22, and FERPA.

5. District Responsibilities

- a. The District shall promptly pay the host district upon receipt of invoices for its share of Program costs based on District student enrollment in the Program.
- b. The District shall cooperate with the AEA to provide for planning, daily communication, and coordination between the Parties, the students, and the students' families.
- c. The District shall cooperate with the AEA to identify, screen, and select students for enrollment in the Program.
- d. The District shall provide transportation for its students to and from the Program in accordance with law.

6. Liability Insurance. All Parties shall carry liability insurance for protection from any liability arising out of operation of the Program. Liability policies shall have limits of not less than \$1,000,000 occurrence and \$3,000,000 General Aggregate. The policies shall be issued by insurance companies and in forms satisfactory to the insured and shall provide for at least thirty (30) days' written notice to the other party before cancellation.

7. Indemnification. To the extent permitted by law, each Party will indemnify and hold harmless the other Party from and against any and all losses, costs, damages, and expenses, including reasonable attorneys' fees and expenses, occasioned by, or arising out of, such Party's negligence or willful misconduct in the performance of its duties under this Agreement, such Party's violation of any applicable law or right of a third party, and/or such Party's breach of this Agreement. The provisions of this section shall survive termination of this Agreement with respect to any damage or injury occurring prior to such termination. Each Party shall notify the other Party of any claim or any potential claim arising out of the operation of this Agreement as soon as practical following knowledge of the claim or potential claim.

8. Cost Recovery. In the event that it shall become necessary for any Party to institute legal proceedings against any other Party for recovery of any amounts due and owing under this Agreement, it is expressly agreed that the prevailing Party in any such action shall be entitled to recover from the non-prevailing Party all costs related to such collection, including reasonable attorney fees and all expert witness fees incurred during pre-suit collection attempts, suit, and post

judgment, appeal, or settlement collection. This section shall survive termination of this Agreement.

9. Property. Any personal property purchased by the Parties shall be and remain the property of each such party. Each party shall insure their own personal property. Upon termination of this Agreement, the Parties shall have sole custody and use of their respective property. It is not contemplated that another real property will be acquired or held for the purpose of carrying out the terms of this Agreement, however, the Parties may enter into leases or sublease arrangements for facilities to house the Program as needed.
10. Notice. All notices or other communications to be given under this Agreement shall be deemed given when either personally delivered or mailed by first class mail, postage prepaid, with proper address to the following addresses until otherwise notified:

To District:

Jason Shaffer, Superintendent
Bedford School District
906 Pennsylvania St.
Bedford, IA 50833

To Host District:

Chris Bergman, Superintendent
Clarinda School District
100 N. Cardinal Dr.
Clarinda, IA 51632

11. Binding Effect. The terms and conditions of this Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, personal representatives, successors and assigns.
12. Entire Agreement - Amendment. This Agreement contains the entire understanding between the Parties and cannot be changed or terminated orally but only by an agreement in writing executed by all Parties.
13. Severability. If any provision of this Agreement shall be declared invalid or unenforceable, the remainder of the Agreement shall continue in full force and effect.

14. Headings. The headings of this Agreement are inserted for convenience of reference only and in no way describe or limit the scope or intent of this Agreement or any of the provisions hereof.
15. Governing Law, Forum. The Parties consent to the jurisdiction of the Pottawattamie County, Iowa District Court for all matters relating to this Agreement and agree that this Agreement shall be governed by Iowa law.
16. Independent Contract. It is expressly understood and agreed by the parties that nothing contained in this Agreement shall be construed to create a partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relation is and shall remain that of independent parties to a cooperative relationship. In no event shall a party be liable for the debts or obligations of another party.
17. No Waiver. No waiver of the breach of any terms or conditions of this Agreement shall constitute a waiver of any other or succeeding breach of the same or other provisions of this Agreement.
18. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute the same instrument.

SIGNATURE PAGE FOLLOWS

IN WITNESS WHEREOF, the parties have caused this instrument to be executed by their respective officers, pursuant to full authority granted and given as of the day and year first above written.

Bedford School District

By Jackie L. Spencer

Name Bedford
School Board President

Clarinda School District

By Greg Jones

Name Greg Jones
Board President

By Sharon E. Hart

Name Bedford
Board Secretary

By Nancy Fulk-McKinnon

Name Nancy Fulk-McKinnon
Board Secretary

Clarinda Community School District
Modified Allowable Growth for Dropout
Prevention (MAG-DoP)





MEMORANDUM OF UNDERSTANDING (MOU)
Multi-Year Program

Clarinda High School (11-12) and Clarinda Community School District

WHEREAS, this Memorandum of Understanding, entered into between iJAG, Clarinda High School (11-12) and the Clarinda Community School District, outlines the elements of a partnership to successfully implement and sustain the Jobs for America's Graduates (JAG) Multi-Year Program as operated and managed by Iowa Jobs for America's Graduates (iJAG).

