A Letter from the Superintendent

Dr. Andy Crozier

Central Lee Community, Parents, and Students,

Each year during the month of September, the district has an independent firm audit the district financial records. At the completion of this audit, the district submits a variety of financial reports certifying our records for the previous school year. We have just recently completed these actions and are ready to provide a financial update for the district. Our district continues to be in a strong financial position. The main indicator of financial health is the district’s unspent spending authority. Spending authority is the amount of money the district can legally spend in one year. It is not the amount of cash the district has or the amount of revenue coming in. We tend to think of this as our “credit”. It has been used by the state as an indicator of school district financial health for many years. Our unspent spending authority at the conclusion of FY19 (2018-2019) was $3,177,188. In FY06, the district had a spending authority of $360,386. The district has seen a steady increase for several years.

The board and I have worked hard to invest in new curriculum resources, add staff, and maintain programming without jeopardizing our financial position for the future. This past year we added five full-time positions to the district budget. We will continue to invest in staffing and resources as long as it doesn’t jeopardize our fiscal stability in the future. That does not mean we say “yes” to every request. We have been very focused on trying to put resources in areas that we feel help us meet the areas set forth in our strategic plan and improve student achievement.

If you have any questions regarding school finances, please do not hesitate to ask.

Sincerely,

Dr. Andy Crozier
Superintendent

Figure One: Historical Financial Data

<table>
<thead>
<tr>
<th></th>
<th>FY15</th>
<th>FY16</th>
<th>FY17</th>
<th>FY18</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$9,659,234</td>
<td>$10,159,395</td>
<td>$10,793,896</td>
<td>$11,081,100</td>
<td>11,485,697</td>
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<tr>
<td>Expenditures</td>
<td>$10,037,902</td>
<td>$10,230,364</td>
<td>$10,742,487</td>
<td>$10,789,440</td>
<td>$10,795,456</td>
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<tr>
<td>Special Education Deficit</td>
<td>$302,302</td>
<td>$302,082</td>
<td>$350,511</td>
<td>$196,445</td>
<td>$310,000</td>
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<tr>
<td>Misc. Income</td>
<td>$2,379,716</td>
<td>$2,712,551</td>
<td>$3,368,891</td>
<td>$3,276,867</td>
<td>$3,250,051</td>
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<tr>
<td>Spending Authority</td>
<td>$1,603,785</td>
<td>$1,787,900</td>
<td>$2,193,947</td>
<td>$2,455,947</td>
<td>$3,177,188</td>
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</table>

Figure Two: Breakdown of District Revenue (FY19)

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Property Tax</th>
<th>Tuition In</th>
<th>Federal Revenue</th>
<th>State Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue Amount</td>
<td>$2,874,226</td>
<td>$2,758,517</td>
<td>$241,755</td>
<td>$5,052,386</td>
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Mrs. Boeck’s Kindergarten students have been very busy learning in Kindergarten. This month we have been talking about the season of fall and the holiday Thanksgiving. They would like to share their thoughts on how they think you cook a turkey for Thanksgiving.

**Ava:** I think my dad will bake the turkey. He will cook it but first he puts food in the turkey like apples and popcorn. He puts popcorn inside the turkey because I love popcorn. Dad will put in the oven and wait for it to cook for a few minutes. I think the oven will be very hot to cook the turkey. Dad adds salt to the turkey. Now we start to eat it. Dad cuts it up for us. He makes the pieces very small so that the turkey won’t make our tummies grow big. We will also have napkins at our supper. I think that’s all.

**Saydee:** My dad and mom go in the car to hunt the turkey. They bring it back home and roast it in the oven at 10 degrees for 5 minutes. We put pepper on it and eat it with colorful fruit snacks, milk, water and juice boxes.

**Ben:** You buy a turkey at the store. Mom leaves it sit out for a little while in the kitchen. She takes the guts out. There’s still guts in it from Hy-Vee. She puts stuffing inside it. She cooks it in the oven at 50 degrees for I would guess 25 minutes.

**Millie:** My dad shoots the turkey on the road. He puts it in his bag and brings it home. He takes off the feathers. My mom puts it in the oven and cooks it at 6 degrees for 4 minutes. Then we wait until it cools down and we eat it with corn.

**Jackson:** Grandpa or Dad shoots some turkey and brings it home. Our family gets together and takes the feathers off and puts them in a bucket. Grandma puts it in a huge pan and salts it. I like the salt on my turkey but my sister doesn’t. Grandma cooks the turkey in the oven for 30 minutes. I like to eat my turkey with hot sauce.

**Mallory:** Grandma either goes to the store or kills the turkey. She cooks it in a pan in the oven. She cooks it at 10 degrees for maybe 12 seconds. My dad cuts the turkey off the bones and we eat it. I put salt on it before I eat it.

**Kennedy:** My grandma buys the ingredients to make the turkey. She puts it in the oven at 30 degrees for 15 minutes. I eat my turkey with potatoes, corn, green jello, and pumpkin pie.

**Shelvi:** My dad gets a turkey from Wal-Mart and he brings it home. My mom cooks the turkey in the oven for 5 minutes and then we eat it. We don’t eat anything with the turkey, just turkey.

**Lauren:** My Uncle gets the turkey from in the woods. He shoots it and brings it home. He puts away the feathers and cuts off the feet. He cooks the turkey in the oven at 56 degrees for 20 minutes. My uncle cuts it and then we put salt on it and eat it.

**Jace:** You get the turkey from a grocery store. You bake it and cut it in pieces. You cook it at medium for I think 2 minutes. I think I like turkey. I eat it with potatoes and hot dogs.

**Brystol:** My dad and grandpa hunt for a turkey. When they get it, they carry it over to the truck. Daddy cooks the turkey. He puts salt and pepper on it and cooks it at 6 degrees for 1 hour. Then you take it out of the oven and take out the bones. I like to eat apple pie with turkey.

**Fox:** You get the turkey from Wal-Mart, then you bring it to school. My mom cooks the turkey. I can’t get near the oven because I could get burned. My mom wears oven gloves to be safe. She cooks it at 100 degrees for 5 minutes. She takes it out of the oven and we blow on it and eat it.

**Kolten:** You get turkey from the farm. You take it home and you clean it with water on a rag. Then you cook it in the oven at probably 20 degrees for 70 minutes. You cut it up and eat it with salt and pepper.

**Prims:** You get the turkey from a field by shooting it. Then you put it in the back of the truck and bring it home. You take the feathers, head and feet off. Then maybe add some salt and pepper and cook it in the oven at 10 degrees for maybe 5 minutes. Then you take the bones out and eat it.

**Kasen:** You get the turkey from Hy-Vee and bring it home. You salt it and cook it. Sometimes Grandpa wants to fry it. You cook it at probably 1 degree for 4-5 minutes. I like it the best when we fry it and eat it with blueberries.

