

To: Adel DeSoto Minburn Community Schools Board of Education
From: Carole Schlapkohl, Principal - ADM Middle School
Date: June 7, 2011
Re: Changes in the 2011-2012 ADM Middle School Staff Handbook

Updated the following sections for the 2011-12 school year:

All references to 2010-11 have been changed to 2011-12

Building Goals - updated collapsed data into template to develop 2011-12 goals - page 1

AEA 11 - added web page address for book rotation check-out from AEA - page 3

Closing of School - added "call my cell phone before leaving house if questioning if school will be delayed or canceled" - page 5

Daily Schedules - updated for 2011-12 - page 7

Faculty Meetings - updated for 2011-12 - page 17

Hallway Guidelines - reflects that only 6th grade will be on lower floor and all grade levels will use hall passes in planners this year - page 18

Incomplete/Failing List - aligned with Activities Handbook and added building procedures for first few weeks of quarter - page 19

Morning and Afternoon Duty - added afternoon duty and new times for coverage as teachers will cover both a.m. and p.m. duties to save money for district through reduction in associate hours - page 22

Noon Duty - dropped, as noon duty will be covered by Carole, Jim, and Aaron

Supply Lists - updated for 2011-12 - page 28

Textbook Fines - increased from \$9 to \$10 the cost of rebinding a textbook - page 30

Adel DeSoto Minburn Middle School



Staff Handbook 2011 - 2012

*"Experiencing Success Today,
Achieving Dreams Tomorrow"*

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INTRODUCTION

This handbook is intended to serve as a guide to assist ADM Middle School staff members in carrying out their responsibilities at the ADM Middle Schools. **THIS HANDBOOK IS NOT A CONTRACT.**

This handbook along with the ADM Middle School Student Handbook have been prepared with guidelines to help in maintaining a cooperative and consistent program. It is necessary for the entire staff to work together for the common good of the children, parents, teachers, and community.

Everything has a tendency to change, and this is no less than true with a set of guidelines or policies. As the need arises for changes in the handbook, this will be accomplished to fit the need. To make revisions, constructive suggestions will be received at all times.

Items not covered in this handbook may be found in the current ADM Middle School Student/Parent Handbooks, current board policy, and/or the negotiated agreement currently in effect. Please refer to those artifacts of information.

2011-2012 ADM Middle School Building Goals

Increase Student Achievement in:

Reading - The percent of 6th, 7th and 8th grade students proficient and above on the 5th, 6th and 7th grade ITBS Reading Comprehension subtest will increase from 2011 to 2012 from 84.9% to _____.

Sub-goal - The percent of 6th, 7th and 8th grade IEP students proficient and above on the 5th, 6th and 7th grade ITBS Reading Comprehension subtest will increase from 2011 to 2012 from 56.0% to _____.

Mathematics - The percent of 6th, 7th and 8th grade students proficient and above on the 5th, 6th and 7th grade ITBS Mathematics test will increase from 2011 to 2012 from 85.2% to _____.

Sub-goal - The percent of 6th, 7th and 8th grade IEP students proficient and above on the 5th, 6th and 7th grade ITBS Mathematics test will increase from 2011 to 2012 from 56.0% to _____.

Science - The percent of 6th, 7th and 8th grade students proficient and above on the 5th, 6th and 7th grade ITBS Science test will increase from 2011 to 2012 from 91.6% to _____.

Sub-goal 1 - The percent of 6th, 7th and 8th grade IEP students proficient and above on the 5th, 6th and 7th grade ITBS Science test will increase from 2011 to 2012 from 70.0% to _____.

Sub-goal 2 - The percent of 6th, 7th and 8th grade students scoring 90% or higher on the 5th, 6th and 7th grade ITBS Science test will increase from 2011 to 2012 from 24.1% to _____.

Through the use of:

- a. Instructional Learning Strategies.
- b. Content Area Reading Comprehension Strategies.
- c. Differentiation Strategies.
- d. Co-Teaching, Collaboration and Consultation with Special Education Staff.
- e. Utilize media and technology services to conduct informational searches.
- f. Continued development of unit plans to identify ADM Essential Learnings and Common Formative Assessments for Grade Level Courses in connection with the Iowa Core Curriculum/Core Common Standards essential concepts and skill sets through the use of identified Professional Learning Communities.
- g. Designing instructional sequences that reflect the ICC Quadrant teaching strategies found within the Iowa Core Curriculum/Common Core Standards.
- h. Utilize information generated from the 2011 ITBS item analysis to identify problem-learning areas.
- i. Creating a Safe Environment for all 6th, 7th and 8th grade students at the ADM Middle School.

Academic Honesty

One of the most essential elements to successful learning is the atmosphere of trust among students and also trust between a teacher and his/her class. Academic dishonesty -- cheating and plagiarism-- destroy that trust, prevent effective learning, and is wrong. It is therefore essential that each student make a commitment to high standards of honesty.

Academic honesty is one of the basic values of ADM 8-9 Middle School. It is important to keep standards high. The school will not tolerate cheating. Any student who cheats will be held responsible for his/her actions and will experience the following consequences:

Cheating is defined as submitting another person's work as your own, using unauthorized information, providing unauthorized help to another student, plagiarism in any form. Students who are caught heating on a test, daily paper, or quiz, will be subject to the following disciplinary action:

A. Zero (0%) may be recorded in the grade book. Detention or suspension may also be assigned.

ADM Shared Mission

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

ADM Shared Values

- All faculty and staff will grow professionally.
- The school will prepare students to achieve their highest potential.
- The students will have opportunities to develop their individual talents.
- Student effort, teacher commitment, parent involvement, and community support results in improved student achievement.
- The school and community will foster educational advancement for students in an environment of respect and inclusiveness.
- ADM will provide a challenging, rewarding, and compassionate learning environment that meets the needs of all students.

ADM Shared Vision

"ADM Students Will Experience Success Today and Achieve Their Dreams Tomorrow"

By 2014 ADM Schools Will Prepare Students for a Changing Global Society By
Becoming a State Leader In:

- Improving Student Achievement
- Implementing Curriculum, Instruction and Assessment
- Increasing the Graduation Rate
- Establishing Financial Stability Through Increased Enrollment and Efficient Use of Resources
- Involving Students in School and Community

"Experiencing Success Today, Achieving Dreams Tomorrow"

ADM District Outcomes

Adel DeSoto Minburn students will acquire the KNOWLEDGE BASE needed to use effectively the following strategies and skills necessary for success in adult life.

Adel DeSoto Minburn students will be **EFFECTIVE COMMUNICATORS** who:

1. Organize and communicate ideas and information clearly and correctly.
2. Interpret and respond to auditory, written, and visual communications.
3. Demonstrate appropriate use of resources and technology.
4. Make quality presentations.

Adel DeSoto Minburn students will be **COMPLEX THINKERS** who:

1. Consider factors as objectively and completely as possible.
2. Apply knowledge, concepts, and processes effectively and thoroughly.
3. Define a problem, generate options, and develop a plan of action.
4. Use higher order thinking skills.
5. Produce quality products of complex thinking.

Adel DeSoto Minburn students will be **COLLABORATIVE WORKERS** who:

1. Share their own opinions.
2. Work to understand others' opinions.
3. Respect others' right to their opinions.
4. Help to build a working relationship within the group.
5. Contribute to the completion of the group process and/or outcomes.
6. Evaluate the effectiveness of the group process.

Adel DeSoto Minburn students will be **SELF - DIRECTED LEARNERS** who:

1. Schedule and use time wisely.
2. Gather information and use resources on their own.
3. Demonstrate initiative and perseverance in their learning.
4. Self assess for quality.

Adel DeSoto Minburn students will be **RESPONSIBLE CITIZENS** who:

1. Accept responsibility for their actions.
2. Display a knowledge of the workings of democracy.
3. Recognize the need to obey rules and laws.
4. Recognize the connections between current events and history.
5. Demonstrate a willingness to help others.
6. Recognize how personal decisions affect their lives and society.
7. Recognize and respect the value and equality of individuals.

ADM Grading Scale

A+ = 100
 A = 99-95
 A- = 94-93
 B+ = 92-91
 B = 90-87
 B- = 86-85
 C+ = 84-83
 C = 82-80
 C- = 79-78
 D+ = 77-76
 D = 75-72
 D- = 71-70
 F = 69/less

ADM Middle School Mission Statement

The mission of ADM Middle School is to help students develop the intellectual, social, emotional, and physical skills necessary to succeed in school and in life as caring, ethical individuals and responsible citizens. We will provide a safe, motivating climate where challenging, integrated curriculum and instruction is facilitated by innovative, dedicated grade level teams.

ADM Middle School Philosophy

The ADM Community School District believes that middle school students are in a transitional period in their lives. They no longer fit the mold of the elementary school student, but have not made sufficient progress academically, physically, or socially to be able to handle the freedom associated with the high school curriculum. Middle school students have not yet developed the ability to think much beyond the concrete level. During this period, they must begin to develop the ability to think in abstract as well as in concrete terms.

We believe that all programs, academic, co-curricular, and extracurricular, should be designed to meet the unique needs of the middle school student. There should be a gradual transition from the structured self-contained classroom of the PK-5 Elementary/Intermediate Program to the exploratory/elective type departmentalized curriculum of the middle school. We believe that exposure to a wide variety of classes and activities are essential to the growth and development of the adolescent middle school student.

The ADM Middle School is committed to making the transition from adolescence to adulthood as smooth as possible. We believe that working together, we can help middle school students develop good self concepts, maintain steady academic progress, and prepare physically and psychologically to handle the important changes in their lives.

The purpose of the parent/student handbook is to develop a communication system between the parents, the students and the school. If we work together toward the common goal of providing a quality educational experience for the middle school student, we will succeed.

AEA 11 Media and Educational Services

AEA 11 Media Center has many fine videos, books, science kits, etc., available to all staff members. Staff members should use on-line services to request materials.

AEA 11 Educational Services offer many fine services to our school. The website that allows you to become part of the AEA Book Rotation for classroom libraries for use during SSR is: <http://worldofmedia2007-2008.blogspot.com/2010/05/book-rotation-2010-2011-k-8.html>.

The AEA van will deliver materials on Mondays and Wednesday around 9:00 a.m. Materials being returned should be on the AEA basket in the principal's office by 8:30 a.m. the day of pick-up and delivery.

Building Assistance Team (BAT)

The Building Assistance Team model is a system for supporting classroom teachers on a day-to-day basis within a building. The team is composed of teachers selected for the team, the building principal, and the teacher requesting assistance. When appropriate, other staff members, a parent, and/or a student may be included as fully participating team members. The team serves as a within-building peer problem-solving group. The team is based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working in a problem-solving process. The goals of the model are as follows:

1. To help regular classroom teachers to individualize instruction to meet the needs of all students - normal, special needs, and gifted.
2. To support teachers in mainstreaming handicapped students.
3. To provide an efficient pre-referral screening for special education services.

The system is designed to provide prompt, individualized support of teachers. Teachers refer their classroom concerns to a team of selected teachers within the building. The team and the teacher requesting assistance jointly engage in a structured process of identifying the problem, brainstorming solutions, and planning interventions. Parents, students, and other specialists participate in cases when requested by the team. A series of follow-up meetings are held to evaluate the student's progress and to plan further intervention. When appropriate, students are referred for further evaluation involving special education services.

The model is very cost-effective. It has been designed to minimize time and paperwork requirements. No additional staff has to be hired. This approach has proven to be effective in a wide variety of school districts in urban, suburban and rural areas.

The B.A.T. Team will also hold the responsibility of bringing special education referrals to the attention of the Heartland Area Education Agency.

Care of School Property

Students are expected to take care of school property including desks, chairs, books, lockers and school equipment. Vandalism is not tolerated. Detentions will be given for student that abuse school property. Students found to have destroyed or otherwise harmed school property may be required to reimburse the school district. In certain circumstances, students may be reported to law enforcement officials.

Our new middle school is truly a beautiful school. We have one of the finest public facilities to be found anywhere, but it is really up to the students whether or not it remains as such. Trash, graffiti, and damage to property and equipment quickly lead to an unsightly campus. Students and staff are expected to treat school property with as much respect as they expect others to show to their property. To preserve the neat appearance of our grounds and school building, always use the sidewalks and place all trash in waste cans. Litter only detracts from the beautiful grounds and building provided for your education. Let us take PRIDE every day in these great facilities.

Cell Phones

Cell phones maybe used by students before school, during the lunch period or after school in the commons area only. Cell phones are not to be used during passing time, in classrooms or in study halls. Cell phones should not be taken to classes. Cell phones should be locked in student lockers once classes have started. Cell phones will be taken from students who use them during passing time, in classrooms or in study halls. Parents will need to pick-up cell phones that have been taken from students during passing time, in classrooms or in study halls. The school is not responsible for lost or stolen cell phones.

Citizenship

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to

participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students have an opportunity to learn about their rights, privileges and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity, students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community. The ADM School District utilizes the six pillars of character as developed by the Character Counts! Program. Citizenship awards will be presented to students at the completion of the grade school year.

Classroom Visitation

Parents are welcomed and are encouraged to visit the classes at any time during the school year except the first two weeks of the school year, the last two weeks of the school year, and during assessment periods. Parents are requested to stop in the principal's office before hand.

Children who are not regularly enrolled in ADM Middle School will not be permitted to visit our school unless special permission has been received from the principal in advance. Visits will last no longer than half of a school day.