WHEREAS, iJAG, is a non-profit organization, supported by corporate and foundation contributions, public sector grants and participating school funds. iJAG creates business, industry and education partnerships committed to achieving the mission of JAG, which is to ensure that youth facing multiple challenges to graduation remain in school, attain basic employability skills through classroom and work-based learning experiences during the senior year, are provided with academic support services, graduate and receive twelve (12) months of follow-up services by the iJAG Education Specialist. Follow-up services help assure iJAG participants are successfully transitioned into a career and/or pursue a post-secondary education to enhance their career entry and advancement.

WHEREAS, the multi-year program is based on the Jobs for America's Graduates Program Model. The multi-year program serves high school students for up to four (4) years in school and for an additional twelve (12) months of follow-up services.

WHEREAS, the five (5) primary performance goals of the iJAG program are: a 90% graduation/GED rate; an 80% overall success rate at the end of twelve (12) months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education; 60% of graduates are employed; 60% of employed graduates are in full-time jobs leading to careers; and 80% of the graduates are employed full-time and/or are combining work and school. The electronic data management system provides tracking of students served, services delivered, and outcomes achieved. Statewide and school performance outcomes are used in JAG's accreditation process. State and local affiliates must receive standard accreditation to become and remain a member of the JAG National Network.

WHEREAS, the partners are totally committed to providing a world-class multi-year program, a process of continuous improvement will be implemented and maintained throughout the existence of the iJAG/JAG accredited program.

WHEREAS, the responsibilities of iJAG include:

1. Establish a Jobs for America's Graduates, Inc. (JAG) accredited multi-year program at the school through a mutually beneficial partnership with iJAG.
2. Maintain an active, involved iJAG Board of Directors to provide oversight to the implementation, operation, and continuous improvement of programs in Iowa, which satisfy the accreditation standards of the National JAG Program Model.
3. Employ a full-time, year-round, mutually acceptable individual with requested certification, to fulfill the responsibilities of the iJAG Education Specialist. The Specialist will maintain a roster of fifty (50) students*, who are facing multiple challenges towards graduation and full-time employment and/or post-secondary education after high school.

**** If the iJAG Specialist and/or the program is in their first year of working with the program, 35 students are required for enrollment, with 50 to be on their roster each year following.***

4. Provide management support to Education Specialist through the leadership of iJAG President/CEO and his/her designated staff.
5. Develop a positive working relationship within local communities, including employers, high schools, postsecondary or technical schools, and community service organizations for the purpose of promoting and establishing local JAG accredited programs in accordance with the National JAG Program Model.
6. Provide technical assistance and training to the iJAG Education Specialist and other key staff of the School on the successful implementation and operation of a JAG accredited program.
7. Provide other program materials, publications, and national communications to the participating school.
8. Provide staff development experiences for all Education Specialists to assure understanding of the JAG Model Program and the multi-year program, to share best practices through planned local/state staff development activities, and attendance at the annual JAG National Training Seminar held in July.
9. Provide staff support and conduct frequent school quality assurance reviews and consulting visits to offer encouragement, support, and feedback as well as a review of documentation which is required of a National JAG accredited program committed to tracking students, services, and outcomes throughout the senior year and 12-month follow-up period. Every 3-4 years, JAG will conduct a site review and prepare an accreditation report for review by the Board of Directors, iJAG administration, school and Education Specialist.
10. Sponsor the annual iJAG Leadership, Career Development Conference, Legislative Day, and iJAG Nation Leadership Conference, utilizing input from students, Education Specialists and members of the Board of Directors.
11. Assure connections are made at the state and local level to existing efforts such as: Comprehensive School Improvement, Career and Technical Education, Building Resiliency, Transition, Career Education Guidance, Workforce Development and Economic Development.

WHEREAS, the responsibilities of the Clarinda Community School District include:

1. Buildings will adhere to an "onboarding checklist" to be compiled by the iJAG program team for all new Education Specialists.
2. Provide appropriate space for the iJAG Education Specialist and contribute as in-kind services the use of appropriate classroom space, office space for the Education Specialist that provides privacy with students as needed, utilities, telephone, computer, copier, internet access, classroom materials and supplies as other school teachers and staff, etc.
3. Add iJAG Education Specialist to electronic notification of school updates and notices.
4. Provide the iJAG program in a regularly scheduled class or classes for credit to fifty (50) students* for the entire school year and provides an iJAG advantage to students.
** If the iJAG Specialist and/or program is in their first year of working with the program, 35 students are required for enrollment, with 50 to be on their roster each year following.*
5. Include iJAG in Student Handbook/Course Catalog and assure guidance staff assists with student referral and selection. Class sizes should not exceed 15-17 students per class any class period to provide for the smaller learning community. The iJAG learner centered instructional strategy and model, Project Based Learning (PBL), requires small class sizes to be successful.