**Jonah:** My dad and I shoot the turkey on the bean field at our house. Then we gut it and bring it home. You freeze it for about 24 hours. Then you cook it in the oven at 24 degrees for 30 hours. You let it cool and then cut it and eat it.

**Jansen:** Dad shoots a turkey and cuts it up and brings it home. Then he grills it at 43 degrees until it gets really hot. Then we eat it with applesauce and ham.

**Aleah:** You get a turkey from a farm. You bring it home and you put butter and salt and pepper and some oil on it. Then you put it in a big bowl and cut it up. Then you put it in the oven at probably 13 degrees for 20 minutes. Then you eat it with sauce and mashed potatoes and gravy and beans and broccoli.

**Kaiden:** You get a turkey from the store or the field if you are on a farm. I only get a turkey when I go see a farmer and we ask him for it. You have to cut its legs off so it won’t go anywhere. I’m going to live in a new house. I’m going to live on a farm! Then you cook it and chop it up. You cook it in the stove at 100 degrees for 10 minutes.

**Sage:** My mom, dad, and baby brother get a turkey from Aldi’s. Then we bring it home and butcher it and cook it in the oven at 7 degrees for 8 minutes. My family comes and we eat it with deer and gravy and cinnamon rolls.
Mrs. Kropf

Mrs. Kropf’s class has been very busy since school started. Just getting used to one another and adjusting to a daily structured routine takes time. For some, it is the first time in a school setting. We have also been learning a lot. Recently I asked the students what they enjoy doing the most at school. Here are their responses.

Landon: I like playing with beads during center time.
Jaiden: I like playing with the Legos during free time.
Aria: I like playing with the blocks during free time.
Mason: I like calendar time.
Josh: I like doing seatwork at my table.
Berkley: I like reading books.
Braxten: I like playing with the blocks.
Ella: I like counting during math time.
Leah: I like playing with the cars during free time with my friends.
Macie: I like playing with the dollhouse with Aria.
Gabbi: I like using the math boxes.
Hudson: I like using the math boxes.
Kaiden: I like playing with the Legos.
Krista: I like playing with Macie with the dollhouse.
Alex: I like to write on the marker board.
Cameron: I like to use the math boxes.
Ayden: I like to play with the Legos during free time.
Jackson: I like to play with the dollhouse.
Leah: I like looking at books.

Mrs. Tweedy

In Mrs. Tweedy’s Kindergarten, we have been learning how to write sentences. We have been working hard on making sure that each sentence has a capital at the beginning, finger spaces between words, and a stopping mark at the end of each sentence.

This month we have been doing research on animals. We learned about bats and spiders. We learned how to organize our thoughts into a web and then use our thoughts to write a sentence.

Our most recent writing was about spiders. The students not only wrote their sentences but also make a spider web with a spider in it.

The following are what they learned about spiders:
Joseph: The spider web is sticky.
Hudson: The spider has eight legs. The spider has eight eyes.
Ariella: The spider has a web.
Brayden: The spider has eight legs.
Serenity: The spider makes a web.
Landon: The spider has eight legs.
Emma: The spider eats flies.
Anna: The spider eats flies.
Lyndie: The spider eats flies.
Nolan: The spider has silk.
Henry: The spider holds on to the web.
Angelina: The spider has eight legs.
Mackenzie: The spider has a web.
Brandon: The spider eats flies.
Clarence: The spider makes a web.
Aubrianna: The spider has eight legs.
Paisley: The spider has eight legs.
Levi: The spider makes webs.

Mrs. Kokjohn

As we are entering our Thanksgiving season, the Kindergarteners are starting to reflect on what it means to be thankful. After a few activities the class was asked what they were thankful for and they came up with some amazing things!

Elle: my family and my baby brother
 Graceylnn: my life
 Melanie: God
 Emma: my family
 Jaxon: Ms.Kokjohn
 Cooper: my family
 Emersyn: my family and my dog
 Austen: my bike
 Oakleigh: my puppy, my mom, going to the park and Ms. Kokjohn
 Atticus: Emory
 Kendrick: Cooper
 Emory: angels and my heart
 Carter: playing
 Rodney: Atticus
 Caleb: Ms. Tessa
 Jemma: angels

Pictured Above: Miss Kokjohn’s class
Mrs. Calfee

Kindergarten is well under way! Students are building their stamina to be in school all day everyday, and learning how to work and play together.

We have been talking a lot about families, and how important they are to us, especially around the holidays. As the holidays are fast approaching, I asked the students to tell me what they are most thankful for, and why.

Brycen Mehl: I am thankful for my family because they are nice, and feed me!

Dillon Timpe: I’m thankful for my bear because it’s big, and I like it.

Eli Daly: I am thankful for my family because every morning they give me waffles.

Gavin Neally: I am thankful for my Grandma because she is up in heaven watching me.

Hannah Eid: I am thankful for my family because they give me food, and they play with me.

James Kramer: I’m thankful for my Mom and Dad because they let me do whatever I want. They let me color and play video games.

Jaxon Spivey: I am thankful for food and water because I like food and water, it fills up my tummy.

Laura Derr: I am thankful for LOVE because I love my Mom over 100,000.

Lauren Gates: I am thankful for my family because they love me.

Laurenz Trotter: I am thankful for Fun City because I like to go there when my brother has a birthday.

Liam DeBrackeleire: I am thankful for my family, they buy me toys.

Logan Juarez: I am thankful for my family because they love me, and take care of me.

Luke Eaton: I am thankful for the sunset rising because I like to watch it especially if there is a rainbow.

Milayna Robins: I am thankful for my cat and dog, they are special and cute. I love to take care of them.

Oaklee Allgood: I am thankful for fancy dresses. I like them, they make me look beautiful!

Paislee Boatwright: I am thankful for my family because they love me and I love them.

Taylor Skog: I am thankful for my family. I love my whole family, and they love to play with me.

Zoey Hetrick: I am thankful for my cat and dog. I like them, and they always want me to feed them.