Closing of School

In the event circumstances arise that necessitate starting school late or canceling school for the day, all Des Moines stations will carry an announcement to this effect. An attempt will be made to get this information to the respective stations by 7:00 a.m. The ADM Middle School telephone tree will be used to inform staff members that school is starting late or being canceled. The cooperation of all staff members is essential in this matter. If you are ready to leave home on a bad weather day and haven't received a call, please call me on my cell before you start to school.

Clothing/Hats

Students may not wear clothing or other apparel promoting or depicting products which are illegal for use by minors such as alcohol, tobacco or drugs; or apparel displaying, suggesting, or implying obscene material, profanity, or reference to subversion. Hats are to be removed when students enter the building.

Hats are not to be worn in school during the school day or during the time just before or after school (essentially from about 7:30 a.m. to 4:30 p.m.).

While the primary responsibility for appearance rests with the students and their parents, the administration reserves the right to judge what is proper and what is not proper for wear at school and/or school activities. Clothing that creates a substantial disruption to school/school activities or for which there is evidence indicating that such disruptions are likely, may be prohibited. Clothing that reveals undergarments or lack of undergarments is inappropriate. This policy includes sagging pants, short skirts and shorts, halter tops, tops that reveal a bare midriff or back, tube tops, and garments with spaghetti straps. Additionally, students should not wear items that could harm others or property, such as chains and metal spikes.

Students will be asked by a teacher or other school personnel to make the needed changes. A t-shirt may be provided for additional coverage. If students or parents are in doubt about the appropriateness of a piece of clothing, they are encouraged to bring additional clothing. Students who continue to violate this rule will be subject to the following disciplinary action: Detentions may be assigned. Continual infractions may be viewed as insubordination.

Concern Procedures

If parents have a concern regarding a classroom and/or teacher situation in school, they are urged to first contact the teacher involved to discuss the problem and possible solutions. If the concern cannot be resolved at this level, the parent should then request a conference with the principal.

If the parent still feels that the concern has not received proper consideration further recourse is available through the office of the superintendent. Details for initiating such action may be obtained from the principal. A general school concern not pertaining to a classroom and/or teacher situation should be directed to the principal's office.

Conduct of Students

Students are expected to be courteous, honest, and considerate of the rights and welfare of others. The teaching staff and the principal are responsible for school discipline along with the student's parents. Close cooperation among all will help us to maintain an effective school climate.

Students are prohibited from the possession of tobacco, the use or possession of alcohol, other controlled substances, or "look alike" substances that appear to be tobacco, alcohol or controlled substances on school property or at any activities sponsored by the school on or off school property.

Students may not possess weapons - firearms, knives, fireworks, or related items while on school property or at any activities sponsored by the school on or off school property.

Violation of the above by students will result in disciplinary action. Possession of alcohol, for those under legal age, a controlled substance, and/or a weapon will be reported to the local law enforcement authorities.

Corporal punishment defined as the intentional physical punishment of a student is prohibited. However, reasonable physical force may be used upon a student when the use of such force is deemed essential by a reasonable person for the purpose of self-defense, the preservation of order, to quell a disturbance threatening others, to protect school district property, or for the protection of others located on school district property.

Copyright Guidelines

Clear guidelines on what teachers can and cannot copy for classroom usage have been established, as a result of a truce between publishers and educators on reproducing copyrighted materials.

While the guidelines do not yet carry the full authority of law, they can be followed immediately. Here is what they say teachers can do:

1. Make a single copy of a chapter of a book; an article from a periodical; a short story; essay or poem; a chart, graph, or diagram for research or class preparation.
2. Make multiple copies (one per pupil) if copying "meets the tests of brevity and spontaneity" and carries a note of copyright.

Brevity is defined as a complete poem of less than 250 words, a complete article or essay of less than 2,500 words, an excerpt from any prose work of not more than 1,000 words, or 10% of the work, whichever is less, one chart, diagram, or other illustration.

Spontaneity means the "inspiration of the individual teacher and the decision to work" are so close in time to "the moment of its use for maximum teaching effectiveness" that it would be unreasonable to expect a timely reply to a request for permission.

The guidelines prohibit:

1. Copying to replace or create anthologies.
2. Photocopying of consumable works.
3. Copying as a substitute for buying books.
4. Charging students more than the actual cost of copying.

Materials that need to be copied should be sent to the district copy center at the ADM Central Office. The copy machine in the office is for five copies or less. PLEASE DO NOT send a student to the office for copies unless it is an emergency.

Cumulative Records

All teachers are encouraged to study the permanent cumulative records of their students. It must be recognized that the use of these records is reserved for faculty members and the information therein should not be made public. Record only meaningful information in the cumulative records. Parents or guardians do have a right to inspect cumulative records and challenge any information that is not meaningful. The office will handle all requests for the inspection of school records.

Cumulative records are stored in the principal's office and may be checked out any time during the school day. It is best that cumulative folders be returned to the principal's office daily after their use.

The cumulative records cannot be taken from the building unless the principal has given permission to do so. This permission is not given out lightly. **The Cumulative Record Review Log** must be signed by all individuals reviewing a student's records. This log is located in the front of the file. This enables us to keep track of a student's cumulative record file at all times.

Any records that apply to resource information are not to be contained in the cumulative record files for students. They are contained in either the active or inactive Resource Files. If a student is currently receiving resource services, the resource file for that student will be located in the Resource Room. They will be in alphabetical order. The rules for removal of cumulative files also apply to removal of resource files. All Special Education files are located in a locked cabinet in the appropriate teacher's room.

Custodial Care Of Rooms

Adequate school plant care is a vital factor in the success of an effective school program. The custodial service program is maintained to enable adequate school plant operations. It must also be a cooperating endeavor or it will achieve only a limited degree of success. The cooperation of all staff members and pupils thus becomes the vital factor in any custodial program.

The blue request forms for custodial services should be left in the custodian's mailbox in the office. Please have the principal sign the blue form prior to submitting the form. If something special needs to be done, talk with the principal first.

Daily Planning

Staff members who develop sound units of work in various subject areas will find that the development of usable and practical daily plans becomes, in reality, a segment of the total unit plan.

1. The assignment should be clear, concise and designed to meet the needs of the individual student or students.
2. Lesson plans that only list the pages the class is to read and discuss are not encouraged and should be more detailed.
3. Teachers should plan for the entire upcoming week of school. These plans for the upcoming week must be completed every Friday or the last day of school that is scheduled for that week. All teachers will place their lesson plans on ADM Middle School Wiki page by 9:00 a.m. each Monday. If you use the Wiki Page for your lesson plans in place of a lesson plan book, please run one copy per week and place in a notebook to be turned in at the end of the school year.
4. In case a teacher is absent it is the teacher's responsibility to make sure the completed plans are in his/her room **before** a substitute teacher arrives.
5. Your principal will be checking lesson plans as she/he formally or informally observes classes. If your principal feels that the teacher is not meeting the criteria for lesson planning, lesson plans will be submitted to the office on a weekly basis. New teachers to the district will submit weekly lesson plans to the office during the first nine weeks of school.

Daily Schedules

Regular Day - 4 minute passing between classes/3 minutes passing between lunches

| | |
|---------------------------|-----------------------------------------------------------------|
| 8:07 a.m. | Students dismissed from Commons |
| 8:15 - 8:58 a.m. | Period 1 (43) |
| 9:02 - 9:45 a.m. | Period 2 (43) |
| 9:49 - 10:32 a.m. | Period 3 (43) |
| 10:36 - 11:19 a.m. | Period 4 (43) |
| 11:19 - 11:44 a.m. | Lunch for 6th grade (25) |
| 11:47 - 12:03 p.m. | SSR Time for 6th grade (16) - Pd. 5 Rm. |
| 12:06 - 12:50 p.m. | Period 5 for 6th grade (44) |
| 11:23 - 11:44 a.m. | 1 st part of period 5 for 7 th grade (21) |
| 11:44 - 12:09 p.m. | Lunch for 7th grade (25) |
| 12:12 - 12:35 p.m. | 2 nd part of period 5 for 7th grade (23) |
| 12:35 - 12:50 p.m. | SSR Time for 7th grade (15) - Pd. 5 Rm. |
| 11:23 - 12:09 p.m. | Period 5 for 8th grade (46) Last three minutes is SSR. |
| 12:09 - 12:34 p.m. | Lunch for 8th grade (25) |
| 12:38 - 12:50 p.m. | SSR Time for 8th grade - (12) Pd. 5 Rm. |
| 12:54-1:37 p.m. | Period 6 (43) |
| 1:41 - 2:24 p.m. | Period 7 (43) |
| 2:28 - 3:11 p.m. | Period 8 (43) |
| 3:15 - 3:35 p.m. | Period 9 - Homeroom (20) |

One-Hour Late Start (3 minute passing due to shortened day)

| | |
|------------------|-----------------|
| 9:07 a.m. | Doors Open |
| 9:15 - 9:54 a.m. | 1st period (39) |

9:57 - 10:36 a.m.
 10:39 - 11:19 a.m.
11:19 - 11:44 a.m.
 11:47 - 12:03 p.m.
 12:06 - 12:50 p.m.
11:23 - 11:44 a.m.
11:44 - 12:09 p.m.
12:12 - 12:35 p.m.
 12:35 - 12:50 p.m.
 11:23 - 12:09 p.m.
12:09 - 12:34 p.m.
12:37 - 12:50 p.m.
 12:53 - 1:31 p.m.
 1:34 - 2:12 p.m.
 2:15 - 2:53 p.m.
 2:56 - 3:35 p.m.

Two-Hour Late Start (3 minute passing due to shortened day)

10:07 a.m.
 10:15 - 10:45 a.m.
 10:48 - 11:19 a.m.
11:19 - 11:44 a.m.
 11:47 - 12:03 p.m.
 12:06 - 12:50 p.m.
11:23 - 11:44 a.m.
11:44 - 12:09 p.m.
12:12 - 12:35 p.m.
 12:35 - 12:50 p.m.
 11:23 - 12:09 p.m.
12:09 - 12:34 p.m.
12:37 - 12:50 p.m.
 12:53 - 1:23 p.m.
 1:26 - 1:56 p.m.
 1:59 - 2:29 p.m.
 2:32 - 3:02 p.m.
 3:05 - 3:35 p.m.

1:05 Dismissal Schedule (3 minute passing due to shortened day)

8:07 a.m.
 8:15 - 8:40 a.m.
 8:43 - 9:09 a.m.
 9:12 - 9:38 a.m.
 9:41 - 10:07 a.m.
 10:10 - 10:36 a.m.
 10:39 - 11:05 a.m.
 11:08 - 11:33 p.m.
11:33 - 11:58 a.m.
 12:01 - 12:17 p.m.
 12:20 - 1:05 p.m.
11:36 - 11:58 a.m.
11:58 - 12:23 p.m.
12:26 - 12:49 p.m.
 12:49 - 1:05 p.m.
 11:36 - 12:23 p.m.
12:23 - 12:48 p.m.
12:51 - 1:05 p.m.

First Two Days of School/2:35 Dismissal Schedule (4 minute passing due to longer day)

8:07 a.m.
 8:15 - 8:30 p.m.
 8:34 - 9:10 a.m.

2nd period (39)
 3rd period (40)

Lunch for 6th grade (25)

SSR Time for 6th grade (16) - Pd. 5 Rm.
 Period 5 for 6th grade (44)
1st part of period 5 for 7th grade (21)

Lunch for 7th grade (25)

2nd part of period 5 for 7th grade (23)
 SSR Time for 7th grade (15) - Pd. 5 Rm.
 Period 5 for 8th grade (46) Last two minutes is SSR.

Lunch for 8th grade (25)

SSR Time for 8th grade - (13) Pd. 5 Rm.
 4th Period (38)
 6th Period (38)
 7th Period (38)
 8th Period (39)

Doors Open

1st Period (30)

2nd Period (31)

Lunch for 6th grade (25)

SSR Time for 6th grade (16) - Pd. 5 Rm.
 Period 5 for 6th grade (44)
1st part of period 5 for 7th grade (21)

Lunch for 7th grade (25)

2nd part of period 5 for 7th grade (23)
 SSR Time for 7th grade (15) - Pd. 5 Rm.
 Period 5 for 8th grade (46) Last two minutes is SSR.

Lunch for 8th grade (25)

SSR Time for 8th grade - (13) Pd. 5 Rm.
 3rd Period (30)
 4th Period (30)
 6th Period (30)
 7th Period (30)
 8th Period (30)

Doors Open

1st Period (25)

2nd Period (26)

3rd Period (26)

4th Period (26)

6th Period (26)

7th Period (26)

8th Period (25)

Lunch for 6th grade (25)

SSR Time for 6th grade (16) - Pd. 5 Rm.
 Period 5 for 6th grade (45)
1st part of period 5 for 7th grade (22)

Lunch for 7th grade (25)

2nd part of period 5 for 7th grade (23)
 SSR Time for 7th grade (16) - Pd. 5 Rm.
 Period 5 for 8th grade (47) Last 2 minutes is SSR

Lunch for 8th grade (25)

2nd part of SSR Time for 8th grade - (14) - Pd. 5 Rm.

Doors Open

9th hour Homeroom (15)

1st Period (36)

9:14 - 9:50 a.m.
 9:54 - 10:29 a.m.
 10:33 - 11:09 a.m.
11:09 - 11:34 a.m.
 11:37 - 11:53 a.m.
 11:56 - 12:40 p.m.
 11:12 - 11:34 a.m.
11:34 - 11:59 p.m.
 12:02 - 12:24 p.m.
 12:24 - 12:40 p.m.
 11:12 - 11:59 p.m.
11:59 - 12:24 p.m.
 12:27 - 12:40 p.m.
 12:44 - 1:19 p.m.
 1:23 - 1:57 p.m.
 2:01 - 2:35 p.m.