6. Support 30-45-day meetings between building administration, Specialists and Program Managers to review data, current projects and events and the impact being made within the school.
7. Support the iJAG Education Specialist in providing JAG services during the school day within and outside the building and into the community as needed.
8. Work with the iJAG Specialist to establish an in-school Advisory Committee to assist the Education Specialist in recruiting, screening and selecting students most in need of services delivered in the multi-year program and provide on-going support for students and the iJAG program. At a minimum, the committee will include one representative from administration, counseling staff, and the faculty, as well as the Education Specialist. The Advisory Committee and Education Specialist are mutually responsible for recruiting, screening, and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program. *Note: An existing committee may be used if it will also perform the additional functions of the iJAG Advisory Committee.*
9. District and building administration must support the iJAG Specialist as the final approval of students that are most appropriate (need, want, benefit), for the program. JAG is not a “drop in” program. Students MUST be approved by the iJAG Specialist before being added to the roster. Once the deadlines of the first 20 days of school (first semester) and February 1 (second semester) have passed, no additional students will be added to iJAG classes. Additionally, no 12th grade students can be added at second semester. 12th grade students may only be added during the first 20 days of first semester.
10. Ensure that district personnel will meet with iJAG leadership on a quarterly basis to review data, compare rosters and do any clean up necessary to ensure data is transparent on both sides.
11. School will provide a comparison data pull no later than September 30 of each school year.
 - This report will include students that have similar profiles to those currently in iJAG, including attendance, credits earned, GPA, office referrals, on track to graduate, not proficient in math or English, at end of prior school year.
 - This same report will be run on February 1 and June 15 to show progress and a clear comparison study.
12. Ensure that all iJAG Specialists are trained on school’s data system and any other technology available to the Specialists within the building.
13. iJAG Specialists must be involved in all safety training drills, Mandatory Reporting Training, and all other trainings that are required for all staff as appropriate.
14. Provide scheduled access for the Education Specialist to students and to student cumulative records including grades, free and reduced lunch status, IEP, parent/guardian contact information, etc., for the purpose of identifying, screening, selecting, and enrolling qualified students in the iJAG accredited program. Provide access to student records that will enable the iJAG specialist in their recruitment efforts of specific populations, including foster care, low income, WIOA eligible, etc.
15. Provide for the scheduling of students and adequate class time and support the continuation of students in iJAG throughout their high school career. *Example: If a student comes into iJAG as a junior, they will continue in the program their senior year for credit. JAG tracks retention from year to year, through 12 months of follow up.*

16. Provide for the coordination of the iJAG program and Career Association with other school programs and services where appropriate—including student recognition and fundraising.
17. The district will provide transportation for students to attend statewide events including: Leadership Development Conference, Career Development Conference, Legislative Day events, and iJAG Nation Leadership event. This requires assuring the necessary insurance coverage for students to attend these opportunities as their participation is considered a school sponsored event. When possible, allow other staff to serve as chaperones and activity judges at these events. Education Specialists will present dates of above events to school administration at the beginning of the school year.

Schools will also provide transportation, with prior approval of building administration, to other iJAG program related activities (Career Association events), such as employer tours, quality work-based learning experiences, (WBL) to employers in the community, college visits and community service activities. It is the responsibility of the Education Specialist to assure that travel arrangements have been made no less than two weeks in advance of the event. The school district will make available to the Education Specialist access to smaller district vehicles when available for small group activities related to career association and WBL.

18. Provide academic credit toward graduation to those students who successfully complete the iJAG program, which includes twelve (12) months of follow-up services. This can be an elective credit.
19. Support iJAG's efforts to involve parents, family, employers, and community to meet the needs of iJAG students, which will keep them in school through graduation and ensure full cooperation and participation during the post-graduation follow-up period. This may include support for iJAG's community fund raising efforts for the program.
20. Agree to have Principals/administration provide input on Specialist performance review to iJAG Program Managers. Data will be gathered by conducting walk through evaluations at least once per semester and one-on-one reviews of iJAG data with the Specialist.
21. Provide support for the Education Specialist to perform mandatory off campus employer marketing, job development, and placement responsibilities as per this MOU. Active personal contacts with employers throughout the program year are essential to a successful School-to-Career Program. The school will also support the Specialist's attendance at mandatory iJAG staff meetings and the annual JAG National Training Seminar. (There are approximately three (3) mandatory staff development meetings during the school year.)
22. The district will provide for the cost of substitute teachers for at least 10 school days (eight (8) hours per day) per iJAG Specialist, as necessary and with prior approval. Substitute days are calculated on a half or full day basis, depending on the number of hours the iJAG Specialist is out of the building. Substitute days will include personal sick days, iJAG training and iJAG sponsored statewide events. All other days that a sub is needed (field trips, college visits, etc.) will be covered, with prior approval, by the school district and an iJAG Program Manager. Any days outside of those identified here will be covered by iJAG.
23. Provide adequate regular supervision to ensure that the Education Specialist fulfills the responsibilities of this MOU and achieve the performance standards of the JAG Program Model and requirements of any funding sources. Work closely with the iJAG Program Manager regarding staff performance. The district may choose to have the supervision provided by a certified teacher or guidance counselor, but must assure that iJAG has the contact information for the supervisor.

24. Provide feedback, and coordinate with iJAG administration, which will result in the continuous improvement of the program to maintain accreditation.
25. Provide a representative from the school administration (ideally the Principal or a Vice Principal) to attend the annual principal's meetings, coordinated by iJAG administration.
26. Assign all iJAG Specialists a teacher mentor within their assigned building.