Winter Break
December 23rd - January 1st
Classes will resume January 2nd
Fourth grade teachers welcomed 93 students to their classrooms in the fall. In Math class our students have settled into the new series that was introduced last year named Ready Math. This series addresses every Common Core Standard with clear instruction intended to make our students math “thinkers” in their problem solving. In addition to the new workbooks and problem solving books, we have the added feature of iReady math which is a personalized online instruction program for each and every student. Reading in the fourth grade continues to focus on comprehension, accuracy, fluency, and expanded vocabulary through the use of the program known as The CAFE Strategies. The fourth graders are continuing to write constructed responses to questions. This strategy is used to guide students as they develop their higher level writing skills in all academic areas. Accelerated Reading continues to be a support program that compliments our classroom reading instruction. Students challenge themselves to read and test their knowledge weekly. They self-monitor by checking their goals and progress throughout each quarter. In Social Studies, fourth grade students study Regions of the United States. The students learn about landforms, climate, resources, waterways, industry, and also study a Native American group from each region. Science is instructed with the support of an updated program titled Mystery Science, an online teaching tool. Units include Rock Cycle and Earth’s Processes, Energy, Motion and Electricity, Human Body, Senses, and the Brain, and Sound, Waves, and Communication. These units are created in accordance to the science standards (NGSS) that will encourage students to take an active role in their learning process within the perimeters of the science standards. Fourth graders will end the year with their across the curriculum project “Walking Through History”. In this project, students will select an American who has contributed someway to the betterment of our world. They will research their person through nonfiction books, learning to take notes as they continue to learn more about their American. They complete a first draft, edit and rewrite a final copy complete with an outline, bibliography, and cover. Near the final days of school, students will come dressed to depict their famous American and do an oral presentation of their person in our “Museum of History”. Parents will be invited to “walk through time” as they learn about these famous Americans and enjoy this exciting presentation.
D.A.R.E.
Fifth graders have D.A.R.E. class, Drug Abuse Resistance Education, taught by Deputy Oberman from the Lee County Sheriff’s Office. Class is once a week on Wednesday for 45 minutes for 10 weeks. The program builds communication and decision-making skills and lets students rehearse these skills via role play. Students will graduate the program on November 22nd.

Science:
This year in science we started off learning about chemical reactions. Students were posed with a question about if it was possible to turn an ordinary copper penny into gold. Alchemists long ago tried to use a magic potion to create gold. Students got to experiment with chemical reactions to see if it was possible to create gold. Through the unit, students used Science and Engineering Practices to design and review different tests they could conduct. They even got to “explode” a plastic bag due to the chemical reaction of baking soda and vinegar. After all their research and experimenting, they came to a conclusion that you could not create gold with a chemical reaction. The Alchemists were tricking people into thinking they could, only they were coating the metal.

Outdoor Ed Day:
Earlier this fall, the 5th grade students got to spend the day at Polmiller Park with Lee County Conservation. Nathan, Stephanie, and Clay came out to lead different stations. Students got to go fishing in the pond, an experience many of our students had never done. Nathan, from LCC, lead them in how to hook a worm, cast, and then release what they caught. They were very successful in this adventure, with every class catching several fish. Clay lead them throughout the park. Students learned about the different plants and animals that can be found here in Iowa. Stephanie lead the students in a game called Turtle Hurdle. Students learned about all the obstacles that animals face in their lives in order to survive. Students were either an animal or obstacle. As they were running across the environment, they had to do everything in their power to avoid the obstacles. At the conclusion of the game, students graphed the population and discussed what would happen to the animals. The last station was lead by the teachers. It was The Amazing Race. Students worked in teams to be the first group to complete 5 different activities. The legs of the race were a variety of science material we covered, physical activity, nature, and creativity challenges. After each leg, students earned a clue word to help them solve the final riddle. The day was filled with learning, teamwork and fun.
Reading:
Central Lee Elementary is working hard to incorporate the Daily 5-CAFE framework. After receiving some training in Schaumburg in the spring, the entire school has decided to make it a priority to implement the CAFE strategies into our weekly instruction. CAFE is an acronym for Comprehension-Accuracy-Fluency-Expand Vocabulary. The fifth grade team has been working with our literacy coach, Pam Barclift, on targeting skills that are necessary for fifth graders to be able to decode multisyllabic words going forward into the middle school.

Mrs. Haney’s & Miss Krehbiel’s classes read the book Holes by Louis Sachar. The story follows the life of Stanley Yelnats, IV. Stanley gets in trouble for stealing a pair Clyde Livingston's cleats. It follows his life while attending a Juvenile Detention Center called Camp Green Lake. At Camp Green Lake, there is no lake or anything green. Stanley is required to dig a hole each and every day. Stanley meets several new “friends” along the way. Stanley taught a fellow camper named Zero (Hector Zeroni) how to read and write. During his time there, he tried to avoid Yellow Spotted Lizards.

The 5th grade students got to attend Camp Green Lake for a day. Students completed several stations of activities related to the book. Students worked in groups to complete all the activities, played a round of Jeopardy, and Kahoot with vocabulary words. The day ended with the movie and Holes themed snacks.

Social Studies:
In Social Studies the fifth graders have been learning about the early exploration and early settlement of our country. They are seeing what a struggle it was for our first settlers. We will be doing various projects to reinforce the learning. Some will be hands on and some will be research and projects on our iPads. The kids really enjoy that! As the year goes on we will be studying the American Revolution, the Constitution and the American Civil War.
We teachers are also working on some new learning. We are learning the new standards set by the state for social studies. Many changes for our learning to come.

Math:
The Ready Math unit on Whole Number Operations and Applications has been completed. It included lessons on volume and multiplying and dividing multi-digit numbers. We used area models, partial products and quotients, and the standard algorithm. There is more than one way to work a problem! Our current unit is Decimals and Fractions. We have worked with powers of 10 and reading, writing, comparing and rounding decimals. Now we are working on adding and subtracting decimals and fractions.
In addition to their text, students use i-Ready, the online portion of Ready Math, that gives them lessons at their individual level. This is automatically determined by their score on the i-Ready Diagnostic Assessment which was given in the fall and will be given again in January and the end of the year. A monthly progress quiz is also taken that can advance the level they are working on. Teachers can assign lessons to go along with skills being learned as well as comprehension checks. Ask your student to log in at home and show you how they are doing!
GRAND BRUNCH
What a great event to bring our families to our school and support our library purchases! We can’t thank you enough for all the support! Our Fall Scholastic Book Fair totalled almost $15,000 which means approx $7,500 comes to us in the form of books for students to read and enjoy. WOW!!! It is a bit chaotic, (400 extra adults in the building) I realize, but with the added third lane and extra parking spaces, it really was doable and safe for folks. A huge THANK YOU to Marge Lightfoot & Jenny Doyle for their leadership in set up, organization, and follow through of the event. Thanks to Brian Wells for transporting folks to the door via the FFA John Deere Gator. Also, THANKS to the PTO as they sold donuts to help families with the brunch. Our specials teachers and other staff helped with checkout and crowd control- THANKS! One of the things I love most about this event is seeing the MS Peer Helpers, with Beth Wells, greet our guests and take a leadership role on that day. THANK YOU!

