

## 2011-2012 Parent Student Handbook Changes

### Change

**Class Organization:** This description has been deleted from the handbook. We do not elect class officers in the same fashion.

**Daily Schedules:** These were changed to reflect negotiations settlement.

**Semester Test Exemptions:** Students taking an AP course may elect to exempt out of any 3 courses regardless of the courses status as a core or elective.

**Water:** Students will be allowed to carry a 24 oz water to class. Only water will be permitted, no sports drinks. No drinks can be taken into the media center or near computers.

**Electronic Devices:** Students will be able to use i pods, MP 3 players, Kindles if given permission by the classroom/study hall teacher. This will be a trail policy for the 2011-2012 school year.

**Senior Open Lunch:** Seniors will be given the opportunity to have open lunches. They must meet and maintain their eligibility or it will be revoked.

**F/I/W List:** Added Watch list to the Failing/Incomplete list. This allows us to get more kids into tutoring for help without jeopardizing their eligibility

**Central Campus:** Added the statement that students can only sign up for Central Campus course if DMACC does not offer a Similar course.

**Harassment Complaint Form:** This form was added to the handbook for students knowledge.

**Intervention Hierarchy:** This diagram was added to show how ADM High School works with students that are at-risk.

**Adjustments:** There were some adjustments made to the handbook which cleaned up the language to reflect our practices at the high school.



2011-2012



HIGH SCHOOL

HANDBOOK

Parent/Student

2011-2012 Parent Student Handbook  
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## NOTICES

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

### 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 Vision

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 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.

**Equal Educational Opportunity and Multi-cultural Non-Sexist Education:** The School District does not discriminate in its education programs or educational activities on the basis of gender, race, religion, color, national origin, marital status or disability. Students are educated in programs, which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the School District Equity Coordinator. (Shirley McAdon, Business Manager, 801 Nile Kinnick Drive South, Adel, IA. 50003. 515-993-4283. Office Hours are 8:00 a.m. - 4:30 p.m., Monday through Friday). Inquiries may also be directed to State or Federal authorities directly. For assistance in making such contacts, ask the Equity Coordinator.

**Homeless Students:** In accordance with Chapter 33, Iowa Administrative Code, the ADM Community School District encourages homeless children and youth to enroll in school. For information, please contact the superintendent's office at 993-4283.



## **ADM Community Resources**

Ambulance/Fire/Law Enforcement: 911 or 515-993-4567

Crisis Intervention and Advocacy Center (24 hour crisis line): 515-993-4095, 1-800-400-4884, 1-800-550-0004 (Spanish speaking number)

Child Abuse/Neglect: 1-800-652-9516

Dallas County Hospital: 515-465-3547

YESS (Project Safe Place...provides immediate help and confidential help for ages 11-17 and their families): 515-243-7499

Teen Line (When you just aren't sure who to talk to, teen line can help confidentially): 1-800-443-8336

Youth Law Hotline: 1-800-728-1172

Monte Keller, School Resource Officer: 515-993-4584 (ADM High School) or 515-993-6723 (Adel Police Office)

Sexual Abuse/Assault Toll Free Youth Support line: 1-800-443-8836

West Central Mental Health: 515-993-4535

Hawk-I Health - online application - <http://www.hawk-i.org/>

Iowa Legal Aid - <http://www.iowalegalaid.org/ia/homepage.html>

**Human Growth and Development:** The ADM Community School District has identified Human Growth and Development curriculum units that are infused throughout the curriculum. Every grade and subject level will provide parents/guardians an outline of these units and their objectives. Parents/guardians may examine this curriculum and teaching materials at any time. If parents find topics objectionable, they may choose to remove their children from class during discussion of these topics. Please contact your building principal if you have questions.

**Open Enrollment:** Parents/Guardians considering the use of the open enrollment option to enroll their children in another public school district in the State of Iowa should be aware of the following dates:

- March 1 - last date for regular open enrollment requests for the next school year.
- The Thursday before the third Friday in September - last date for open enrollment requests for entering kindergarten students and those students falling under the "good cause" definition based on change in pupil residence.

Parents/Guardians of open enrolled students whose income falls below economic eligibility requirements established by the Iowa Department of Education are eligible for transportation assistance. This may be in the form of actual transportation to and from a point on a regular school bus route of a contiguous receiving district or in the form of a cash stipend. Parents/Guardians should be aware that open enrollment might result in a temporary loss of athletic eligibility. For further details contact the Superintendent's Office at (515) 993-4283 or the Iowa Department of Education at (515) 281-5001

**Distribution of Materials:** The board 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.

Students have the right to exercise freedom of speech. This includes the right to distribute, at reasonable times and places, unofficial written material, petitions, buttons, badges or other insignia, except expression which:

- Is obscene to minors
- Is libelous
- Contains indecent, vulgar, profane or lewd language



- Advertises any product or service not permitted to minors by law;
- Constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, disability, age or ethnic origin);
- Presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities will cause the commission of unlawful acts or the violation of lawful school regulations.

**School Bus Video Cameras:** The ADM Community School District Board of Education has authorized the use of video cameras on school district buses. The video cameras will be used to monitor student behavior for the purpose of maintaining order on the school buses and to promote and maintain a safe environment. Students and parents are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding.

**Section 504 and the ADA:** Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The ADA (Americans with Disabilities Act) likewise prohibits disability discrimination. In order to fulfill obligations under section 504 and the ADA, the Adel DeSoto Minburn School District has a 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 programs and practices of the school system. If there are questions, please feel free to contact Carole Schlapkohl, Section 504 Coordinator for the Adel DeSoto Minburn Community School District, at 993-3490.