WHEREAS, the responsibilities of the iJAG Education Specialist include:

1. The iJAG Specialist is an employee of iJAG. Their primary role is to deliver the iJAG program with fidelity. iJAG specialists may have one other school-related duty. iJAG specialists are not eligible for paid substitute teaching roles during the school day.

2. Recruit and select fifty (50) qualified students* for the program who satisfy the criteria as set out by iJAG/JAG.

**** If the iJAG Specialist and/or program is in their first year of working with the program, 35 students are required for enrollment, with 50 to be on their roster each year following.***

Targeted students for the program include youth facing multiple challenges prior to graduation or who are not taking advantage of their senior year of high school, most likely to be unemployed after graduation or undecided on a career path with no plans for postsecondary education. Since participation in the iJAG program is limited, students must *need, want, and benefit* from the services available through in-school and follow-up phases of the program.

3. Establish an in-school Advisory Committee to assist the Education Specialist in recruiting, screening and selecting students most in need of services delivered in the multi-year program and provide on-going support for students and the iJAG program. At a minimum, the committee will include one representative from administration, counseling staff, and the faculty as well as the Education Specialist. The Advisory Committee and Education Specialist are mutually responsible for recruiting, screening, and selecting students who satisfy JAG criteria to receive the in-school and follow-up services of the program.
4. Deliver the multi-year learner centered instructional strategy developed by JAG, which is endorsed and based upon the attainment of a minimum of JAG's thirty-seven (37) core competencies. Through the multi-year program, students will receive instruction in a minimum of 37 of the 87 JAG competencies.
5. Organize the establishment of a highly motivational, career-oriented student-led organization. Each student will be a member of the Career Association for purposes of belonging, creating a sense of ownership, building self-esteem, and developing leadership and teamwork skills. Each student will be required to give a minimum of fifteen (15) annual hours of community service, which can be performed individually or within groups. Community service is incorporated into the program to increase student awareness of the needs of the community and develop leadership and teamwork skills.
6. Work with students and other staff/faculty to provide remediation and/or tutoring required for students to improve their basic education skills and graduate with their class. Provide any necessary services required to help students overcome barriers to staying in school, graduating, becoming employed and/or pursuing a postsecondary education, including follow-up with teachers in classes that students are not passing or falling behind in.

7. Provide career guidance and counseling. Provide counseling and refer to school or community-based services as needed to overcome the barriers to graduation, employment, and career entry and advancement.
8. Attend and participate in iJAG staff development experiences, mandatory staff meetings, and student events. Work with iJAG administration to assist with special events or peer-based training as needed.
9. Develop, in conjunction with the administration, work-based learning and/or job shadowing experiences linked to iJAG's learner centered instructional strategy to enhance student learning and occupational specific skills in their interests in a career field. Develop jobs, internships or apprenticeship opportunities for iJAG graduates, and provide transportation. This effort will assist the iJAG administration with fundraising efforts.
10. Coordinate efforts with iJAG administration to develop and provide work-based learning experiences for students throughout the iJAG enrollment and at a minimum during the 12-month follow-up phase of the program.
11. Contact graduates and non-graduates (at least monthly) and employers (six times) during the 12-month follow-up period with goal of moving them to a GED, continued education, or employment; maintain contact with non-seniors during the summer months to increase the probability of their return to school and graduation. (iJAG recommends face-to-face contact.)
12. Provide personal and confidential information for screening in accordance with local and state laws governing those working directly with students in schools.
13. Complete and regularly maintain all paper and electronic documentation as required by iJAG. Submit properly completed written and electronic documentation as directed by iJAG administration.
14. Work with iJAG administration to complete all monitoring and evaluations, agreements and documentation required by funding sources. (Including WIOA, JAG and foundations.)
15. All Education Specialists will be expected to sign this Memorandum of Understanding as part of their contract and evaluation. Participate in a staff evaluation conducted by iJAG administration twice a year to determine that iJAG and JAG standards are being upheld.
16. Assure connections are developed at the school and district level to existing efforts such as: Iowa Core, Comprehensive School Improvement, Career and Technical Education, Learning Supports, Personal Resiliency, Post-Secondary Education, Workforce Development Centers and economic development.
17. Provide quarterly reports on programs, GPA, and attendance with school and iJAG administration three (3) times per year, minimum.
18. Assure students have access and opportunities to participate in dual credit classes during their junior/senior years in conjunction with the local community college.
19. Whenever the iJAG Specialist leaves the building, they will check-out in the school administrative office. iJAG Program Managers will have access to check-out sheets.

WHEREAS, the responsibilities of Jobs for America's Graduates include:

1. Provide on-site assistance for Education Specialists and iJAG administration upon request.
2. Make available its copyrighted model books and materials, operational guides, administrative manuals, electronic data management system, etc. Provide Education Specialists with the opportunity to attend the annual JAG National Training Seminar.
3. Assist iJAG with the full implementation of JAG's electronic data management system designed to track students, services, and outcomes for the purpose of determining the effectiveness of the program based on specific performance standards. State affiliates have access to the National Data Base, which produces management information for decision-making and program/staff evaluation purposes.
4. Conduct accreditation of the iJAG program to ensure conformity with the standards as promulgated by JAG.
5. Make available the protected trademark, "Jobs for America's Graduates," and associated emblem and copyrighted materials directly related to and limited to the periods in which the program is delivered in a manner consistent with the mission and goals of the JAG Program Model and terms of this Memorandum of Understanding.