VETERAN’S DAY
Wow- what an experience for our students! Alumni Captain Trenton Burgess and the crew of the National Guard Unit, Bravo Company 1-171 from the Quad Cities flew a CH-47 Chinook Helicopter for students to watch land, tour, and learn more about the National Guard. It was an exhilarating event (plenty chilly) but we were warm with American Pride! The students chanted U.S.A over and over. I’ll never forget it. Here are a few pictures. A shout out to the MS Staff and Students for a quality Veteran’s Day Assembly. The speakers, flag bearers, servers, musicians, and audience took their roles seriously and indicated through their actions- they appreciate what veterans have done for each of them through their sacrifice of service. #Proud2bCL #ProudAmerican

HAWKS are Willing, Kind, and Safe Students who SOAR to the SUMMIT!
HAWKS are Students Utilizing Measurable Mindsets Inspiring Thought!
The K-8 library has had a busy fall. We just sent our book fair cases out the door. It is always a good feeling when the book fair leaves. As much as we enjoy the new books and the excitement it brings to the students, it is always a good feeling to have the library back to its norm, (for a few months until it returns in the spring). We appreciate the large attendance we have grown to expect for the Grand event. It is an enjoyable couple hours for students and grands alike and generates funds for the purchase of new library books. This year we had a Grand Brunch on one of the early out Fridays. This was different than the past years’ events as it took place mid morning. Student and Grands enjoyed a donut or breakfast pizza as they looked through the book fair. It was well received and we want to thank everyone who contributed to its success. Besides providing new books for the library this event also allows us to continue our dollar book sales.

The dollar book sales are held three times a year. Every student can choose a new book for only a dollar. These are offered to the students at a small margin of the original cost with the goal of getting books in the hands of the children. It is great to see the students get excited about the new books.

If you visit the library you will see that today’s libraries are not your traditional quiet reading hub of the past. A noisy library is a busy library. A busy library means children are enjoying books. On Fridays to instill more love of reading, we allow the students to take home an additional book. The students look forward to Fridays “Any Book” checkout. At this time they can check out a second reading book, a cookbook, drawing book, sports or animal books that do not have to be in their AR level and are for reading enjoyment not for testing.

We are always open for visitors. If you would like to read to a class anytime just let us know. We would be glad to have you. Thank you for all who support our book fairs which in turn supports students’ love for reading.

Visit our library any time and keep reading!

K-8 Librarians

H.S. LIBRARY

Stacy Adam, Library Associate

The High School Library is more than a room to house books. It is a place to gather with friends, work on group projects, relax, record speeches, borrow a laptop, work on online classes, shop at the Hawk Shop, play chess/checkers, put a puzzle together, grab a warm beverage, and yes, read a great book. We have a variety of young adult books to choose. Fantasy, sports, science-fiction, mystery, quick reads, novel in verse, graphic, and everything in between. So, sip some coffee/hot cocoa/cappuccino and read a book!!

Emergency Bus Routes

Go to CLCSD’s home page on www.centrallee.org, you will find it under “Recent News / Reminders”

Weather Related Updates:

TV - KHQA Channel 7, WGEM Channel 10, KTVO Channel 3
Radio - KBKB 1360 AM, KKMI 93.5 FM, KGRS 107.3 FM, KOKX 95.3 FM, KILJ 105.5 FM/1130 AM
School Messenger - Text/Phone updates for parents
Mrs. Massey

Seventh graders kicked off the school year by reading and writing stories. We first reviewed the elements of story - plot, character, conflict, theme, and setting - and then read several short stories and applied our new understanding to these texts. After reading additional mentor texts, students planned and wrote their own narratives, which included these same story elements. As part of this writing, students focused on using descriptive dialogue and word choice, controlling the pacing of their writing, and using the writing process to strengthen their craft. If you haven’t yet read your child’s narrative piece, I encourage you to ask him or her to share it with you.

During the first quarter of the year, students independently read books of choice. By reading in class every day and for twenty minutes outside of school each day, many students have devoured several books already this year. These readers understand the power of text, its ability to shape and change their lives and their worlds, and its role in helping them develop into leaders who not only answer questions, but raise questions as well.

If you think your child may be faking his or her way through books, consider these truths:

• Students who read less than two minutes per day outside of class are exposed to a mere 106,000 words per year and typically score in the 30%ile compared with their peers.
• Students who read for twenty minutes per day are exposed to 1.8 million words per year and typically score in the 90%ile compared with their peers.

The case for high volumes of reading is quite compelling when you consider these benefits:

• Builds knowledge
• Improves achievement
• Increases motivation
• Increases vocabulary
• Improves writing
• Builds background knowledge
• Improves understanding of text structures
• Develops empathy
• Develops personal identity

For second quarter, students are launching into literature circles. We will begin with a whole-class reading of The Outsiders by S.E. Hinton. During this reading, students will explore theme, conflict, and characterization, and they will work on vocabulary and discussion skills. Reading Ponyboy’s story will also help students explore our 7th grade theme of Who am I and what do I stand for? As two of my favorite reading experts, Kylene Beers and Robert Probst, suggest,

…we read to do more than learn from the text; we read to do more than enjoy the text. We read to learn more about ourselves. We read to become more than we knew we wanted to be.

It is for this reason that The Outsiders – and all books, really - have made their way into our classroom this year.

Ms. Marshall

As most know, we have started a new math curriculum at Central Lee Middle School! It is called Illustrative Mathematics. In this curriculum, students learn that math isn’t just about memorizing rules, it’s about rolling up your sleeves and diving in. The curriculum is built around hands-on activities, real world examples, and a lot of peer collaboration. Peer collaboration is one of the newest parts for the students. For students to understand what peer collaboration should look like in math class we did an awesome activity at the beginning of the year. Groups of 4 had 2 minutes to take turns going in a circle highlighting each number as they find it. For example, student 1 will highlight 1, student 2 highlights 2, and so on. I took pictures as they were working and they were so into the activity they didn’t even notice! We came to the realization this is what group work should look like: engaged, heads together, focused, working the entire time, etc.

We are currently in the middle of Unit 4 in the curriculum. We are learning about Proportional Relationships and Percentages. Some of the activities we have done are finding unit prices of items for sale in store, finding sales tax on restaurant bills, and more!
8th Grade English
Ms. Gunther

Quarter one has gone by in a flash. Eighth Graders spent the majority of Quarter one working on Narratives. We read a variety of stories like The Monkey’s Paw by W.W. Jacobs and All Summer in a Day by Ray Bradbury, to help us decipher how a narrative should be organized and what elements are needed to help tell their story. Students wrote about what they knew. While this included an abundance of hunting stories and exciting family vacations, there were a few original pieces that blew me away.

Once the students had brainstormed, drafted, edited, and published their writing, we wrapped up Narratives and dove into our current unit, my favorite genre: Dystopias. A dystopia is a nonexistent society where government control takes hold of everything, and the way of life we are familiar with has changed for the worse. Dystopias are increasingly popular with recent movie adaptations like The Maze Runner, The Hunger Games, and Divergent. As a class, we researched the commonalities found in all societies. This included a variety of influences the eighth graders know as P.E.R.S.I.A. (Politics, Economics, Religion, Social, Intellectual, and Area influences). We used this PERSIA Model to help guide our analysis of the dystopian societies we would read about next.