2nd Period (36)
 3rd Period (35)
 4th Period (36)
Lunch for 6th grade (25)
 SSR Time for 6th grade (16) - Pd. 5 Rm.
 Period 5 for 6th grade (44)
1st part of period 5 for 7th grade (22)
Lunch for 7th grade (25)
2nd part of period 5 for 7th grade (22)
 SSR Time for 7th grade (16) - Pd. 5 Rm.
 Period 5 for 8th grade (44) Last 3 minutes is SSR.
Lunch for 8th grade (25)
 SSR Time for 8th grade - (13) Pd. 5 Rm.
 6th Period (35)
 7th Period (34)
 8th Period (34)

Daily Schedule for Teachers

The school hours for teachers are 7:45 a.m. - 3:45 p.m. Please remember to notify the office if you leave the building.

Detention

1. The following consequences serve as the foundation for the middle school discipline policy. The consequences are suggested guidelines for use by the building principal. The principal has the authority to use discretion and common sense as he/she enforces the consequences for a particular violation of the rules.
 - a. 1 hour detention
 - b. 2 hour detention
 - c. Saturday School detention(s)
 - d. In-school suspension
 - e. Out-of-school suspension
 - f. Recommendation to board for 10 day out-of-school suspension
 - g. Recommendation to board for expulsion.
2. School bus drivers, district teachers, paraprofessionals, administrators, custodians, administrative assistants, and food service staff can assign detentions, if a student's actions so warrant.
3. Detentions must be made up on Tuesday or Thursday from 7:10 a.m. to 8:10 a.m. or at Saturday School.
4. Students can receive a detention, ISS, OSS, or expulsion for being disrespectful or insubordinate to a staff member or another student, violating a classroom or school rule, expulsion from a class, abuse of personal or school property, and bully/harassment.
5. Pushing, shoving, and tripping are not appropriate behaviors. Students will be reprimanded and detention will be assigned for these behaviors.
6. Fighting (hitting one another) is a serious offense and will result in an ISS.
7. Students will receive a detention for every three tardies. Tardy detention will be served during the student lunch period. The student will serve two lunch periods in the office for each third tardy.

DISASTER PROCEDURES (refer to ADM Emergency Procedures Guide)

Bomb Threat Procedures

Upon receiving a message that a bomb has been planted in the school:

1. If possible tape record the phone call.
2. Use bomb threat checklist found in ADM Emergency Procedures Guide (pocket insert).
3. Principal notifies police (call 911) and superintendent. Principal or superintendent must report incident to Fire Marshall.
4. Principal orders evacuation of all persons inside the school building(s).
5. Superintendent, principal, designee are to be available to work with command coordinator at command post.

Evacuation procedures:

1. Principal warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
2. Students are directed to take their belongings from the classroom. Do not allow students to go to lockers.
3. Students and staff must be evacuated to a safe distance outside of school building(s). After consulting with superintendent, principal may move students to relocation centers if weather is inclement or building is

damaged. Primary relocation center: Dallas County Courthouse. Secondary relocation center: ADM High School.

4. Teachers take roll after being evacuated.
5. No one may reenter building(s) until building(s) is declared safe by fire or police personnel.
6. Principal notifies students and staff of termination of emergency. Resume normal operations.
7. Superintendent, principal, or designee decides whether students may be released to parents.

Search Procedures:

1. The principal shall be in charge of the students and staff.
2. Authorities will be in charge of search procedures.
 - A. Search announced location of bomb first.
 - B. Search outside the building.
3. After stated time of detonation has expired, the search has been completed, and the building certified safe by the authorities, they will notify the principal/superintendent whose responsibility it is to render final judgment for the safety of the pupils and other personnel.

Fire Drill Instructions

1. All teachers should have a sign posted at all times in their rooms indicating the fire exits. Be definite with these signs.
2. All pupils, teachers, and staff members must vacate the building when the fire alarm is sounded. Time should not be taken to put materials away or put on coats.
3. A warning will be given before the first fire drill, but not necessarily before any other fire drills.
4. Prepare your students for a fire drill the first or second day of school.
5. After leaving the building, students should line up at least 30 feet from the building and be prepared to reenter the building when the all clear signal is given.
6. When leaving the building, students must be quiet and orderly. This is necessary if instructions have to be given.
7. Each room is to exit in single file in the order prescribed on the Fire Evacuation Plan (see following sheet).
8. **Teachers are to bring a class list with them.**
9. When the first drill signal sounds, one student should be assigned to close any open windows in the room and the last students leaving should turn off the lights and close the door.
10. The signal for returning to the building will be given by the principal.
11. Review these rules carefully with your students. Explain the importance of fire drills.
12. In case of a real fire, classes and their teacher will go to the Dallas County Courthouse. No child is to be dismissed to a parent without the principal's knowledge.
13. Emergency exits must be kept clear of any material at all times. Any materials in the halls must not impede the safe passage of people through the halls.

Signal for fire: Continual ringing of the fire alarm.

Intruder in the Building Instructions

The building principal will announce on the intercom there is an intruder in the building and that the students and staff members in the building need to go to their classrooms and lock the doors. All staff members and students will stay in their rooms until the principal announces that it is okay to leave their rooms.

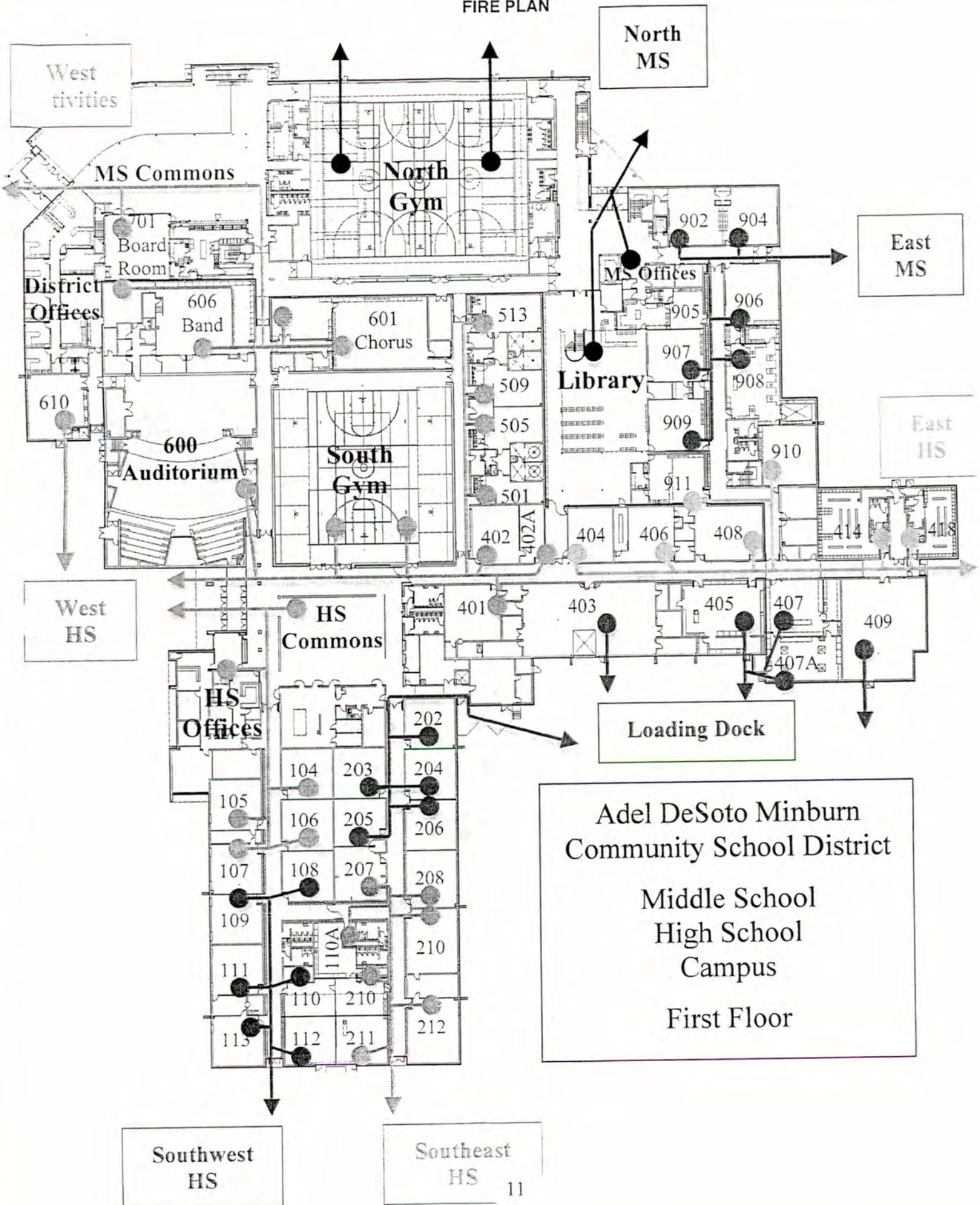
Severe Weather/Tornado Drill Instructions

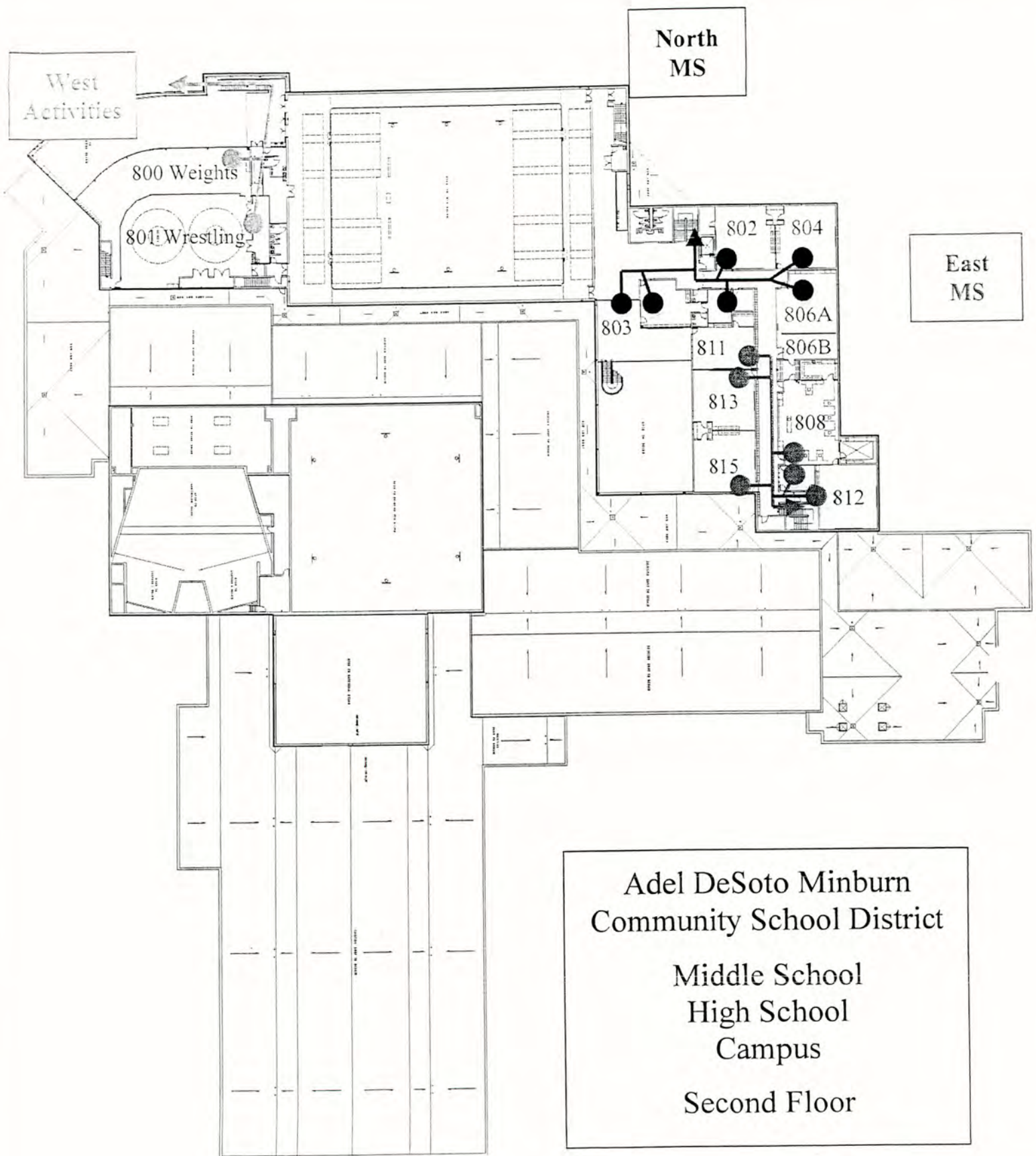
These are the general directions for personal safety in case of a "Severe Weather/Tornado Alert".

The signal for a severe weather/tornado alert will be an intermittent ringing of the bells. In case of an electrical outage, the principal and/or secretary will notify all rooms. All students and personnel will go quietly to the assigned area as posted in the rooms (see following sheet). Everyone should remain quiet and calm so that directions can be heard. Everyone should get down on their knees, put their hands over their heads, and put their head toward the wall, and bend as low as possible. As soon as the danger has passed, each teacher should immediately account for his/her students using a class list. If any classroom teacher is indisposed after the tornado has passed, the principal should be notified some way by another adult so she may account for the students and place someone in charge of them. Auxiliary personnel will be used for this.