PARTNERSHIP COMMITMENT

This Memorandum of Understanding begins July 1, 2020 and runs through the 2020-21 school year.

The partners mutually agree that the iJAG program will operate within the principles, policies, procedures and JAG standards as outlined in this document and agreed to by the participating school, iJAG, and Jobs for America's Graduates.

It is mutually agreed that efforts will be made to continue the iJAG/JAG accredited program in the school the next school year based on the availability of funding, an adequate number of students to make the program cost effective, and mutual satisfaction with the program based on this Memorandum of Understanding.

Should areas of non-compliance with the JAG model arise, and all efforts to reach agreement have failed, either party reserves the right to terminate this contract with thirty (30) days written notice.

In agreement with the provisions of the Memorandum of Understanding, the partners affix their signatures in the spaces provided.



Laurie Phelan, iJAG CEO/President

04/30/2020

Date

iJAG Education Specialist, Clarinda High School (11-12)

Date

Superintendent, Clarinda Community School District

Date

Minutes of Regular Meeting - Amended

The Board of Directors Clarinda Community School District

A Regular Meeting - Amended of the Board of Directors of Clarinda Community School District was held Wednesday, June 24, 2020, beginning at 4:00 PM in the McKinley Central Office for Board Members and Zoom for Public (Link found on district website under Menu - District Office - Zoom Link).

1. Call to Order

President Jones called the meeting to order at 4:00 pm.

2. Pledge of Allegiance

The Pledge of Allegiance was recited.

3. Roll Call

The following board members were present: President Jones, Vice President Sunderman, Bergren, Meyer, and Pulliam.

4. Approval of Agenda

A motion was made by Sunderman, seconded by Meyer, to approve the agenda. Motion carried 5-0.

5. Consider Consent Agenda Items

A motion was made by Meyer, seconded by Bergren, to approve the consent agenda items. Motion carried 5-0.

5. 1. Approve Minutes of the June 10, 2020 Regular Meeting

5. 2. Approve Minutes of the June 16, 2020 Special Meeting

5. 3. Approve Minutes of the June 16, 2020 Joint Work Session with South Page

5. 4. Approve Bills

Director Pulliam found the bills in order.

5. 5. Approve Open Enrollment Requests

Open Enrollment into the district 2020-2021: 1 from Shenandoah

5. 6. Approve Recommendation to Hire Samuel Cohrs as an Elementary Teacher

5. 7. Approve Resignation from Kenney Wagoner, Bus Driver, effective end of the 2019-20 school year

5. 8. Approve Resignation from Mike Williams, Bus Driver, effective end of the 2019-20 school year

5. 9. Approve Resignation from Merrill Miller, Bus Driver, effective end of the 2019-20 school year

5. 10. Approve Resignation from Cheyana Brownfield, Paraprofessional, effective end of the 2019-20 school year

6. Recognition & Reports

6. 1. Maintenance Report

Mr. Hill reported the practice field has been sprayed, reseeded, and is being watered. Garfield roof is complete and high school roof should be complete in two weeks barring weather delays. The concrete slab on the south side of Garfield was 60% destroyed by roofing equipment. He is negotiating with roofing company about paying for destroyed portion. Intercom system is installed; bells and schedule work great. The HVAC system for Garfield gym will be installed in July. Wallin Plumbing and Heating will replace high school water heater week of July 5. He is anticipating the heat pumps being installed by August 1. Summer work at the buildings are on schedule. He thanked Marvin Negley and Glen Miller Society for allowing school to borrow their stage for senior graduation. Gage DeCook from Larson Engineering spoke concerning the athletic facility project. They have covered the track to protect it and allow their equipment onto the football field. They will try to salvage the goal posts. Next week the sod will be removed followed by grading and lateral drainage.

6. 2. Financial Reports

Mr. Pedersen reported House File 2418 was amended and awaiting Governor Reynold's signature. This would allow the School Budget Review Committee to grant the modified supplemental amount if the request was after January 15 but before March 1. He was able to talk with Megan at PCSB concerning rates. The district is able to transfer money from the General Fund into the savings account to take advantage of higher interest rate. He thanked the board for allowing Mrs. Maxwell to help Central Office staff; the sharing dollars will be received next school year. Food service agreement with South Page worked well this year. Mrs. Johansen reported they have worked closely with Nancy Vance, South Page Food Service director, and are pleased with the progress. She explained the .10 meal increase is mandated by the Healthy Kids Act to create parity between paid lunches and reimbursement for the free lunches. Since COVID closed school in March, they have been operating under the Summer Lunch program and it pays for every student. Student lunches averaged 280 in March and April but have gone down to 225-230 in May and June; they don't anticipate an increase for July and August. Adult meals average is between 50-65 per day. The funding will continue until school starts. They received a grant from the Promise Partners and were able to hand out parenting and stress brochures along with special treats such as Rice Krispy Squares, Dole Jell-O with fruit, etc. They received a \$200 grant from the state and was able to purchase fresh produce from the New Market Farmer's Market.