Students were then sorted into book club groups; The Hunger Games, The City of Ember, Unwind, Divergent, Legend, and Uglies. Students have dived headfirst into these novels. The discussions the students have lead have been intriguing and exciting. They are arguing right from wrong, debating social structures, governmental policies and analyzing choices their protagonists are making. Students are quickly realizing that it only takes one drastic change in our current society to lead us to a dystopian future. I am so excited for these students to finish up their novels and, for some, continue the series, because I’ve got them hooked on these characters and they simply cannot put the books down.

Ask your children, nieces, nephews or grandchildren about how they would run their own dystopian world, for that is their next challenge...

8th Grade Math
Ms. McGill

Math students are using a problem-based approach that is student centered. We focus on allowing students to understand why math strategies work and how to apply strategies to real-world problems. Students work diligently to solve complex problems by first determining an approach and working independently, then working with others to expand their thinking and deepen their understanding, and finally bringing it all back together with class discussions and practice. Eighth grade math has covered rigid transformations, dilations, similarity, slope, and linear relationships. Students will continue the year with linear equations, functions, volume, associations, and Pythagorean theorem. Eighth grade algebra has covered one-variable statistics, linear equations, inequalities, and two-variable statistics. Students will continue on with functions and quadratic equations.

Wide World of Activities

Jerry Ireland, Activities Director

Our winter season sports and activities are currently practicing very hard for their upcoming seasons. Our Central Lee Dance Team has had many practices leading up to their state competition on December 5th and 6th in Des Moines. Good luck to Coach Lindsey Hamm and the girls! Our boys’ and girls’ basketball teams will be starting their seasons on Tuesday November 26th. Cheerleading Coach Mandi Warneke has two different cheer squads for our basketball teams this winter. The Central Lee Show Choir and Pep Band are also preparing for competition in the weeks ahead. We also have students competing in wrestling with Ft. Madison, bowling with Keokuk, and swimming with Burlington.

I would like to express my sincere gratitude and appreciation for all the Central Lee community members who support our athletic programs and activities. Whether it is sitting in the stands, listening on the radio, sponsoring an event, or just talking about the activities in general, our student-athletes take pride in knowing that the Central Lee faithful is always pulling for them. Your actions are teaching all of our students the meaning of loyalty and citizenship. Thank you very much!

All of the scheduled sporting events and activities can be found on the Central Lee website under the links “District Calendar” and “Athletics”. Please feel free to contact Tina Cale or me with any questions you may have concerning our winter programs. Once again, thank you for your support!

GO HAWKS
PROUD TO BE CENTRAL LEE
We just had our Veterans Day Celebration last Friday, November 8th! The middle school hosted about 115 guests. We always enjoy honoring our local veterans, and showing our appreciation for their service. Students and staff work hard to make sure the day is worthy of our guests. Students serve as hosts to the Veterans, write essays to honor their service, our Scouts provide flag presentations, and the 6th-8th grade band and vocal groups perform for them during the assembly. An added bonus this year was the opportunity for students to tour a Chinook helicopter brought in from the Quad Cities by Central Lee alumnus, Captain Trenton Burgess of the Army National Guard. Students K-12 were able to go through the helicopter and visit with National Guard soldiers. The staff and community all pitch in to make sure things run smoothly! Thank you to all!

There are so many things happening at the middle school this year. We’ve had a great start to the school year, and students and staff seem to be transitioning well to the changes we’ve incorporated. Please keep an eye out for my Middle School Matters newsletter I send out. It provides information and updates of what’s happening at the middle school. Here is the link to the latest newsletter if you haven’t had a chance to read it: https://www.smore.com/02y49

As always, student achievement and growth is at the forefront of our work. Whether it be academically in content areas, or socially/emotionally, it is important for our students to be learning all the time. Our staff works hard to ensure our students are prepared for the next steps in life. It takes a team effort to educate our students, and we very much appreciate the parent support we receive. Thank you!

Central Lee Special Education Department

Special education teachers continually collaborate with each other, regular classroom teachers, and associates about things they can do to improve behavior and instruction within the general education setting so that all students can be successful in the classroom. They discuss how to utilize point sheets, look at data, and then determine what instructional steps should be taken to ensure students are reaching their full potential. In addition to direct classroom instruction, teachers help provide enriching learning opportunities for our students.

All preschool through second grade students participated in a Young Athlete Play Day on September 29th. Students participated in 11 different activities, representing 11 different sports offered by Special Olympics. This event is designed to provide activities and socialization opportunities for children with intellectual disabilities between the ages of two and seven as an introduction to Special Olympics. All students participated in the event, making it our first inclusive event on our road to celebrate being a Unified Champion School through Special Olympics of Iowa. The kids all had fun and enjoyed showing off their medals for all their hard work! The Central Lee District is excited about the partnership with Special Olympics of Iowa and looks forward to growing this program in the future.

The 6th-8th graders in Social Skills/Strategies class have enjoyed reading to their preschool buddies in Mrs. Hirschler’s class. First, the middle-schoolers pick an appropriate age-level book from the library, then practice it a couple of times with each other, and finally, take it to read to their buddy in preschool. On weather-permitting days, the middle-schoolers walk their buddies out to recess on the playground and enjoy a few minutes outside after reading the books. We have been trying to do this once a week and the students really look forward to spending this time with the younger children. We are not sure who enjoys it more, the big kids or the little kids! It is a great way to practice these skills in a natural setting.

Recently, Kelly Wallace, AEA Family and Educator Coordinator, came to talk to secondary special education teachers about transition items. Kelly shared a folder with us that included many resources. This folder will be mailed to all 8th grade students with IEPs at some point during the 2019-2020 school year. Some information in this folder includes graduation guidance and requirements, along with information about transition to life after high school. As part of the middle school transition process, all 8th grade students with IEPs will have the opportunity to spend either a morning or afternoon at the high school in the spring of 2020. A transition meeting may also be scheduled for 8th grade students entering high school to address their IEPs.

At the high school students have been busy working on math and reading skills. They learn and practice math concepts by applying it to real life situations, such as cooking. Other classes have been focusing on transition skills to enable students to gain knowledge and experiences that will help them be prepared for post-high school life. A few students are working with Mr. Banks in his 12+ class to get some real-world information and preparation. They have written resumes, visited local manufacturers, and took the NCRC test. Students not in 12+ have been working with SCC and Vocational Rehabilitation Services. These linkages help prepare them for college, trade school, work, and life in general. They establish resources and connections for students to get a foot in the door, whether it be post-secondary training or the workplace. Some students have been able to participate in job-site work experiences where they are going out in the community to gain job skills. Thank you to those businesses for allowing our students to come to their place of business and gain these valuable skills.
The first quarter is done and the choir department is in full swing throughout the district. Central Lee has several choirs at each building level working with students that are preparing for several performances.

Middle School:
The fourth through six grade Youth Choir, directed by Mrs. Madsen has started. Auditions were held in October with students completing a short questionnaire, gaining parent permission and singing a short audition work. The students that earned their seat in the Youth Choir are preparing several fun and familiar works for their Winter Program. In December the students will be presenting their concert (date and location pending).