Signal for severe weather/tornado: Announcement made over the intercom system

FIRE PLAN





| Room Number | Occupant | Use | Fire Exit | Tornado Shelter |
|-------------|--------------------|--------------------------------------------|--------------|---------------------------------|
| HS Commons | | | West HS Exit | 500 Hallway South End |
| 101 | Guidance Secretary | Counseling Center | West HS Exit | 100 Hallway outside of Room 104 |
| 101B | | Counseling Center Meeting Room | West HS Exit | 100 Hallway outside of Room 104 |
| 101C | Mrs. Timmerman | HS Counselor/Dean | West HS Exit | 100 Hallway outside of Room 104 |
| 101D | Mrs. Severidt | Food Service Director | West HS Exit | 100 Hallway outside of Room 104 |
| 101E | Mr. Gee | Activities Director/HS Assistant Principal | West HS Exit | 100 Hallway outside of Room 104 |
| 103 | Mrs. Gray | HS Office | West HS Exit | 100 Hallway outside of Room 104 |
| 103A | Mrs. Eby | Nurse | West HS Exit | 100 Hallway outside of Room 104 |
| 103B | Mr. Griebel | HS Principal | West HS Exit | 100 Hallway outside of Room 104 |
| 103C | ISS Room | | West HS Exit | 100 Hallway outside of Room 104 |
| 103D | Officer Keller | SRO | West HS Exit | 100 Hallway outside of Room 104 |
| 103E | | Faculty Room | West HS Exit | 100 Hallway outside of Room 104 |
| 104 | Mrs. Bachman | Spanish | West HS Exit | Remain in Room |
| 105 | Mrs. Baier | Spanish | West HS Exit | Room 104 |
| 106 | Mr. Buchman | Social Studies | West HS Exit | Remain in Room |
| 107 | Mrs. Rezek | French | West HS Exit | Room 106 |
| 108 | Ms. Farrell | Language Arts | West HS Exit | Remain in Room |

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|------------|--------------------------|-------------------------|-------------------|-----------------------|
| 109 | Mrs. Miller | Language Arts | Southwest HS Exit | Room 108 |
| 110 | Ms. Gilliland | Special Education | Southwest HS Exit | H Hallway West End |
| 110A | Mrs. Whisner | Special Education | Southeast HS Exit | H Hallway West End |
| 111 | Mrs. Longman | Language Arts | Southwest HS Exit | H Hallway West End |
| 112 | Mrs. Seidl | Language Arts | Southwest HS Exit | H Hallway West End |
| 113 | Mrs. Weems | Language Arts | Southwest HS Exit | H Hallway West End |
| 202 | Mr. Zwank | Math/Computers | Loading Dock Exit | 200 Hallway North End |
| 203 | Mr. Rolles | Social Studies | Loading Dock Exit | Remain in Room |
| 204 | Mr. Schroeder | Computers | Loading Dock Exit | Room 204 |
| 205 | Mr. Watson | Math | Loading Dock Exit | Remain in Room |
| 206 | Mr. Goodale | Math | Loading Dock Exit | Room 206 |
| 207 | Mrs. West | Math | Southeast HS Exit | Remain in Room |
| 208 | Mrs. Pottorff | Science | Southeast HS Exit | Room 207 |
| 209 | Mrs. Storm | Special Education | Southeast HS Exit | Remain in Room |
| 210 | Mr. Stanley | Science | Southeast HS Exit | H Hallway East End |
| 211 | TBD | Language Arts | Southeast HS Exit | H Hallway East End |
| 212 | Mrs. Vasto | Science | Southeast HS Exit | H Hallway East End |
| HS Commons | | | West HS Exit | 400 Hallway West End |
| 301 | | Concessions | West HS Exit | Remain in Room |
| 302 | Mr. Pruitt | Custodial | Loading Dock Exit | Remain in Room |
| 304 | Mr. Yori | Custodial | Loading Dock Exit | Remain in Room |
| 305 | | Mechanical | Loading Dock Exit | Remain in Room |
| 401 | Mr. Asche | Technology Education | West HS Exit | Remain in Room |
| 402 | Mr. Severidt | Business | West HS Exit | Remain in Room |
| 402A | Ms. Simpson/Mrs. Purtell | At-Risk; JCL/GATE | West HS Exit | Remain in Room |
| 403 | Mr. Asche | Technology Education | South Room Exit | Room 401 |
| 404 | Mr. Rasmussen/Mrs. Wolfe | Technology Coordinators | East HS Exit | Remain in Room |
| 405 | Mrs. Shea | Art | South Room Exit | Room 406 |
| 406 | Mrs. Kearney | Family and Consumer | East HS Exit | Remain in Room |

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|-----------|-------------------------|-----------------------------|----------------------|-------------------------|
| | | Science | | |
| 407 | Mrs. Silverio | Art | Room 407A Exit | Room 408 |
| 407A | Mrs. Shea/Mrs. Silverio | Art | South Room Exit | Room 408 |
| 407B | Mrs. Shea/Mrs. Silverio | Art Office | Room 407A Exit | Room 408 |
| 407C | | Dark Room | Room 407A Exit | Room 408 |
| 408 | Mrs. Kearney | Family and Consumer Science | East HS Exit | Remain in Room |
| 409 | | Storage Room | South Room Exit | Room 408 |
| 410 | | Custodial | East HS Exit | Remain in Room |
| 412 | | Custodial | East HS Exit | Remain in Room |
| 414 | | HS Locker Room | East HS Exit | Hallway Across from 407 |
| 418 | | MS Locker Room | East HS Exit | Hallway Across from 407 |
| South Gym | | | West HS | Room 505 |
| 501 | | MS 8-9 Girls' Locker Room | North MS Exit | Remain in Room |
| 501A | Mrs. Scott | PE | West HS Exit | Remain in Room |
| 503 | Mr. Whisner | PE | West HS Exit | Remain in Room |
| 505 | | MS 6-7 Girls' Locker Room | West HS Exit | Remain in Room |
| 507 | | Laundry Room | West HS Exit | Remain in Room |
| 509 | | MS 6-7 Boys' Locker Room | West HS Exit | Remain in Room |
| 509A | Mr. Krumweide | PE | West HS Exit | Remain in Room |
| 513 | | MS 8-9 Boys' Locker Room | West HS Exit | Remain in Room |
| 601 | | Chorus | West Activities Exit | Remain in Room |
| 601A | | Ensemble Room | West Activities Exit | Remain in Room |
| 601B | Mr. Barrett | Chorus Office | West Activities Exit | Remain in Room |
| 602 | | Auditorium | West HS Exit | Room 601A |
| 604 | | Stage | West HS Exit | Room 601A |
| 606 | | Band | West Activities Exit | Remain in Room |
| 606B | Mr. Braun | Band Office | West Activities Exit | Remain in Room |

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|------------|------------------------|-----------------------|-----------------------------------------|-----------------|
| 606E | Mrs. Noring | Music | West Activities Exit | Remain in Room |
| 606F | | Practice Room | West Activities Exit | Room 606 |
| 606G | | Practice Room | West Activities Exit | Room 606 |
| 606H | | Practice Room | West Activities Exit | Room 606 |
| 606I | Mrs. Mullarkey | Music Office | West Activities Exit | Room 606 |
| 610 | | Stage Support | South Room Exit | Room 606E |
| 700 | Mrs. Stiles/Mrs. Kuhns | District Office | West Activities Exit | Room 700D |
| North Gym | | | North Room Exits | 700-900 Hallway |
| MS Commons | | | West Activities Exit | 700-900 Hallway |
| 700A | Mr. DePue | MS Dean | West Activities Exit | Room 700D |
| 700B | | Work Room | West Activities Exit | Room 700D |
| 700C | Mr. Dufoe | Superintendent | West Activities Exit | Room 700D |
| 700D | | District Storage | West Activities Exit | Remain in Room |
| 700E | Mrs. Gee | Business Manager | West Activities Exit | Room 700D |
| 700F | Mrs. McNeal | District Printing | West Activities Exit | Room 700D |
| 700G | Mrs. Blanchard | Personnel | West Activities Exit | Room 700D |
| 700H | Mrs. Person | Accounts Payable | West Activities Exit | Room 700D |
| 701 | | Board Room | West Activities Exit | Room 700D |
| 702 | | Food Service | West Activities Exit | Room 606 |
| 704 | | West Concession Stand | West Activities Exit | Room 606 |
| 705 | | Booster/Alumni Sales | West Activities Exit | Room 606 |
| 706 | | North Gym | West Activities Exit | Room 513 |
| 706A | | PE Storage | West Activities Exit | Remain in Room |
| 706B | | Officials Locker Room | West Activities Exit | Room 513 |
| 706C | | East Concessions | North MS Exit | Remain in Room |
| 706D | | Training Room | North MS Exit | Remain in Room |
| 800 | | Weight/Fitness Room | North Activities Exit (North Stairs) | 700-900 Hallway |
| 801 | | Wrestling Room | North Activities Exit (North Stairs) | 700-900 Hallway |

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|------|-----------------------|-------------------------------------------|------------------------------|-----------------------|
| 802 | Mrs. Peters | 7 th Reading | North MS Exit (North Stairs) | 900 Hallway North End |
| 803 | | MS Computer Lab | North MS Exit (North Stairs) | HS Media Hallway |
| 804 | Mrs. Smith | 7 th Writing | North MS Exit (North Stairs) | 900 Hallway North End |
| 805 | Ms. Thiele/Mr. Kilker | 7 th /8 th Resource | North MS Exit (North Stairs) | 900 Hallway North End |
| 806A | Mr. Winter | 7 th Geography | North MS Exit (North Stairs) | 900 Hallway North End |
| 806B | Mrs. Sloss | 6-8 Level III | North MS Exit (North Stairs) | 900 Hallway North End |
| 807 | | MS Staff Room | North MS Exit (North Stairs) | 900 Hallway North End |
| 808 | Mr. Hall | 8 th Science | East MS Exit (South Stairs) | 900 Hallway South End |
| 809 | | Special Education | North MS Exit (North Stairs) | 900 Hallway North End |
| 810 | | Special Education | East MS Exit (South Stairs) | 900 Hallway South End |
| 811 | Mr. Stump | 7 th Math | East MS Exit (North Stairs) | 900 Hallway North End |
| 812 | Mr. Stanley | 8 th Reading | East MS Exit (South Stairs) | 900 Hallway South End |
| 813 | Mrs. Baldon | 8 th Social Studies | East MS Exit (South Stairs) | 900 Hallway South End |
| 815 | Mrs. Boston | 8 th Math | East MS Exit (South Stairs) | 900 Hallway South End |
| 900 | | Media Center | North MS Exit | HS Media Hallway |
| 900A | Mrs. Melroy | Teacher Librarian | North MS Exit | HS Media Hallway |

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|------|-----------------|--------------------------------|---------------|-----------------------|
| 900B | | Conference Room | North MS Exit | HS Media Hallway |
| 900C | | Small Group Room | North MS Exit | HS Media Hallway |
| 901 | Mrs. Hein | MS Office | North MS Exit | Remain in Room |
| 901A | Ms. Schlapkohl | MS Principal | North MS Exit | Remain in Room |
| 902 | Ms. Kunde | 6 th Writing | East MS Exit | 900 Hallway North End |
| 902A | | IS Room | East MS Exit | 900 Hallway North End |
| 902B | | IS Room | East MS Exit | 900 Hallway North End |
| 903 | Mr. Mager | MS Guidance | East MS Exit | Remain in Room |
| 904 | Mrs. LaFollette | 6 th Reading | East MS Exit | Room 905 |
| 905 | Mrs. Heitz | 6 th Resource | East MS Exit | Remain in Room |
| 906 | Mr. Marcus | 6 th Science | East MS Exit | Room 907 |
| 907 | Mrs. Shields | 6 th Social Studies | East MS Exit | Remain in Room |
| 908 | Ms. Boesen | 7 th Science | East MS Exit | Room 909 |
| 909 | Mrs. Tiffany | 6 th Math | East MS Exit | Remain in Room |
| 910 | Mrs. Burk | MS Computers | East HS Exit | Room 911 |
| 911 | Mrs. Seaholm | Level III | East HS Exit | Remain in Room |
| 912 | | Mechanical | East HS Exit | Remain in Room |
| 914 | | Storage | East HS Exit | Remain in Room |

Discipline Policy

The Board of Directors of the Adel DeSoto Minburn Community School District hereby confirms its intent to support the school discipline policy, to support school staff that enforces the discipline policy, and to hold school staff accountable for enforcing the discipline policy.

In a teaching/learning situation it is necessary that self-discipline and a positive approach towards organization work hand in hand. These not only are desired in the classroom, but must also be evident in all areas of the school setting and at school functions. It is necessary, therefore, that a cooperative plan between students, teachers, parents, administrators, other staff members, and school board members be present. This plan should be one of support, communication, and respect. It is our belief that cooperative discipline will bring out the qualities of scholarship, leadership, citizenship and responsibility found in each of our students.

As educators it is our responsibility to develop and maintain an atmosphere that is conducive for learning. To create such an atmosphere it is necessary to establish certain rules and regulations. So that you and your child can better understand what is expected of each student, we have developed the following discipline policy.