6. 3. Superintendent

Mrs. Bergman thanked the bus drivers for their service and they will be honored at the July 8 meeting. She is proud that the district's advocacy for the drop-out prevention dollars was a success; it will also help other districts in the future. She has been collaborating with Jenny Barnett from Green Hills

AEA and Allie Wellhausen about the Trauma Responsive classroom. Representative Dolecheck has been talking a lot about trauma and supporting students; it is exciting for Clarinda to be a pilot program next year. Our School-Based Interventionalist, Zach Goering, will be in the classroom helping with behavior all the time. A licensed therapist will be coming to that classroom; students will get one hour a week therapy. If other district students need therapy, the therapist will be available. It may seem like district is hiring a lot of staff but district is using cost sharing, grants, or state programs for many positions. Through Green Hills AEA, the district hired School-Based Interventionalist at the High School for an extra three days for support; Chad Blank will be serving in this position. Franklin Covey's *7 Habits of Highly Effective People* will be the fall kick-off. *Speed of Trust* learning required high engagement and involved CEA negotiations team and administrators; they will continue this with staff and board. LeaderInMe kits for the students are coming. The *7 Habits of Highly Effective Families* has been started with Clarinda Youth Academy, Green Hills AEA, and Southwest Iowa Families. The expense for LeaderInMe is around \$46,000 which will be paid for with STEM BEST grant and an anonymous donor. She thanked the community for the support in this program. CCSD is iJAG's first new launch of 2020; they pay 80% and the district will pay 20%; the district will serve 50 at-risk students. Interviews will begin next week. She highlighted the Forecast 5 Salary and Staffing reports.

6. 4. IASB Legislative Platform

The Board will look over the beliefs and resolutions. At the July 8 meeting, they will decide their top four priorities to submit to IASB.

7. New Business

7. 1. Consider Approving 2020-2021 Meal Prices

A motion was made by Sunderman, seconded by Bergren, to approve district wide increase of .10 for all lunches: K-8 \$2.70, High School \$2.85, and Adult \$3.85 for the 2020-2021 school year. Motion carried 5-0.

7. 2. Consider Approving Additional Compensation for the Food Service Director to Manage South Page

A motion was made by Bergren, seconded by Meyer, to approve \$1,500 stipend for the food service director pending approval of food service management agreement with South Page for the 2020-2021 school year. Motion carried 5-0.

7. 3. Consider Approving the 2020-2021 Tuition Agreement with South Page

A motion was made by Meyer, seconded by Sunderman, to approve the 2020-2021 tuition agreement with South Page. Motion carried 5-0.

7. 4. Consider Approving Food Service Management Agreement with South Page for 2020-2021

A motion was made by Bergren, seconded by Pulliam, to approve food service management agreement with South Page for 2020-2021 school year. Motion carried 5-0.

7. 5. Consider Approving 28E Agreement with Stanton for FCS Teacher
A motion was made by Sunderman, seconded by Bergren, to approve 28E shared agreement with Stanton for .333 FCS instruction for the 2020-2021 school year. Motion carried 5-0.
7. 6. Consider Approving the Shared Personnel Agreement with Stanton for School Business Manager
A motion was made by Pulliam, seconded by Meyer, to approve shared personnel agreement with Stanton for school business manager for the 2020-2021 school year. Motion carried 5-0.
7. 7. Consider Approving iJAG Agreement to Launch
A motion was made by Sunderman, seconded by Bergren, to approve the iJAG Agreement to Launch. Motion carried 5-0.
7. 8. Consider approving Half-Day Preschool
A motion was made by Bergren, seconded by Pulliam, to approve half-day preschool for the 2020-2021 school year. Motion carried 5-0.
7. 9. Consider approving first reading of the following policies:
A motion was made by Sunderman, seconded by Pulliam, to approve first reading of all policies that have been reviewed and presented. Motion carried 5-0.
7. 10. Consider closed session in accordance with Iowa code section 20.17(3) to conduct negotiations strategy
A motion was made by Meyer, seconded by Sunderman, to go into closed session in accordance with Iowa Code 20.17(3) to conduct negotiations strategy. A roll call vote was taken: Bergren – Aye; Jones - Aye; Meyer - Aye; Pulliam - Aye; Sunderman - Aye. The motion passed on a unanimous vote and the Board entered into closed session at 5:12 pm.
- President Jones declared the Board back in open session at 6:34 pm after discussion.
7. 11. Consider Approving 2020-2021 Compensation for Administration
A motion was made by Sunderman, seconded by Meyer, for a 1.9% increase for administration for 2020-2021 school year with the exception of the superintendent and employees hired less than 60 days. Motion carried 5-0.
7. 12. Consider Approving the Recommendation to Non-Renew Associate Contracts for Budgetary Alignment
A motion was made by Meyer, seconded by Bergren, to approve the recommendation to non-renew associate 2020-2021 contract for budgetary alignment. Motion carried 5-0.
7. 13. Closed session to evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session as provided by Iowa Code Section 21.5(1)(i)
A motion was made by Sunderman, seconded by Meyer, to go into closed

session in accordance with Iowa Code Section 21.5(1)(i) to evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session. Roll call vote was taken: Jones – Aye; Sunderman - Aye; Bergren – Aye; Meyer – Aye; Pulliam - Aye. The motion passed on a unanimous vote and the Board entered into closed session at 6:54 pm.