While learning to read music, understand the meaning behind the lyrics and working on the fluency presented in the cadence of the lyrics, the 7th and 8th grade concert choir students have been preparing works for the Veteran’s Assembly and for their Winter Concert coming up on Tuesday, December 17th at the high school gymnasium.

While the concert choir and youth choir are learning music, the middle school show choir, Adrenaline, is also preparing music. Forty-seven students are coming to school at 7:30 am twice a week to work on their show. Learning to sing is one thing, but now the students are learning to dance and sing to entertain the audience. Selected dancers for the high school Impulse dance team are helping the middle school show choir with the show’s choreography.

High School:
The high school concert choir is working very hard in their daily rehearsals learning several works for their various performances. Each month the Ft. Madison Newberry Center celebrates the members birthdays, and our choir was honored with performing in October. A small group of senior and junior choir members spent time singing and briefly meeting with the Newberry members. On Veteran’s Day the full high school choir will be traveling back to Ft. Madison to sing for the Veteran’s Breakfast at Hy-Vee. The students are also preparing for their Winter Concert on Monday, December 16th in the high school gymnasium.

The high school show choir, C-Force, is in full swing with twice a week rehearsal, show band rehearsals, ordering outfits, preparing props and needed accessories for the show. The students are working hard to not only perfect their show but to fund their program. Monthly fundraisers have been held between door-to-door sales, but also labor/event-based fundraising. In late September and early October, the students picked pumpkins at Harvestville Farms and on November 15th at 7:00 pm the students will be hosting a Trivia Night at the Donnellson Community Room. Tickets will be for sale at the door, with a potato bar supper offered at 5:30 pm (separate from the event ticket sale).

For more information on any of the above information, or any questions about the Central Lee Choir Department, please feel free to email any of the directors or visit our new website based off of the school website, Centralllee.org or visit our URL: https://sites.google.com/view/centralllee.org.
“What do you want to be after you graduate?” A question asked of high school students on a regular basis at Central Lee High School. But what students may not understand is, this is not a rhetorical question, it is a very important question, and helping students confidently answer it is part of our job as educators in graduating college and career success.

Helping students plan for and transition from high school to college or career is not only an integral part of the high school experience, but one deemed necessary by both the state and federal governments. Though the state of Iowa is ranked first in the nation for high school graduation rate, the problems ensue when Iowa falls in 35th for post-secondary degree attainment and 48th for gaps between high school graduates and post-secondary completers.

What does all of this mean and how does it impact high schools across the state, especially Central Lee? It means Iowa is strong in graduating students from high school but quickly falls short in preparing young adults for what comes next. Many Iowa students do not choose to go on to any post-secondary training and of those who do, many do not complete the programs they begin. With that mind, what cannot be overlooked is that by 2018 sixty percent of jobs in Iowa were to require some type of post-secondary training (certificate, 2 yr. or 4 yr. degree) (Iowa Workforce Development), which is why high schools like Central Lee have been tasked with providing ongoing career exploration, career and college planning, and strong career and technical education pathways and programs. In other words, the educators at Central Lee High School are working hard to give students guidance on real world and work skills, facilitate post-secondary goal setting and planning, and continually ask the question, “What do you want to do after you graduate?”

*Overview and Initial Guidance on House File 2392 Division I- Individual Career and Academic Planning (ICAP) Iowa Department of Education June, 2016*
Below is a copy of a career planning goal sheet all high school students were to fill out during their advisory period, take home and discuss with parents, and return to school for ongoing dialogue as part to their Individual Career and Academic Planning. Career and technical education pathways are clearly defined in the high school course description book for further reference. In the near future, parents will be given a link to their student’s career exploration account for our career exploration platform Kuder Navigator. In addition, there will be additional information about college and career planning provided for parents at our next high school advisory meeting at 5:30pm on January 16th in the high school library.

It is the goal of Central Lee High School to prepare our young people to be college or career ready after high school. To have them prepared we focus on three main areas: Content, Learning Strategies, and People Skills. We believe that if we focus on those three areas over the course of a student’s four years of high school they will be prepared for whatever post secondary training they choose.

Another important piece of post secondary preparation is goal setting and choosing the right path in high school.

Though planning for transition to post secondary has always been a focus for us, we know and believe that we must be more transparent with the process for both parents and students; hence this goal setting sheet. We also are fully aware and expect some student’s goals to change over the course of their IBS career.

Students filled out this goal sheet during their advisory time and it needs to be returned as part of first semester parent teacher conferences to their advisory teacher.

Name ___________________________ Grade in 19-20 ___________________________

After high school, I plan to attend: (Circle one or two top choices.)

- a 2 year college
- a 4 year college
- a trade school
- military
- apprenticeship
- workforce

Of the following career clusters, which are you interested in? Pick 3. Label 1st, 2nd, 3rd

* Agriculture, Food & Natural Resources
* Architecture & Construction
* Arts, A/V Technology & Communications
* Business Management & Administration
* Education & Training
* Finance
* Government & Public Administration
* Health Science
* Hospitality & Tourism
* Human Services
* Information Technology
* Law, Public Safety, Corrections & Security
* Manufacturing
* Marketing
* Science Technology, Engineering & Mathematics
* Transportation, Distribution & Logistics

What do you want to do for a career? Be as specific as possible.

What classes are you taking or do you plan to take during the 19-20 school to help inform you and prepare you for a career in this field?

How are these classes informing you and preparing you?

If your career choice needs college, have you planned for taking or have you taken the ACT test?  Y  N

Will you take the ACT prep class?  Y  N  Not Sure

Would you like to do a job shadow or speak to someone currently in this career field?  Y  N  Not Sure

Have you visited with Mrs. Moore and looked over your HS class plan to determine if your current plan leads you to your goals or provides you with opportunities to learn more about your interest field?  YES  NO  Not Sure

I have read and discussed this student’s HS transition goal sheet with him or her. ___________________________ Advisory Teacher and Date

I have read and discussed my child’s HS transition goal sheet with him or her. ___________________________ Parent Signature and Date
English II
Mrs. Overton

This semester’s sophomore level English II classes have been working on developing their reading, writing, speaking, and listening skills through close reading and composition practice. Fiction classes just finished reading Edgar Allen Poe’s Masque of the Red Death and nonfiction sections are presently honing their critical viewing skills through documentary analysis. Current learning targets include identifying logical and emotional appeal, analyzing literary theme, and drawing text-supported inferences. Such skill practice is preparing students for second semester reading of Harper Lee’s To Kill a Mockingbird and John Steinbeck’s Of Mice & Men, as well as construction of a research-supported persuasive essay.

English
Mrs. Redding

The CLHS ELA Department is continuing work with the GRACES strategy that helps guide students through the process of answering well-developed written responses to constructed questions. The ELA students are also looking to the future by studying career pathways in hopes of establishing their career goals. Personality tests, interest assessments, and career planning systems help our high school students visualize their futures and make the plans to get there. Other activities in the ELA classrooms include learning iPad apps to further utilize the technology at Central Lee.