Student's Responsibility:

Students should be aware of the conduct expected of them in the individual classroom, in the hallways, in the lunchroom, on the school bus, and at any school function or activity. He/she should be able to maintain an inner-discipline, which allows him/her to accept this responsibility, and should attempt to keep a good line of communication open with teachers, school staff, parents,

- Respect the rights and property of other students, adults, and the district.
- Respect the authority of all school personal. Students need to follow the directions of any adult the first time they are given. This includes but is not limited to school bus drivers, district teachers, paraprofessionals, administrators, custodians, administrative assistants, and food service staff.
- Students may not use abusive language, profanity or obscene gestures or language that interfere with learning.

Students who follow the discipline policies will receive positive feedback in the following manner:

- Student can receive verbal praise.
- Students can receive written praise.
- Those who follow school regulations will be allowed to participate in special school activities.

The board, administration and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees, students, visitors and guests with respect and courtesy.

This handbook and school district policies, rules and regulations are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school district; while on school-owned and/or school-operated buses or vehicles or chartered buses; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff. School district policies, rules and regulations are in effect 12 months a year. A violation of a school district policy, rule or regulation may result in disciplinary action while school is in session or while school is not in session.

Students are expected to comply with and abide by the school district's policies, rules and regulations. Students who fail to abide by the school district's policies, rules and regulations may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or to participate in school activities; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation and expulsion. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student's record.

The school reserves and retains the right to modify, eliminate or establish school district policies, rules and regulations as circumstances warrant, including those contained in the handbook. Students/parents are expected to know the contents of the handbook and comply with it. Students or parents with questions or concerns may contact the Middle School principal's office for information about the current enforcement of the policies, rules or regulations of the school district.

Parent's Responsibility:

It should be the responsibility of the parents to know and see that their child is aware of the behavior expectations in policies as set by the teachers, administration, and local school board of the Adel DeSoto Minburn Community School District. Lines of communication should be maintained in a healthy, cooperative attitude while working to attain a positive result in all instances. It is to be further noted and understood that each student and parent has the right to due process in which they may request additional information.

Teacher/staff member's Responsibility:

All teachers are responsible for maintaining building and classroom standards determined individually by building policy, and by school policy. Teachers are to be responsible for discipline of all students in the hallways and at all activities in which Adel DeSoto Minburn students and teachers are involved in the teaching/learning process. Teachers are requested to sit with their students at assemblies and large group meetings for the purpose of supervision and participation. Teachers will report to the administration what may be considered more serious infractions of the school rules.

When a student demonstrates inappropriate behavior, teachers will follow the following procedures:

- The first time the student violates a rule; he/she will generally receive a verbal reminder regarding the rule he/she violated.
- If a student repeats the same violation or violates another rule within a given period of time he/she will generally receive an appropriate punishment determined by the teacher or staff member involved.
- The parents will be contacted by the teacher/staff member or Principal to inform them of the situation. The Principal and/or the teacher/staff member will determine an appropriate punishment.

Principal's Responsibility:

It will be the principal's responsibility to assist the parents, teachers, and Board of Education in seeing that students comply with rules of acceptable conduct within the classroom and all other areas of school. Students who choose not to comply with school rules and behavior standards will be dealt with in all cases in the following manner:

1. Students who are referred to the principal will be given an oral notice of the allegations against them and the basis in fact for the charges. Students will be given an opportunity to present an account of the concern at hand. If the principal concludes that inappropriate conduct has occurred, students will receive an explanation of why their conduct was deemed inappropriate.
2. A follow-up conference may be held with the principal and the student. The principal may also require the teacher involved to be present. The type of punishment to be administered shall be reasonable considering the nature of the student's misconduct, the age and physical condition of the student and the goal to be accomplished by the punishment. Parents will be notified of incidents of misbehavior when the incident is of a serious nature or is repetitive in nature.
3. In cases where students are consistently violating school rules or demonstrate misbehavior of a severe nature, including that which endangers other students' well being, consideration of removal from the classroom shall be within the discretion of the person in charge of the classroom. Removal from the classroom means that a student or students are sent to the Principal's office. In cases of this nature a parental conference will be requested. This conference will involve the student, his/her parents, teacher(s), and Principal. Detention, probation, in-school suspension, out of school suspension or a recommendation for expulsion may result from this conference.

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

Probation means a student is given a conditional suspension of a penalty for a definite period of time, not to exceed ten days, in addition to being reprimanded. The conditional suspension shall mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms shall result in immediate reinstatement of the penalty. Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. The student may not attend school activities or may not participate in a contest or extracurricular activities. An in-school suspension will

not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practices but will not attend or participate in school activities.

A severe infraction or continual infraction of school rules or behavior problems may be referred to the superintendent and the Board of Education. This referral will be accompanied by a recommendation for counseling and/or expulsion for their consideration. Expulsion means the removal of a student from the school environment, which includes, but is not limited to, classes and activities for a period of time set by the Board of Education. See Board Policy 503.2 for details.

Students who have been identified as special education students may be referred for a review of the individual student's Individualized Educational Plan. The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.

Corporal punishment defined as the intentional physical punishment of a student is prohibited. However, reasonable physical force may be used upon a student when the use of such force is deemed essential by a reasonable person for the purpose of self-defense, the preservation of order, to quell a disturbance threatening others, to protect others, etc.

Consequences

1. The following consequences serve as the foundation for the middle school discipline policy. The consequences are suggested guidelines for use by the building principal. The principal has the authority to use discretion and common sense as he/she enforces the consequences for a particular violation of the rules.
 - a. 1 hour detention
 - b. 2 hour detention
 - c. Saturday School detention(s)
 - d. In-school suspension
 - e. Out-of-school suspension
 - f. Recommendation to board for 10 day out-of-school suspension
 - g. Recommendation to board for expulsion.
2. School bus drivers, district teachers, paraprofessionals, administrators, custodians, administrative assistants, and food service staff can assign detentions, if a student's actions so warrant.
3. Detentions must be made up on Tuesday or Thursday from 7:10 a.m. to 8:10 a.m. or at Saturday School.
4. Students can receive a detention, ISS, OSS, or expulsion for being disrespectful or insubordinate to a staff member or another student, violating a classroom or school rule, expulsion from a class, abuse of personal or school property, and bully/harassment.
5. Pushing, shoving, and tripping are not appropriate behaviors. Students will be reprimanded and detention will be assigned for these behaviors.
6. Fighting (hitting one another) is a serious offense and will result in an ISS.
7. Students will receive a detention for every three tardies. Tardy detention will be served during the student lunch period. The student will serve two lunch periods in the office for each third tardy.

Disrespect and Insubordination

It is expected that every student will be treated with respect and dignity and that in turn, each teacher will receive the respect of each student. Insubordination is defined as the refusal of a student to obey a rule, regulation, or request of a teacher or any school personnel. For any show of disrespect or act of insubordination, a student will be subject to disciplinary action ranging from a detention to out of school suspension.

Distribution of Materials

The Board of Education recognizes that students, employees, parents, or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

Educational Philosophy Of The District (Board Policy 101)

The ultimate purpose of education is to help students become effective citizens of a democracy. As a school corporation of Iowa, the Adel DeSoto Minburn Community School District, acting through its board of directors, is dedicated to promoting equal opportunity for a quality public education to enrolled students. Students of this community have the privilege of participation in formal education utilizing the students' present understandings to help them grow in the present and prepare for a lifetime in our rapidly changing society.

The Adel DeSoto Minburn Schools exist to develop and improve the academic instruction, curriculum, and facilities so that every individual student will be provided with the opportunity to perceive and develop their potential for the benefit of self and society. A variety of educational experiences will be provided for the individual student in order to develop a positive self-concept and become more fully aware of the needs of a complex society. These experiences will encourage the development of students' abilities and identify their interests and goals in life. Each student will develop the ability to read with understanding, write with clarity, communicate with verbal effectiveness and to think and solve problems. An environment will be created within which students will be encouraged to be honest, responsible, and productive citizens in our democratic society.

An advisory committee or representatives of the school district community and school district shall be appointed to make recommendations for the goals and objectives of the education program. The goals and objectives of the school district shall be designed to achieve the philosophy statement of the school district. Short-term and long-term objectives of the education program shall be established annually by the board. These objectives shall reflect the results of the needs assessment, recommendations of the advisory committee, recommendations from the superintendent, and changes in the law.

Equal Opportunities, Affirmative Action, and Multicultural Nonsexist Guidelines

The Adel DeSoto Minburn School District does not discriminate on the basis on gender, race, nationality, sexual orientation, gender identity or religion in the educational programs or activities which it operates (Board Policy number 103).

The school also affirms its commitment to providing equal opportunities and equal access to school facilities without reference to affectional or associational preference.

The Adel DeSoto Minburn School District has adopted a grievance policy and procedure for any alleged violation. The Adel DeSoto Minburn Community School District's Equity Coordinator is: Nancy Gee, Business Manager, 801 Nile Kinnick Dr. South, Adel, IA 50003. Phone number: 993-4283. Office hours: 8:00 A.M. to 4:30 P.M., Monday through Friday.

Any complaints or grievances concerning equal educational opportunity should be handled in the following manner.

Level One: principal or Immediate Supervisor (this person shall notify the Designee)

Any resident or employee with a grievance may first discuss it with the principal or immediate supervisor, with the object of resolving the matter informally. A student with a complaint may discuss it with his/her teacher, counselor, or principal. This level is recommended not required.

Level Two: Title IX Designee

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, he or she may formalize it by filing a complaint in writing (form) to the Title IX Designee. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within twenty (20) working days from the date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Title IX Designee. A minor student may be accompanied at that meeting by a parent or guardian. The Title IX Designee shall investigate the complaint and attempt to resolve it. A written report (form) from the Designee regarding action taken will be sent to the grievant within fifteen (15) working days after receipt of the complaint.

Level Three: Superintendent

If the complaint is not resolved at level two, the grievant may process it to level three by presenting a written appeal to the superintendent within ten (10) working days after the grievant receives the report from the designee. The grievant may request a meeting with the superintendent. The superintendent has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints with the Office of Civil Rights in Kansas City, the Iowa Civil Rights Commission, other agencies available for mediation or rectification of affirmative action grievances, or to seek private counsel for complaints alleging discrimination.

Faculty Meetings (2nd and 4th Friday – TEAM Planning meeting with Specials/3rd Friday – PLC meeting)

August 12th – First staff meeting of the year – MS Commons @ 8 a.m.

August 31st – General Staff Meeting – room 902 @ 1:30 p.m.

September 7th – Building ILT Meeting – Office *

September 14th – General Staff Meeting – room 902 @ 1:30 p.m.

September 14th – 6 - 12 PLC Meetings – Assigned PLC rooms

September 15th – District ILT Meeting – Board Room *

October 12th – General Staff Meeting – room 902 @ 1:30 p.m.

October 12th – 6 - 12 PLC Meetings – Assigned PLC rooms

November 2nd – Building ILT Meeting – Office *

November 8th – District ILT Meeting – Board Room *

November 9th – General Staff Meeting – room 902 @ 1:30 p.m.

November 9th – 6 - 12 PLC Meetings – Assigned PLC rooms

December 7th – General Staff Meeting – room 902 @ 1:30 p.m.

December 7th – 6 - 12 PLC Meetings – Assigned PLC rooms

January 16th – General Staff Meeting – room 902 @ 7:45 a.m.

January 16th – 6 - 12 PLC Meetings – Assigned PLC rooms

February 1st – General Staff Meeting – room 902 @ 1:30 p.m.

February 1st – 6 - 12 PLC Meetings – Assigned PLC rooms

February 22nd – General Staff Meeting – room 902 @ 1:30 p.m.

February 22nd – 6 - 12 PLC Meetings – Assigned PLC rooms

March 14th – Building ILT Meeting – Office *

March 27th – District ILT Meeting – Board Room *

March 28th – General Staff Meeting – room 902 @ 1:30 p.m.

March 28th – 6 - 12 PLC Meetings – Assigned PLC rooms

April 9th – General Staff Meeting – room 902 @ 7:45 a.m.

April 9th – 6 - 12 PLC Meetings – Assigned PLC rooms

April 18th – General Staff Meeting – room 902 @ 1:30 p.m.

April 18th – 6-12 PLC Meeting – Assigned PLC rooms

May 9th – General Staff Meeting – room 902 @ 1:30 p.m.

May 9th – 6–12 PLC Meeting –Assigned PLC rooms

May 16th – Building ILT Meeting – Office *

May 29th – District ILT Meeting – Board Room *

* Only 6-8 Building ILT members need to attend (DePue, Heitz, Kunde, Shields, Melroy, Mullarkey, Sloss, Schlapkohl)

Field Trips/Field Trip Bus

All field trips, local or out-of-town, should receive office approval. Parent's approval must be obtained for all trips. A parent permission form for all field trips off school grounds will be sent home prior to the field trip for parents to sign and return to school.

The school district may sponsor an activity/field trip bus to transport students to school activities. Riding on the activity/field trip bus is a privilege that can be taken away.

Students who ride an activity/field trip bus must ride to and from the event on the bus. Students ride home on the activity/field trip bus unless prior arrangements have been made with the principal or the student's parent personally appear and request to transport the student home.