President Jones declared the Board back in open session at 8:38 pm after discussion. No action was necessary.

8. Meeting Announcements:

8. 1. The next meeting is July 8, 2020 at 4:00 p.m. in the Board Room at McKinley.

9. Adjournment

A motion was made by Sunderman, seconded by Pulliam, to adjourn the meeting at 8:40 pm. Motion carried 5-0.

Board President

Board Secretary

Minutes of Regular Meeting

The Board of Directors Clarinda Community School District

A Regular Meeting of the Board of Directors of Clarinda Community School District was held Wednesday, August 12, 2020, beginning at 4:00 PM in the McKinley Central Office and Zoom for Public (Link found on district website under Menu - District Office - Zoom Link).

1. Call to Order

President Jones called the meeting to order at 4:02 pm.

2. Pledge of Allegiance

The Pledge of Allegiance was recited.

3. Roll Call

The following board members were present: President Jones, Vice President Sunderman, Bergren, Meyer, and Pulliam.

4. Audience to Visitors

President Jones welcomed all visitors to the meeting.

5. Approval of Agenda

A motion was made by Sunderman, seconded by Meyer, to approve the agenda. Motion carried 5-0.

6. Consider Consent Agenda Items

A motion was made by Meyer, seconded by Bergren, to approve the consent agenda items. Motion carried 5-0.

6. 1. Approve Minutes of the July 31, 2020 Special Meeting

6. 2. Approve Bills

Director Pulliam found the bills in order.

6. 3. Approve open enrollment requests for 2020-2021 School Year

Open Enrollment into the district 2020-2021: 2 - from Southwest Valley, second grade (Brylee McKay) and fifth grade (Garryt McKay); 1 from South Page, kindergarten (Ryder Whitehill); 2 from Stanton, fifth grade (Ellie Carter) and second grade (Everett Carter); 2 from Essex, ninth grade (Dyllan Carnes) and fourth grade (Makenzie Carnes)

Open Enrollment out of the district 2020-2021: 3 to CAM, fourth grade (Mason Cade), third grade (Isabella Nordyke) and fifth grade (Alexander Nordyke); 1 to Bedford, tenth grade (Emma Chapman)

6. 4. Approve Resignation for the 2020-2021 school year

Jennifer Peters, CCSD nurse, Jana Iske, 5th Grade Teacher, and Laura Bielfeldt.

7. Recognition & Reports

7. 1. Activities Report

7. 1. 1. Football Field

Mr. Hill reported the sod on the football field will be finished August 13; infrastructure, goal posts, drains, irrigation, and controls are in place. Next steps are watering to get the sod established.

7. 1. 2. Summer and Fall Activities

Baseball Coach Eberly reported 47 boys participated along with two new coaches. Practices were split into two sessions of an hour half each. The team improved as the season progressed and he is proud of them. Softball Coach Allbaugh reported 30 girls participated along with an assistant coach and two volunteer coaches. He was able to rotate players in different positions. The girls took pride in playing, gained strength, and improved during the season. Mrs. Bergman reported that fall coaches are working hard to do what is best for their athletes. She is the point person to notify of student cases and she continues to work with Public Health. Logan Wood reported 56 boys attended high school football camp. Temperatures were taken and they discussed with the athletes about being responsible outside of practice. Mrs. Bergman received email updates for volleyball, cheerleading, band, and cross country. Volleyball has 30 girls participating. Peru State College coaches worked with the girls. The team has been meeting via Zoom to set goals for this season. Precautions to take include two separate practices, marking off spaces, staggering arrival and leave times, and sanitizing hands and volleyballs. High School band is having a modified camp with 54 students attending to work on its marching program. Sixth grade students are being instrument tested via Zoom. Cheerleading has been meeting via Zoom; stunting is not allowed this year so they will be working on fundamentals. Cross country athletes participated in the summer running program and camp in Norwalk. Thirty-five 7th-12th athletes are expected to participate this season and look forward to its most competitive season in ten years.

7. 2. Title IX

Mr. Porter is Title IX coordinator; he attended training via zoom to learn about legislative changes. Documentation has changed and is required to be on district website. Teachers will also be required to do training. Roles of investigator, decision maker, appeals, and record keeper will be assigned in the near future.

7. 3. iJAG

Mrs. Bergman reported Mr. Bevins attended training and is excited to work with the students and the businesses. He will also collaborate with Mr. Gordon.