Students in the honors programs are developing their understanding of language by reading classic literature. From Macbeth to Frankenstein, students are delving deep and getting sucked into a world of classics that force them to slow down and concentrate on the lives of characters before social media. Becoming better at deep, focused, intense, and precise thinking is one of the benefits of reading classics. Challenging themselves to appreciate beauty, to follow a line of thought, to concentrate, and to analyze exercises that deep thought making students better equipped to actually solve problems rather than ignore them. These students are engaging with the best work of the best minds.

English I
Ms. Heister

English I is now well underway into the school year. Our first unit focused on implementing life skills from the informational text, The Seven Habits of Highly Effective Teens. Students learned these skills through close readings and applicable learning activities such as how to use a planner well, how to assess your everyday habits, understanding your principles, and the importance of self care.

We are currently finishing our second unit on literary devices, revolving around the theme of suspense. Students focused on identifying and explaining the use and purpose of literary devices as they read through short stories like "A Tell Tale Heart", "The Cask of Amontillado", written by one of America’s greatest gothic horror writers, Edgar Allen Poe. During this unit, to help them identify the use of their learned devices, students created a dictionary using google slides. In their dictionary, they created a definition page for each device and found examples from the texts. This became a great study tool for them as they prepared for their unit test. After Thanksgiving we will be working on a speech and writing unit, focusing on informative topics.

Industrial Technology
Justin Schau, Instructor

The Central Lee Building Trades classes have been extremely busy this year. The Carpentry 1 class have just finished up safety and are moving into blueprint reading. Carpentry 2 is about done with the Harvestville Farms build of a replica one room school house playhouse. Carpentry 3 have started and completed several big projects. They are working on several building additions and are getting ready to start the Lee County K-9 obstacles for their training course. Carpentry 4 is again building another house in Donnellson, it is framed and roofed and Mechanicals should be starting to go in shortly after Thanksgiving break. Our Walls and Ceilings class has their drywall hung in their project areas and are halfway through the finishing process. Another busy year, lots of students involved, and exciting things to come!
Central Lee High School Math  
Mr. Reihman

Algebra I Plus
Previously Fundamentals of Algebra, Algebra I Plus is all the mathematics a student would see in Algebra I, but with an additional class period to do so. This additional class period allows the student lots of time to ask questions, collaborate with their peers, and brush up on previous mathematical skills that may not be all there yet.

The emphasis lies upon eventual mastery, because of our extended time we have opportunities to revisit difficult concepts from earlier on in the year again and again so that students will have the skills they need for their future. Algebra I is the starting point for nearly all mathematics and with our expanded time we’ve had plenty of time to make sure that there is a solid foundation being built, both for future classes and the world at large.

Pre Algebra
In Pre Algebra we have spent the majority of our time on shoring up skills from middle school that we don’t quite have up to snuff. As we progress further into the year we will preview some of what Algebra I has to offer as well as revisit previous standards within a real world context.

One of our big focuses has been the word problem aspect of mathematics; not only must one be able to do a specific operation but also able to apply it to a given scenario or context. Students have found that the difficulty lies within reading the problem, not the mathematical operations and we’ve had to spend some time talking about how to approach such scenarios.

Math Applications
In Math Applications, our focus has been seeing how mathematical operations apply to our world on a daily basis. Whether it be the federal budget, feed rations, or tax brackets, we’ve had plenty of opportunities to see not only where math exists, but also thinking critically about where and how it is implemented. On one particular project, students had to make an argument for/against/revising the Electoral College based upon the “voting power” of their state, and after that change was made, had to calculate its impact upon the 2000 election.

As the year progresses we will continue to delve into mathematical topics that the everyday American is likely to see in their daily life, as well as cover concepts from Algebra I and Geometry in a different context. Being able to logically apply mathematical operation to our world is a worthwhile twenty-first century skill that employers value in the years to come and should be the focus of any math class, but especially in Math Applications as the “real world” is just outside the door.

Geometry  
Mr. Van Ausdall

High school Geometry students are beginning Unit 3 in the Illustrative Mathematics curriculum. This unit is focused on exploring the world of dilations and scaled drawings. Prior to beginning this unit, Geometry students spent a few days creating their own scaled drawings of some of their favorite cartoons. Each cartoon is hand-drawn and is twice the size of the original image. Students really got into their drawings. There was a friendly competition between sections on which section had the best collection of drawings.
Central Lee Agriculture Education and FFA Activities

Jolene Snider (L) and Lauren Graber (R) were the flag bearers for the 2019 Central Lee FFA homecoming parade. The horses are part of Jolene’s supervised agricultural experience program of Equine entrepreneurship.

All Agriculture II students from Central Lee participated in a soil judging activity recently in the Wapello and Muscatine area. Students were taught all aspects of soil use and land management. (L-R) Maddi Wiegand, Kaylie Hall, and Addy Britt.

Above: 55 students from the Central Lee Agricultural Education/FFA department participated in an Agriculture Exploration Day at the Southeast Iowa Research Farm operated by Iowa State University near Crawfordsville, Iowa. The day included Hands-on sessions highlighting different aspects of agriculture focusing on crops, livestock, ag engineering, and horticulture. Topics included: Biosecurity, soil health, precision agriculture, crop production, horticulture, and more. Additionally there was a panel discussion and community colleges and Iowa State University were on hand for students to explore careers.

Left: 3 students in the Southeastern Community College Agricultural Welding course at Central Lee are pictured with their projects. Students are taught important metal properties and all aspects of beginning welding. (L-R) Xandra Abel, Eric Hornung, and Dakota Sullivan.

Jolene Snider (L) and Lauren Graber (R) were the flag bearers for the 2019 Central Lee FFA homecoming parade. The horses are part of Jolene’s supervised agricultural experience program of Equine entrepreneurship.
31 Greenhands (1st year FFA members) from the Central Lee FFA participated in a Greenhand Fire-up event at Clear Creek Amana High School. Students were part of several leadership building activities and personal growth activities. They met the District and State FFA officers as well. Front: Taylor Nelson, Kylie Davidson, Trinity Hodson, Everlee Harvey, Karissa Moeller, Olivia Tennant, Bailey Schwartz 2nd row: Ally Fowler, Sarah Martin, Allison Kerr, Jordan Vorwaldt, Mallory Kerr, Mya Lampe, Karlie Pohren, Makayla Morrison 3rd row: Maddi Wiegand, Nevaeha Stice, Keating Fuger, Payton Stevens, Alix Congdon, Tom Eschman 4th row: Blake Bergman, Josh Hawk, Corbin Pohren, Jared Huprich, James Hemingsen, Dylan Johnson 5th row: Shane Barnhardt, Tanner Demoss, Gannon Wells, Jacob Hohl

Ag-Ed III students at Central Lee are installing new landscape material at the Superintendents office. Students learn valuable technical knowledge on agricultural subjects and utilize “hands on” activities to bring the learning to life. (L-R) Ryan Lindsay, Dalton Septer, Claire Wills, Seth Mayes, and Logan Kearns.