Grade Book/JMC Computer Grading Program/On-Line Grading Program

All staff members at the middle schools will use the JMC Computer Grading Program. The JMC Computer Grading Program will contain all grades and other evaluations helpful in arriving at each student's progress each week. Grades will be updated each Friday by 4:00 p.m. for parents to review via the on-line grading program. Grades and/or grade reports will be submitted to the office via the JMC Grading Program when requested by the principal and/or parents. Requests for grades and/or grade reports could come weekly (Friday reports), at the mid-point of a nine week grading period (mid-terms) and at the end of each nine week grading program. Parents/guardians have a right to review their student's grades and we have the obligation to justify the evaluation. **Students stating their grade orally during class time as the teacher records it or posting by ID number is not acceptable.**

Hallway Guidelines

1. Show respect for others:
2. Students will keep their hands and feet to themselves.
3. Students will not enter a classmate's locker without permission.
4. Students will keep noise to a minimum.
5. Move safely through the halls:
6. Students will walk at all times.
7. Hallway passing and stairway use - Grade levels will use the following stairways/hallways:
 - 6th grade students have no classes on the second floor.
 - 7th and 8th grade students - either north or south stairways to pass to 2nd floor classrooms.
 - 8th students - use south hallway by art rooms to pass to exploratory classes and computer class, use north hallway to pass to commons/lunchroom, Physical Education, Band or Choir, 8th grade students do not need to be in the lower hallway by the 6th grade classrooms.
 - 6th, 7th and 8th students - use north hallway by north gym to pass to commons/lunchroom.
8. 6th, 7th and 8th grade students must have their planner signed to be in the hallway during class time.
9. Please "keep to the right" in hallways and avoid gathering in large groups or sitting in the hallway since this hinders traffic.
10. Running, loud or disruptive noises, boisterous behavior, and/or any other action that interferes with the smooth movement of students or visitors from one part of the building to another will be considered a breach of discipline.
11. The school building is not the place for a display of affection between students.
12. The doors to the academic hallways will be locked in the morning before school. Students should not plan to be in the hallways before 8:07 a.m. unless they are working with a teacher. Generally, the academic doors will also be locked after 4:30 p.m.

Harassment, Bullying, Initiations and Hazing Policy

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Students who feel that they have been harassed or bullied should:

- Communicate to the harasser or bully that the student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, counselor or principal to help.
- If the harassment or bullying does not stop, or the student does not feel comfortable confronting the harasser or bully, the student should:
 - Tell a teacher, counselor or principal; and
 - Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - What, when and where it happened;
 - Who was involved;
 - Exactly what was said or what the harasser or bully did;
 - Witnesses to the harassment or bullying;
 - What the student said or did, either at the time or later;
 - How the student felt; and
 - How the harasser or bully responded.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment or bullying on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons that:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Sexual harassment includes, but is not limited to:

- Verbal, physical or written harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person with sexual or demeaning implications; and
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment or bullying based upon factors other than sex includes, but is not limited to:

- Verbal, physical, or written harassment or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, job, etc. and
- Demeaning jokes, stories or activities.

It is the policy of the Adel DeSoto Minburn Community Schools to maintain a learning and working environment that is free from harassment/bullying. No student or employee of the district shall be subjected to harassment/bullying.

The following consequences serve as the foundation for the bully/harassment policy. The consequences are suggested guidelines for use by the building principal. The principal has the authority to use discretion and common sense as he/she enforces the consequences for a particular violation of the bully/harassment policy:

- Detention
- Saturday School detention(s)
- 1 – 180 days In-school suspension
- 1 – 180 days Out-of-school suspension
- Recommendation to board for expulsion.

Additional reference to Board Policy 401.3 and 502.13 (Harassment) is made as supplementary to this concern.

Additional reference to Board Policy 401.3 (Harassment) is made as supplementary to this concern.

Homeless Students

In accordance with Chapter 33, Iowa Administrative Code, the Adel DeSoto Minburn Community School District encourages homeless children and youth to enroll in school. For information, please contact the Superintendent's Office, 801 Nile Kinnick Dr. S., Adel, Iowa, 50003. Phone number: 515-993-4283.

Illegal Items Found in School or in Students' Possession

Tobacco in any form, alcohol, and/or other illegal substance are strictly forbidden. Students are prohibited from distributing, dispensing, manufacturing, possessing, using, and being under the influence of alcohol, drugs or look-a-like substances; and possessing or using tobacco, tobacco products or look-a-like substances. Weapons and other dangerous objects are not allowed on school grounds or at school activities with the exception of weapons in the control of law enforcement officials or those being used for educational purposes and approved by the principal. Parents of students found in violation of this policy will be contacted, and the students will be reported to law enforcement officials. Students found in violation of this policy will be subject to disciplinary actions which could include suspension or expulsion.

Inappropriate Items at School

Students may not use radios, televisions, water guns, toys, CD players, i-Pods, boom boxes, video games, beepers, roller blades, skateboards and other similar items at school. Students may use cellular phones in the commons before school, during the lunch period, and after school. With the exception of cellular phones in the commons area before school, during the lunch period, and after school, these items need to be left in locked lockers. If taken to classrooms, these items will be taken away from the students and parents must come in to pick them up. The school will not be responsible for inappropriate items that are stolen on school grounds.

Incomplete/Failing List

Students, who have not completed all their work or have not done satisfactory work in a course, will be placed on the Incomplete/Failing list. Students are not incomplete if they have been ill or absent with good reason until they have had the allowed time to make up the work - one day for each day absent. As soon as the work is completed satisfactorily, the incomplete will be removed. **A supervised after school study hall room is available from 3:35 to 4:30 pm. on Monday, Tuesday, Wednesday, and Thursday. Students may use this room to complete incomplete work, make-up work, and study for up-coming quizzes and tests.**

The Incomplete/Failing List is based on the standards that each individual teacher has structured for his/her class with the exception of the beginning of a quarter. **Building policy for student placement on the incomplete/failing list for the first weeks of a quarter.**

Week 1 - only students who are incomplete are placed on the I/F list the first week of qt.

Week 2 and after - students who are incomplete are placed on the incomplete list and students who are failing are placed on failing list only if a staff member has three or more grades posted in their JMC grade book. 7th and 8th grade students who are incomplete are not eligible to participate in athletic contests but may practice at the discretion of the coach. 7th and 8th grade students who are failing are ineligible for practices and athletic contests until the failing grade is brought up to a minimum grade of 70%. When 7th and 8th grade students turn in incomplete work and/or raise their failing grade to a minimum of 70%, they will regain their eligibility for athletic contests. Students in 6th, 7th or 8th grade who fail four semesters of class work throughout the year may be retained.

Teachers must notify parents when a student is on the Incomplete/Failing List. It is the responsibility of the teacher to inform a student that they are on the Incomplete/Failing List, and what they need to do to get off the list. The ADM Office sends out progress reports submitted to the office by teachers for students who are on the Incomplete/Failing List each Monday morning. If a student is still on the Incomplete/Failing List Thursday morning, it is the responsibility of the teacher to make a personal contact with the parent/guardian of the student.

Inspection of Educational Materials

Parents and other members of the school district community may view the instructional materials used by students in school. Copies may be obtained according to board policy (605.2). Persons wishing to view instructional materials or to express concerns about instructional materials should contact the principal's office.

Leave without Pay

Once district approved leaves have been exhausted, "Leave Without Pay" must be approved by the building principal prior to use by a district employee.

Leaving School Grounds

Students are not to leave the school grounds once they have arrived without permission from the duty teacher or the office. **Students taking driver's license examinations or obtaining driver's permits from examiners in Adel may be excused from study hall/homeroom with parent/guardian permission. Students are NOT allowed to miss a class to take their driver's license examination.** Students must check out of the office prior to leaving and check in upon return.

Lockers

Student lockers are to be kept orderly and books put in lockers in such a manner that the books will not be damaged. Appropriate items may be put in lockers. The principal will make the final determination if something is inappropriate. **Signs and pictures are not to be put on the outside of student lockers unless approved by the principal.**

Student lockers are the property of the school district. Students shall use the lockers assigned to them for storing their school materials and personal items necessary for attendance at school. It shall be the responsibility of each student to keep the student's assigned locker clean and undamaged. The expenses to repair damage done to a student's locker are charged to the student.

There is Iowa legislation which allows RANDOM LOCKER INSPECTION AT ANY TIME WITHOUT PRIOR NOTICE. A student's locker can be searched whenever an administrator or teacher has a reasonable suspicion that a criminal offense has occurred or a school district policy, rule or regulation bearing on school order has been violated and the administrator or teacher has reasonable grounds that the search will produce evidence of the violation. Items in violation of school district policies, rules or regulations found in student lockers are confiscated. Illegal items will be given to law enforcement officials.

Locker inspections may be conducted periodically throughout the school year. Inspections are conducted in the presence of the student or another person. These inspections are generally for the purpose of insuring that lockers are clean and well kept.

Lunchroom/Commons Rules

1. All of the schools in the ADM District will have a computerized breakfast and lunch ticket system for the 2011-12 school year. Each student has their own individual account. Through the use of an individual account number, the student will be able to access funds from their account. Students may deposit any amount of money in the account and will be notified when the account is running low. Money needs to be deposited into the account before school. Depositing money in the lunch line is not recommended as it will slow down the process. Students will not be allowed to have more than a two lunch deficient in their accounts. If parents or guests want to visit at lunch time it is very helpful if they have the correct amount for one lunch with them and do not use their child's account.
2. Students are not allowed to leave the cafeteria with any food or drink items.
3. Students are not allowed to leave the lunchroom/commons area during their designated lunch period without adult permission.
4. Students may eat hot lunch or bring a sack lunch, but they are to remain at school during the lunch period. There may be a special case when a student may be granted permission to leave, but this must be cleared in writing with the principal's office.

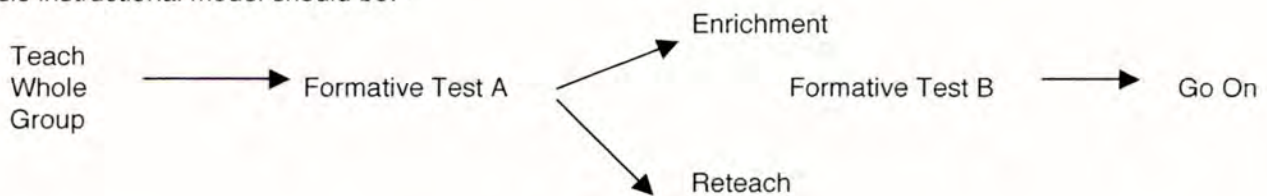
Mastery Learning

Mastery Learning is an approach involving the teacher presenting information in the form of objectives to students. Students are tested on the objectives presented. Those students who score above the mastery level, generally 80%, are given enrichment activities. Students who do not meet the mastery level go through a reteaching activity or activities. They are tested again to see if they have mastered the objectives presented. Those students who still do not meet mastery levels at this point of time may go through additional reteaching and/or tutoring activities or through a conference involving the teacher and the principal, the decision may be reached that the student is moved ahead to the next unit. This decision is based on whether or not the objectives may be reviewed or presented again in a different form at some time in the future.

Mastery Learning components are:

1. Learning objectives are taught;
2. First formative test is given;
3. First formative test is followed by:
 - a. Feedback followed by enrichment, OR;
 - b. Feedback followed by reteaching correctives, AND second formative test.

The basic instructional model should be:



Media Center

The Media Center is a resource area. Reference materials, periodicals, general reading material, and several computer stations are provided for the enrichment and support of regular class materials. The atmosphere will be maintained as one of a quiet work place. Any student(s) displaying unacceptable behavior will be asked to leave. Pink passes will be honored at any time. A fine of \$.05 a day will be charged for overdue materials.

Media Center General Rules

- A. Any student using the media center must have a pink pass from a teacher or a punch pass issued by the Media Center.
- B. The media center will be a quiet place to work.
- C. Working in groups may be permitted at the discretion of the media specialist.
- D. Students not using media center material may be asked to return to study hall.
- E. Designated computers are available for student use on a first come, first serve basis, or as reserved by an instructor.

- F. No more than one student at a time at a computer unless permission is given by the media specialist.
- G. All students will be signed out of the media center to return to class five minutes prior to the bell at the end of each period.
- H. As students with pink passes finish their work, they will be signed out to return to class. Again, everyone will be signed out five minutes before the bell each period.
- I. Students utilizing the media center must have a pink pass/planner pass from a teacher listing a specific purpose.

Media Center Fine and Materials Replacement Policy

Fines and Replacement Charges: Fines for overdue materials will be accumulated at a rate of five cents per day, per piece of material, until the replacement cost is reached. The material must then be returned and the fine paid, or the book reported as missing and the replacement cost paid. Weekends and days school is not in session will not be considered in the fine.

Magazines: Cost of most current issue of same magazine x 3 = our replacement cost.

Books: Current cost of the same title + 10% of cost = our replacement cost.

Vertical files: \$5.00 per file, no matter how many pieces it contains.

Morning and Afternoon Duty

Staff members on morning and afternoon duty need to be in their designated area at 7:45 a.m. and 3:35 p.m. A copy of the duty schedule is found in your staff notebook.

Physical Displays of Affection

The physical display of affection is not appropriate at school. Kissing, embracing and handholding are not permitted.

Plan For The Integration Of Handicapped Students

The Adel DeSoto Minburn CSD has adopted policies which afford all handicapped children in the district an appropriate educational program within the least restrictive environment. The district's professional staff, in cooperation with the AEA, will evaluate, staff, and provide an individual educational plan (IEP) for each handicapped child in need of special education services. Procedures and guidelines for implementing this process shall include, but not be limited to, the following considerations for each child.