7. 4. CatchLife30

Rick Schupach works with groups to help take better care of themselves. The five focus areas are hydration, physical activity, nutrition, social-emotional health and sleep. Staff get daily text messages to help prep for the day. There

will be suggestions, videos and progress reports to help be healthier and proactive. Cost will be \$10 per person, staff and students.

7. 5. Rising Hope

Jenny Barnett and Linda Spencer from Green Hills AEA spoke on the Rising Hope program. IKM-Manning was a pilot program last year; Clarinda and Creston will join the program this year. The focus is teaching behavior, social/emotional skills, and academics. A maximum of eight students can be in the program and currently Clarinda has four. Weekly therapy sessions will be provided by GHAEA. Zach Goering is the behavior specialist and Taylor Johnson is the teacher.

7. 6. Financial Reports

Mr. Pedersen stated his report is the current funding balances in the bank. CARES funds has been spent on chairs, desks and sanitization products. There are still funds left to use in the future; there is no deadline to have it spent. The district audit continues virtually.

7. 7. Superintendent

Mrs. Bergman appreciates all the work being done to get ready for students. A Google document has been created for staff to ask questions and get answers. On August 19 the LeaderInMe professional development will be virtual along with small groups. She is encouraging staff to send pictures for the slide show. Friday she will join a Green Hills AEA Zoom conference featuring Chicago superintendent Dr. David Schuler. One focus of the Return to Learn is having least amount of cross contamination; an example of this is not having in-town shuttles. This also allows students to attend school five days instead of two days a week. The district is looking to purchase additional Swivels to assist with online learning. Administration is working to have teachers support online learning after contract hours; hourly pay will be given. This will allow the district to switch to hybrid learning if the district needs to close. They will continue to look at supplemental platforms. TLC coaches will remain helping teachers. Ms. Opperman reported on highlighted elementary changes including limited visitors into the building; classes will have the same special (music, art, and PE) for a full week; teachers working with online learning students; children eating lunch in classrooms; and taking mask breaks as much as possible. Mrs. Green reported options for the 7-12th building could include changing schedules to block schedules (four classes each quarter and meeting longer) to lessen exposure; working with the public library for access to online books; and using commons area for study hall. Administration continues to collaborate with the library to use its outdoor area; work on stagger start and stop times for staff; collaborate with the community every Thursday via zoom to help support school, businesses, and organizations; creating signs to help with hiring for substitutes in the district; and continuing the community book club.

7. 8. Board Correspondence

No correspondence was reported.

8. New Business

8. 1. Consider Approving School Nurse Contract with Clarinda Regional Health Center

A motion was made by Bergren, seconded by Meyer, to approve the school nurse contract with Clarinda Regional Health Center. Motion carried 3-0.
Abstained – Greg Jones and Stacy Pulliam

8. 2. Considering Approving Rental Agreement with Hy-Vee

A motion was made by Pulliam, seconded by Bergren, to approve rental agreement with Hy-Vee to rent space in the at 1180 South 16th Street location. Motion carried 5-0.

8. 3. Consider Approving the 2020-2021 28E Sharing Contract - Counselor with South Page

A motion was made by Bergren, seconded by Sunderman, to approve the 2020-2021 28E sharing counselor contract with South Page. Motion carried 5-0.

8. 4. Consider Approving the Fall Volunteer Sport Coaches for 2020-2021 School Year

A motion was made by Pulliam, seconded by Meyer, to approve the fall volunteer sport coaches for the 2020-2021 school year. Motion carried 5-0.

8. 5. Consider approving iJAG Memorandum of Understanding

A motion was made by Sunderman, seconded by Bergren, to approve the iJAG Memorandum of Understanding for the 2020-2021 school year. Motion carried 5-0.

8. 6. Consider Approving High School Curriculum Guide for 2020-2021

A motion was made by Meyer, seconded by Sunderman, to approve high school curriculum guide for 2020-2021. Motion carried 5-0.

8. 7. Consider Approving Increasing the Substitute Teaching Daily Rate to \$121

A motion was made by Meyer, seconded by Pulliam, to approve increasing the substitute teaching daily rate from \$115 to \$121. Motion carried 5-0.

8. 8. Consider Approving the 2020-2021 Elementary and Junior/Senior High School Handbooks

A motion was made by Pulliam, seconded by Sunderman, to approve the 2020-2021 elementary and junior/senior high school handbooks. Motion carried 5-0.

8. 9. Consider Approving Amending the Return to Learn Plan

A motion was made by Bergren, seconded by Meyer, to approve amending the Return to Learn Plan. Motion carried 5-0.

8. 10. Consider Approving the 2020-2021 District Fundraisers

A motion was made by Bergren, seconded by Pulliam, to approve the 2020-2021 district fundraisers. Motion carried 5-0.

9. Meeting Announcements:

9. 1. The next regular meetings are August 26, 2020 and September 9, 2020 at 4:00 p.m. in the Board Room at McKinley and via Zoom. There will be work session on August 18, 2020 at 1:00 at McKinley and via Zoom.

10. Adjournment

A motion was made by Sunderman, seconded by Bergren, to adjourn the meeting at 6:32 pm. Motion carried 5-0.

Board President

Board Secretary