Connor Moore (driving) was part of the 2019 homecoming parade. Connor is one of several students who are enrolled in a precision agriculture course at Central Lee. Central Lee offers a number of agriculture courses for college credit. The utility terrain vehicle was equipped with auto steer equipment. The vehicle was driven in the parade hands free!

Left: (L-R) Josh Ellis, Blaine Watkins and Lauren Graber stand near a Monarch Butterfly Habitat sign. The Central Lee agriculture department have been working with middle school science classes to create habitat for Monarch butterflies.
Emergency Routes: When Central Lee School Buses are running "Emergency Routes" or "Hard Surface Roads," a notice will be broadcast on local radio stations. Buses can be met at following pick up points at the approximate times. People residing along the traveled roadways will be picked up at home.

# 1 - Driver BOB CONLEE
7:40 4:10 Junction of Ambrosia Lane and 190th Ave.
7:45 4:05 County Shed on 300th St. (Ambrosia Lane)
7:50 3:57 JCT of 205th Ave on 300th St (Ambrosia Lane)
7:55 3:55 JCT of 223rd Ave and 300th St (Ambrosia Lane)
The bus will travel 300th St (Ambrosia Lane) & Highway 218.

# 2 - Driver TONY KEEFE
7:28 4:08 Melrose Church
7:50 3:58 Junction of Belfast Road and Hwy 27
7:45 3:50 Junction of 320th St and Hwy 27 (Vincennes)
7:47 3:45 Argyle Church
7:53 4:30 JCT of Hwy 27 & south end of 194th Ave
7:58 3:37 JCT of 255th St and north end of 194th Ave
The bus will travel Highway 27, J-62, and Highway 218.

# 3 - Driver RHONDA TAUBE
7:25 4:10 Crossroads west edge of Primrose (J56 & 170th Av)
7:35 3:50 Junction of Highway 2 and 170th Ave by IBP
7:40 3:48 Junction of Hwy 2 and 150th Ave (Warren Road)
7:55 3:45 Donn @ Dewey between Madison and Orchard
The bus will travel Primrose Road (J50), Highway 218 and Hwy 2.

# 4 - Driver COETTE GIDA
7:39 3:51 Junction 243rd Ave and 320th St
7:41 3:51 Junction 243rd Ave and 330th St
7:46 4:00 Junction of 340th St and 270th Ave
The bus will travel Old Hwy 61, Hwy 61, Airport Road.

# 7 - Driver JENNY PETERSON
Same as regular route, plus
7:55 3:40 New Boston

# 17 – Driver KERRI CONLEE
7:30 3:50 Junction 204th Ave and Highway 2
7:53 4:10 J62 (Charleston Blacktop) and 239th Ave
7:55 4:15 JCT of Charleston Blacktop(255th St) and 245th Ave (OE)
8:02 3:40 Charleston–Park
The bus will travel Hwy 218, Charleston Blacktop and Highway 2.

# 18 - Driver RODNEY TWEEDY
7:18 3:55 Junction Hwy 27 & J40 (Park N Ride)
7:25 4:05 Junction 160th Ave & 145th St.
7:28 4:07 Turn around at M. Hamill Lumber
7:34 4:17 Junction J40 & 140th Ave
7:40 4:19 Sharon Church
7:46 4:25 Junction Hwy 27 & 180th St.
7:55 3:47 Donnellson Raisin Daycare near library
7:57 3:45 Donnellson @ 519 Maple
7:58 3:44 Donnellson on Dewey between Orchard & Madison
The bus will travel Hwy 27, and Harmony Blacktop (J40), 160th Ave (W55).

# 26 – Driver ASHLEE BOATWRIGHT
7:30 4:08 Jct Hwy 103 and Pilot Grove Rd (W74)
7:39 3:57 1673 Franklin Road
7:40 3:56 168th St & Franklin Road
7:41 3:55 1712 Franklin Road
7:50 3:50 Franklin Park
7:58 3:42 West End 210th St on 180th Ave
The bus will travel Highway 103, J56(Franklin Road), Hwy 27/2187 and the Franklin Blacktop.

# 27 - Driver KRISTY WAGNER
7:35 3:56 2512 Henry Layden Dr (Gregory’s)
7:40 3:59 Junction of Highway 61 and 270th St
Follow 274th St
7:42 4:03 Schlotter’s
7:43 4:06 OhKYu Village
7:44 4:09 280th St by Garner One Stop
7:48 3:50 Montrose—18 Cedar Court
7:49 3:49 Golden Acres/Pine Court
7:52 3:48 Junction of Highway 61 and Peach Orchard Road
The bus will travel Highway 61, 267th St, Montrose, Peach Orchard, and Hwy 218.

# 28 - Driver LINDA YOUNG-DERR
7:35 3:47 JCT of Hwy 2 and 150th Ave (Warren Comer)
7:42 3:40 Donnellson—Mill St by Railroad Park
7:43 3:41 Donnellson— corner of Elm & Chestnut
7:45 3:42 Donnellson—intersection of Maple and East
7:48 3:43 Donnellson—intersection Lynn & Chestnut
7:52 3:58 Junction of Hwy 394(180th Ave) and 245th St.
7:53 3:59 Junction of Hwy 394(180th Ave) and 250th St.
7:55 4:00 Junction 255th St and Hwy 27
7:57 4:02 Junction of 255th St and 194th Ave
The bus will travel Old 394, Highway 27/218, and Highway 2.

# 33 - Driver STACIE WILHITE
7:20 4:30 Koehler Addition
7:25 4:25 Junction of River Road and 320th St
7:30 4:14 340th St @ Trailer Court
7:33 4:10 Junction of 340th St and 260th Ave
7:45 4:00 Bottom of Stony Hollow Hill
7:47 3:59 Montrose—Elm St. SW of Stop Sign
7:48 3:58 Montrose—2nd & Locust
7:49 3:57 Montrose—3rd Between Cedar & Spruce
7:50 3:55 Montrose—Cedar between 2nd & 3rd
The bus will travel Hwy 27, Airport Rd, River Road, Montrose.

# 34 – CHERYL FRAISE
Same as regular route

#35 - Driver PAM BALL
7:25 4:10 Junction of X23 and 235th Ave
7:35 3:55 Junction of 220th St (Wilson Lake Rd) and Golden Rd
7:45 3:50 Franklin—Town Square
7:48 3:45 Junction of 190th Ave & Highway 2
7:57 3:40 Donnellson—Orchard Between Oak and Lynn
The bus will travel Highway 2, X23, 204th Ave into Franklin.