- Consideration of a full continuum of placement options.
- Documentation to reflect the appropriateness of the placement decision.
- Reconsideration of the appropriateness of the placements decision at the annual review.
- Reiteration of due process procedures for parents should there be any placement disagreement.
- Consideration of physical, functional, social, and societal integration needs.

The district will cooperate with the AEA, other local school districts within the AEA, districts outside the AEA, and out-of-state facilities to assure the appropriate placement of each handicapped student.

Professionalism and Ethics

We are looked upon by the community as a highly trained professional group. It is our obligation to display this training through appropriate thought, word, and deed.

The freedom with which some staff members communicate confidential school information to friends and acquaintances outside of the school reflects on the competence of the individual. Most of the activities that are conducted between professional staff members should remain completely confidential. It is a gross breach of professional ethics when confidence is not maintained.

Let us all display a high level of professional ethics in our conduct with one another and within the community.

Progress Reporting of Students

The report card is only part of our process of reporting to parents. Report cards are issued after each quarter. The first and third quarter report card, along with student progress reports, will be made available for parents at the Parent-Teacher Conference held at the end of the first and third quarter. Second and fourth quarter report cards will

be mailed home. On-line grading is available to parents through Internet access. Grades must be updated each Friday by 4:00 p.m. for the purpose of on-line grading.

Parent/Teacher Conferences will be held twice during the school year. Parent/Teacher Conferences are scheduled for afternoons and evenings in order to meet parents' work schedules, etc. All parents will be invited to both conferences. Student progress reports will be shared with parents at both the fall and spring conferences.

The office will schedule the conferences. The office will complete the conference postcards for the conferences approximately two weeks before the date of the conferences involved. The office will mail the conference postcards.

Mid-term reports will be mailed to parents of students who are receiving a D or F in a class approximately halfway through each grading period. The teacher and parents are encouraged to schedule a conference at this time.

School Board Policies To Be Reviewed By District Personnel

101.1 Mission and Beliefs – Mission Statement

All policies 400 – 404 in particular:

401.2 Equal Employment Opportunity/Affirmative Action
401.3 Harassment
401.9 Resignations
402.4R1 Family and Medical Leave Regulations
402.11 Employee Health: Injury at Work
402.13 Drug and Alcohol Free Workplace
402.19 Employee Complaint Procedures
403.3 Conflicts of Interest
403.4 Gifts and Honoraria to District Employees and their Families
403.5 Use of District Facilities and Equipment
403.8 Personal Telephone Calls
403.9 Political Activity
403.13 Reporting Child and Dependent Adult Abuse
501.10 Student Absences – Unexcused
502.6 Student Complaint Procedures
502.13 Equal Educational Opportunities, Prohibition of Harassment and Bullying of Students
504.2 Student Organizations
505.2 Student Progress Reports and Conferences
508.4 Supervision After School Events
712.3 Student Transportation for Extracurricular Activities
902.4 Students and the News Media
902.5 School District Personnel and the News Media
904.3 Visitors to School District Facilities
904.5 Distribution of material
Bus Driver
712.12 Bus Driver Seat Belt Usage

School Nurse

The Adel DeSoto Minburn School District employs a school nurse. The nurse is on call to any building if an emergency should arise. In general, the school nurse is responsible for keeping records and conducting screening on certain aspects of our students' health.

School Problems In General

Whenever any problem in the school, either of an instructional or an administrative nature, does not adjust itself well, or when any difficulty arises, please feel free to discuss it with the principal. No difficulty is righted by talking it over with outsiders nor by complaining about it among others here at school. Since the spirit of our school is largely of our own making, we may as well have it pleasant and sincere.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Adel DeSoto Minburn School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and

students. No discrimination against any person with a disability should knowingly be permitted in any of the program and practices of the school system.

If there are questions, please feel free to contact Carole Schlapkohl, ADM MS Building Principal, at 515-993-3490.

Selling Items At School

Students or staff members are not permitted to solicit or sell merchandise to other students or staff members at school.

Smoking

House File 2212, known as the Smokefree Air Act, went into effect on July 1, 2008. The law provides:

1. Smoking is prohibited and a person shall not smoke in any of the following:
 - Public places (defined to include public and private educational facilities, as well as public buildings and vehicles owned, leased, or operated by or under the control of the state government or its political subdivisions).
 - All enclosed areas within places of employment (an employer is defined to include state government and its political subdivisions) including but not limited to work areas, private offices, conference and meeting rooms, classrooms, auditoriums, employee lounges and cafeterias, hallways, medical facilities, restrooms, elevators, stairways and stairwells, and vehicles owned, leased, or provided by the employer unless otherwise provided in this chapter.
2. In addition to the prohibitions specified in subsection 1, smoking is prohibited and a person shall not smoke in or on any of the following outdoor areas:
 - School grounds, including parking lots, athletic fields, playgrounds, tennis courts, and any other outdoor area under the control of a public or private educational facility, including inside any vehicle located on such school grounds.
 - The grounds of any public building owned, leased, or operated by or under the control of the state government or its political subdivisions.

Special Education Services

AEA 11 provides special education services personnel in the area of speech, hearing, social work, school psychology, adaptive physical education, and consultative services. Students who might need any or all of these services should be discussed with your Building Assistance Team (BAT) before any referral process is considered. If after a discussion with the BAT, the need to refer a student for any of the above services will be made cooperatively by the teacher involved and the BAT.

Special education rules and regulations will be followed in all referrals. The key to a successful referral lies in proper communication between the school and home. Written permission from the parents or guardians must be on file in the principal's office before the referral is sent to the AEA. The following is an outline of procedure:

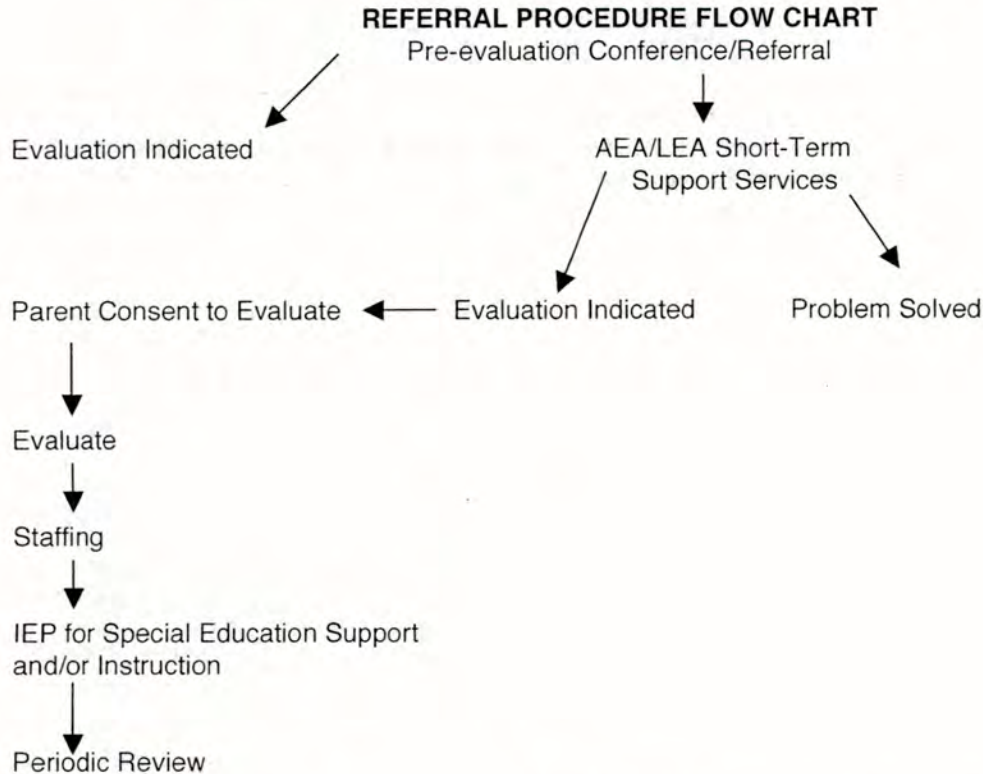
Parents, teachers, and the BAT can begin the referral process for students to be evaluated for possible placement into special programs. The referral forms are located in the office. Programs available are: speech, hearing, emotional, learning, mental, physical, behavioral, visually impaired, and severe/profound.

The recommended referral procedures listed below assure compliance with parents' and children's rights and fulfill necessary record requirements. See the flow chart which outlines the referral procedure.

1. A pre-evaluation conference/referral should be held with the principal, the staff member, other appropriate school personnel, the BAT, and AEA support staff to discuss the existing problem to see if it can be resolved at the classroom level. At this level, AEA/LEA personnel may be able to provide short-term comprehensive evaluations for a very mild problem.
2. If it is necessary to seek additional information, the principal will:
 - a. Secure written permission from the child's parents by using the Part II-Parent Consent For Evaluation. This form may include a request for a comprehensive evaluation.
 - b. Forward the Referral Form and Parent Consent for Evaluation Form to the appropriate personnel or the Heartland Zone Coordinator.
3. Upon receiving the completed referral, Heartland personnel shall complete the appropriate types of evaluations and return a written report to the principal. Evaluations conducted by local school personnel will be coordinated by the principal. Specific evaluations may be requested. However, when placement in a

special education instructional program is being considered, the evaluation shall include, but is not limited to the following:

Speech and Language, Social Functioning, Academic Status, Hearing, Intellect, Behavioral Observation, Health History, Motor Functioning, Educational History, Vision, Adaptive Behavior, Career-Vocational.



Staff Lounge

The lounge is provided for the enjoyment and convenience of all staff members. It is everyone's responsibility to keep the lounge neat in appearance. The cooperation of all is appreciated in this matter.

Staff Mailboxes

Staff members' mailboxes are located in the school office area. Mailboxes should be checked by teachers at least BEFORE SCHOOL, AT NOON, AND AFTER SCHOOL.

Strangers

While supervising students in the school building, each staff member should be alert to the possibilities of strangers within the school building. Report any information concerning strangers in the building to the office as soon as possible.

Student Abuse by District Employees

If a student, school district employee, or other member of the school district community believes a child has suffered abuse, which shall include sexual and physical abuse, by a school district employee in the course of their employment, it should be reported to the designated investigator immediately. As directed by Chapter 102 of the Iowa Code, the ADM Community School District has appointed a designated investigator responsible for the investigation of allegations regarding the abuse of students by school employees. It shall be the responsibility of the superintendent to annually identify a designated investigator at the September board meeting. The superintendent shall also designate annually an alternate designated investigator, preferable of the opposite sex of the designated investigator, to whom reports may also be made. The names and telephone numbers of the designated investigator and the alternate investigator shall be included in employee handbooks, student handbooks, and be prominently displayed in all school buildings.

Categories of abuse are the following:

1. Physical abuse by intentional infliction of injury or excessive force.

2. Sexual abuse by sexual offenses or misconduct or encouraging prostitution.

The designated investigator for the abuse of a student by a district employee is Darcy Simpson, School Liaison Officer, 515-993-5805. The level two investigator is Jim McNeill, Adel Chief of Police, 515-993-4567. The alternate investigator is Greg Dufoe, Superintendent of Schools, 515-993-4283.

Complaints reported to a designated investigator shall be handled by the designated investigator in a timely manner, and no later than five (5) days. Upon receipt of the complaint, the designated investigator shall provide a copy of the complaint to the person filing, and to the supervisor of the employee named in the complaint. The school employee named in the complaint shall receive a copy of the complaint at the time the employee is initially interviewed by any investigator. However, if this action would conflict with the terms of a contractual agreement between the employer and employee, the terms of the contract shall control. The designated investigator, using an informal process of contacting and conferring with the pertinent parties, shall determine whether the complaint is groundless, inconclusive, or founded.

The designated investigator's role is not to determine the guilt or innocence of the school employee. The designated investigator shall determine, by a preponderance of the evidence and based upon the investigator's training and experience and the credibility of the student, whether it is likely that an incident took place between the student and the school employee. If the complaint has been withdrawn, the allegation recanted, the employee has resigned or admitted the truth of the allegation and/or agreed to relinquish the employee's teacher's certificate or license, the designated investigator may conclude the investigation at level one.

Student Accidents/Illness

Students injured in accidents at school should be brought, if possible, to the nurse's office or the principal's office. If the situation is such that an injured student should not be moved, the nurse or principal will come to the location of the injured student. If in doubt, no staff member shall move an injured student. Notify the office by sending a student to inform the office of the problem or use the intercom system from the classroom.

A student who has been seriously injured or taken ill will be given appropriate first aid. An attempt will be made to notify the parents/guardians by phone. If this attempt is successful, instructions from the parents/guardians will be requested as to what should be done further for the student.

If the attempt to notify the parents/guardians is unsuccessful, the emergency name and number should be tried. If success is met in this effort, the same request will be made as above. If this attempt is unsuccessful, the injured or ill student's family physician shall be contacted for instructions.

If the attempt to contact the injured or ill student's physician is unsuccessful and there still remains a medical emergency, the student shall be transferred to a hospital or a doctor's office by ambulance. A continued effort to notify the student's parents or guardians will take place until successful contact is made.

A student accident report, if warranted, must be completed by the supervising staff member. The accident report shall be completed immediately. This procedure is for the protection of the supervising staff member and at the same time documents all factors involved in the accident. Student accident reports are available in the office.

Student Attendance Policy

A. Philosophy - It is the educational philosophy of the ADM Community School District that regular attendance by all students at school is essential and cannot be duplicated by other methods. Students are unable to obtain the maximum opportunities from the educational program offered without attendance at scheduled classes and activities. Consequently, the Board of Directors, the Administrators, and the Staff of the ADM Community School District expect that students shall be in attendance at scheduled classes for one hundred eighty (180) days per academic year.

Students are expected to be in school and to make attendance a top priority. Only through consistent attendance and class participation do students achieve the benefits of the education program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate class objectives. Learning lost due to an absence can never be replaced. Regular attendance and being well prepared for class helps students in school as well as prepares students for adulthood.

B. General Statements - Parents who know their child will be absent must notify the office prior to the absence. If advance notification is not possible, parents must notify the office on the day of the absence prior to 9:00 a.m. A parent may elect to send a note with another child in the family informing us of the absence. This note should be delivered to the principal's office. The same procedure applies if a child is absent the afternoon session after attending the full morning session. If notification is not received, the office will attempt to contact the parents at their home/work number.

C. Absences - The school determines whether an absence is excused or unexcused.

- **Excused absences** include, but are not limited to, illness, medical, dental, religious (special services), family emergencies, serious illness or death of a family member, and school activities.
- **Unexcused absences** include, but are not limited to, tardiness, shopping, baby-sitting, concerts, preparation or participation in parties or other celebrations. Students are expected to be in class on time. Being tardy for class is considered an unexcused absence unless approved by the principal.

Attendance procedure:

1. If a child is not present at the starting time of the morning session (8:25 a.m.), he/she will be counted absent for a half day if they do not arrive by 10:00 a.m. If they arrive before 10:00 am, they will be counted tardy for the morning session. A note from the doctor, dentist, or other medical personnel will erase the tardy.
2. If a child is absent at the beginning of the afternoon session (12:30 p.m.), he/she will be counted absent for a half day if they do not arrive by 2:00 p.m. If they arrive before 2:00 p.m., they will be counted tardy for the afternoon session. A note from the doctor, dentist, or other medical personnel will erase the tardy.
3. **A student who is absent from school ten (10) days per semester is considered to have excessive absenteeism. A letter from the principal will be sent to parents and the Dallas County Juvenile Court Officer.**
4. **Once a student has accumulated twelve (12) absences per semester, a meeting will be set up with the principal, parents and the Dallas County Juvenile Court Officer. If excessive absences continue, the matter will be reported to the Dallas County Attorney's Office.**
5. **An absence will not be counted toward the ten (10) day limit if the student/parent provides the school with medical verification from a doctor, dentist, or other medical personnel. Court related absences would also not count toward the ten (10) day limit when documentation of a court appearance is provided to the office. Students who need to leave school during the school day must notify the office either with a signed note or a telephone call from parents.**

Sign-in/Sign-out Procedures - Students who return to class or arrive after the school day has begun must present a signed note from their parent, the parent may call the school office, or the parent may personally notify the office. Students are not released to anyone other than their parents during the school day unless the office has a note signed by the parent, been instructed by a parent phone call or the parent has personally notified the office. When you pick up your child, we ask that the child check out, and upon returning your child, we ask that the child check in.

Make-up Work - Students are responsible for arranging to make up schoolwork and are allowed to make up schoolwork. Students who know they are going to be absent prior to an absence must make arrangements with their teachers in advance to make up schoolwork. Parents requesting assignments for their child who has been absent or will be absent should do so through the principal's office. The teachers involved need sufficient time to properly organize work being sent home. It is recommended that parents of absent students make their request early in the school day so that the materials can be readied by the end of the school day. Students will have one day to make up schoolwork for each day they are gone.

Tardies - Students should be on time to school and class. Names of students tardy for each class are turned into the office. Once a student has accumulated three tardies, a one-hour detention will be issued.

Practice and Performance Requirements: A student must be in attendance all day on the day of a scheduled activity (plays, musicals, athletics, cheerleading, etc.) in order to participate unless advanced arrangements have been made with the office (e.g.- funeral or doctor appointment). In order to attend co-curricular activity practice, a student must be in attendance at school during the afternoon (periods 5, 6, 7 & 8).

Driver's License Exams - Students taking driver's license examinations or obtaining driver's permits from examiners in Adel may be excused from study halls with parent/guardian permission. **Students are NOT allowed to miss a class to take their driver's license examination.**

If a student is ill and not in school for the day, they will not be allowed to participate in any school sponsored events that evening (unless approved by the building principal).

Supplies

Basic office supplies for the staff are available from the office.

Supply Lists

6th Grade

Trapper type notebook (optional)

Reading - 1 RED pocket folder, 1 red spiral notebook and 1 steno notebook, 1 pkg. 3x5 lined index cards

Social Studies - 1 BLUE pocket folder & 1 blue spiral notebook

Writing - 1 YELLOW pocket folder, 2 yellow spiral notebooks, 1 one-inch 3-ring binder

Science - 1 GREEN pocket folder, 1 green spiral notebook, 1 one-inch 3-ring binder

Math - 1 PURPLE pocket folder & 2 purple spiral notebooks

Small Post-it notes – 1 pkg. of 12 – any size

#2 lead pencils

2 red checking pens

One set of colored pencils

One large eraser

One pencil bag

One small pencil sharpener

One small clear protractor

One box of Crayola

2 Highlighters

1 Box Facial Tissue (for homeroom--*optional*)

Two brown Grocery Sacks to use as book covers for Math Book and Social Studies Book

Student Planner for Assignments (purchase from homeroom teacher for \$3.00 the first day of school)

Band students: 1 marching band lyre (to be purchased through the school by mid-September)

1 container disinfecting wipes (for homeroom--*optional*)

Clothes for Physical Education – shorts (red, black or gray), ADM or plain white t-shirt, athletic shoes

For Computer Class: Headphones (inexpensive - to be left at school).

7th Grade

Trapper type notebook with **pocket folders** as shown below:

Geography – BLUE

Science – GREEN

Reading – YELLOW

Math – RED

Language Arts – PURPLE

Computer – BLACK

Art / Health – (Not any of the colors listed above)

Spiral notebooks as follows:

Geography – BLUE (1 FOR THE YEAR)

Science – GREEN (2 FOR THE YEAR)

Reading – YELLOW (2 FOR THE YEAR)

Math – RED (2 FOR THE YEAR)

Language Arts – PURPLE (2 FOR THE YEAR)

Art – ORANGE (1 FOR THE YEAR)

Several lead pencils - mechanical is okay (*need to replenish during the year*)

Blue or **black** pens (optional) (no gel pens)

12" metric/standard ruler

One large eraser

One box of markers – **NO SHARPIES**

One box colored pencils

Book covers (brown paper grocery sacks preferred)

Basic calculator – inexpensive (needs positive/negative button and square root)

250 Index cards - size 3 X 5 and lined on one side

Current physical for athletic participation (includes cheerleaders)
Student Planner for Assignments (purchase from homeroom teacher for \$3.00 the first day of school)
3" x 3" **yellow** sticky notes
3 glue sticks (will need to replenish through the year)
Round tipped scissors
1 pkg. loose-leaf paper (250 count minimum)
1 pencil bag
Clothes for Physical Education – shorts (red, black or gray), ADM or plain white t-shirt, athletic shoes
For Computer Class: Headphones (inexpensive - to be left at school).

8th Grade

Trapper type notebook with pocket folders for each subject
Spiral notebooks for each subject (to be replenished throughout the year)
Large number of #2 lead pencils
Large number of pens (black or blue ink only)
1 package dry erase markers
Highlighters
One box colored pencils - *need to replenish during the year*
Calculator (small & inexpensive)
4 packages small Post-it Notes (1-1/2 x 2 inches)
8 packages of large Post-It Notes (3 x 3 inches)
1 spiral notebook for Reading journal
1 composition book for Writing class
6 large brown paper grocery sacks (to be used as book covers; NO fabric covers)
Clothes for Physical Education – school color shorts, ADM or plain white t-shirt, athletic shoes
Current physical for athletic participation (including cheerleading)
Student Planner (purchase from homeroom teacher for \$3.00 on first day of school)
Headphones or ear buds for Computer class
Chorus students: 3-ring binder

Teacher Preparation In Case Of Absence

When in need of a substitute teacher notify the principal when possible ahead of the day to be absent. In case of illness, call Jamie Jorgensen at 515-993-3197 before 6:00 a.m. The earlier, the better. There are many things a teacher can do to help the substitute and thus result in another day of school for the children instead of a day of uncorrelated activities.

At the beginning of school it is expected that each teacher will prepare a substitute folder. These folders are available in the office. This folder should contain the following information: **Seating charts, class schedules, duty schedules, information showing where manuals, worksheets, etc. can be found, and a complete set of lesson plans.** These should be written in such a manner that any substitute could have an excellent day. Also include any other items you feel would be helpful to the substitute.

Teachers' Working Hours

Teacher work hours at the ADM Middle School are from 7:45 a.m. to 3:45 p.m. **Teachers are expected to be in the building at 7:45 a.m.** Teachers are expected to stay in the building until 3:45 p.m. If you know you will be late or need to leave early, please notify the principal. With principal approval, a staff member may use the district two-hour leave policy (you need to make arrangements for another staff member to cover your classes or assignments). On Fridays or on school days preceding holidays or vacations, teachers may leave after all of their responsibilities have been concluded and/or students under their supervision have left the building. **If you need to leave the building during your planning period, please let the office know.** Changes in the described working hours may be warranted by meetings, weather conditions, school functions, parent-teacher conferences, etc. These changes will be made by your principal and shared with the teaching staff. So there is no misunderstanding, please inform the principal if you have a meeting that is scheduled elsewhere.

Telephones

Students that need to use the phone should do so during the lunch period or during homeroom. Students should not be sent to the office to use the phone between classes. Teachers are to discuss this with their classes at the beginning of the school year. Phone calls will not be transferred to staff members while the staff members have

students under their supervision. **Personal cell phones should not be used while staff members have students under their supervision.** The only exception will be an emergency phone call.

Textbooks/Fines

Proper textbook care should be emphasized in all classes. Students are responsible for their textbooks, library books etc. and will be charged accordingly for lost books, for the abuse of textbooks, and other materials. Replacement costs and penalties for damages are as follows:

Damaged Book: Broken Spine - up to \$10.00
Broken Cover - up to \$10.00

Writing in Book - \$.50 per page -- maximum \$5.00. If written on to make it unusable it will be the price of the book.
Unusual wear and tear on the book - up to \$9.00

Lost Book: New - 90% -----> cost of new book
1 year - 80% -----> cost of new book
2 year - 70% -----> cost of new book
3 years and over-----> cost of used book

Book fines will be collected by the classroom teachers.

Videos/DVDs

Use of videos/DVDs that are of the entertainment type (movies) must be approved by the principal prior to use. Movies used in classrooms must have a direct connection to the district curriculum. Movies should not be used to entertain students prior to vacations. Parent permission needs to be attained prior to the use of a movie for educational purposes.

Volunteers

Volunteers can become an important part of our school.

Interested teachers wishing to have volunteers should decide the number they would like to have, the days and times within those days the volunteers could assist, and an indication of what the teacher would want the volunteer to do. Contact the school office with your needs.

Volunteers can do such things as developing bulletin boards from teacher directions, work directly with students (word and number flash cards, reading to students, listening to students read), assist with special projects in the classroom, and type items for teachers. Checking student papers would not be an appropriate activity for volunteers and should not be allowed to occur.

Some basic guidelines for a successful volunteer and teacher relationship would include:

1. The ability on the part of both individuals to keep school information confidential.
2. The willingness on the volunteer's part to take direction. Teachers should be prepared to give thorough directions to the volunteer.
3. The need to be prompt from both individuals. If the volunteer or teacher are not ready for each other at the agreed upon time, this information needs to be shared ahead of time.
4. The ability to work harmoniously with each other. In addition, if the volunteer is working directly with students, the ability to work harmoniously with these students is essential.

If, at any time, a concern regarding a volunteer should surface, the teacher should visit with the principal at once. Cooperation is a key to a successful volunteer program.

To: Adel DeSoto Minburn Community Schools Board of Education
From: Carole Schlapkohl, Principal - ADM Middle School
Date: June 6, 2011
Re: Changes in the 2011-2012 ADM Middle School Student/Parent Handbook

Changed all dates to reflect the 2011-12 School Year.

Page 7 Bonus Dance Dates
Page 10 Daily Schedules
Page 22 Open Enrollment Date
Page 24 Parent -Teacher Conference Dates (Report Cards, On-Line Grading and Conferences)
Page 25 School Calendar
Page 26 School Pictures

Updated the following sections:

Page 7 Textbook Fines - increased the cost of rebinding from \$9 to \$10
Page 8 Cell Phone - added Consequences of Unacceptable Use of Cell Phones.
Page 16 Added 6th grade Band and Choir to Extra Curricular Activities/Co-Curricular Activities
Page 17 Made small changes to Hallway Guidelines to reflect having only 6th grade lockers on floor 1 and 6th grade now having hall passes in their planners.
Page 20 Aligned Incomplete/Failing List for students involved in athletic contest with Doug Gee and Activities Handbook.
Page 21 Lunchroom Guidelines - added the following per Liz Severidt's recommendation:

"6th grade students will be issued one free lunch identification card at the beginning of the school year. 7th and 8th grade students may request a card. If this card is lost, the replacement cost for an additional lunch identification card is \$5.00. Students may order an additional card from the food service personal in the lunchroom.

1. If your student has food allergies, a form is available of the school web site that must be completed and signed by a physician before any substitutions can be made."

Page 30 Updated Supply Lists
Page 32 Will add Transportation Director when position is filled.