**Student Abuse by District Employees:** As directed by Chapter 102 of the Iowa Administrative Code, the Adel DeSoto Minburn Community School District has appointed a designated investigator responsible for the investigation of allegations regarding the abuse of students by school employees. The designated level one investigator for the abuse of students by District employees is Darcy Simpson, school/community liaison (993-4584). The level two investigator is Jim McNeill, Adel Police Chief (993-4525). The alternate investigator is Greg Dufoe, Superintendent of Schools (993-4283).

Categories of abuse are the following:

1. Physical Abuse - non-accidental physical injury to a student as a result of actions by a school employee.
2. Sexual Abuse - certain defined criminal sexual offenses and inappropriate intentional sexual behavior or sexual harassment and bullying by a school employee toward a student.

If a student, school district employee, or other member of the school district community believes a child has suffered abuse by school district employee in a school related context, this should be reported to the designated investigator immediately.

**Student Education Records and Directory Information:** The Adel DeSoto Minburn Community School District maintains records on each student in order to facilitate the instruction, guidance, and educational progress of the student. The records contain information about the student and his or her education and may include but are not limited to the following types of information: Identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports. The records of each student are generally located in the school that he or she is attending. Any exception will be noted in the student's other records or by the principal or counselor, who are responsible for the maintenance of student records.

**The District and/or the principal of each building may release the following types of directory information to the public using discretion relative to the privacy of the student and the family and the totality of the surrounding circumstances:** NAME, ADDRESS, TELEPHONE LISTING, DATE AND PLACE OF BIRTH, PHOTOGRAPHS OR LIKENESS, COURSES OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE INCLUDING DAILY ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, AND OTHER SIMILAR INFORMATION. Any student over the age of eighteen or parent who does not want this directory information released to the public must notify the principal in writing no later than September 15 of each school year or within two weeks of the student's enrollment should it occur after this date.



The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- 1) The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student's privacy rights. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

Students and parents may file complaints concerning alleged failures of the School District to comply with Federal legislation dealing with student records with the Department of Education. Correspondence should be addressed to: The Family Policy Compliance Office, US Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4605.

**Student and/or Parent/Guardian Complaints:** It is the goal of the school to resolve students' and parents'/guardians' complaints and grievances at the lowest level. Students and parents/guardians are encouraged to address problems to the student's teacher or other licensed employee, rather than the administration, for resolution of the complaint. If the teacher, the student and/or parent/guardian cannot resolve the complaint, the issue should be discussed with the principal within ten days. If the matter cannot be resolved by the principal, the student and/or parent/guardian the issue should be appealed to the superintendent within ten days after speaking with the principal.

**Volunteers:** School volunteers are an important and integral part of our school. There are many things they can do that help the staff do an even better job teaching our students. Volunteers can work directly with students, reading to them, listening to them read, or helping them locate books. They can assist teachers in classrooms, working with students or materials. Volunteers do such things as developing bulletin boards from teacher directions, developing learning stations and listening centers per teacher directions, assisting with special projects in the classroom, and typing items for teachers. If you are interested in volunteering, please contact the building principal. Volunteers will not check student papers or directly instruct or teach students, except as resource speakers. They will not counsel or discipline students or select materials. To avoid confusing students about who is in charge, parents are not assigned to their children's classrooms. Successful volunteer-staff relationships include confidentiality, dependability, and flexibility. School information is confidential. The school staff will expect the volunteer to be present at the appointed time because tasks are planned with the volunteer's help in mind. The staff member must give thorough directions and the volunteer must be willing to take direction. Clarifying questions are encouraged. Relationships with school staff and students should be pleasant. If the assignment is not working out, contact the building principal at once. Cooperation is a key to a successful volunteer program.

**Cancellation of School:** In case of inclement weather, school cancellations will be announced on radio stations KJJY; KDLS; KIOA; KRNT; WOI; KCCI; K107 and WHO radio and television. You may also find this information on ADM's Web site. Parents also have the option of signing up for informational alerts through Central Office. PLEASE DO NOT CALL THE SCHOOL! It is extremely difficult for us to make all the necessary calls and



answer the many phone requests at the same time. Activity sponsors may hold practice when the weather clears, but NO student shall be required to attend. Late starts may be used to delay cancellation decisions.

**Disabled Students:** The Adel DeSoto Minburn Community School District has adopted policies that afford all disabled students in the District an appropriate educational program within the least restrictive environment. Following the completion of a systematic intervention process, the intervention team will meet to determine whether or not further assessment is needed. If appropriate, in depth assessments of intervention areas will be conducted to determine eligibility and entitlement for special education services. When a student is eligible for services, the team develops and IEP (Individual Educational Program) for the student. IEPs are reviewed annually; more often, if necessary. Every three years, students are reevaluated to determine justification for and appropriateness of services. A Parental Rights in Special Education brochure outlines the guidelines for implementing this process and is available in the ADMHS office. The District will cooperate with the Heartland Area Education Agency (AEA), other local school districts within the AEA, districts outside the AEA, and out-of-state facilities to ensure the appropriate placement of each disabled student.

## HIGH SCHOOL

**Adel DeSoto Minburn High School Campus:** Our High School truly is a beautiful school. We have one of the finest public facilities to be found anywhere, but it is really up to you whether or not it remains as such. Trash, graffiti, and damage to property and equipment quickly lead to an unsightly campus. Students 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 this great facility. Students and others are not to loiter or congregate on school property between the hours of 11:00 p.m. and 6:00 a.m. unless they are involved in a school activity. The 9-12 High School and the 6-8 Middle School operate as separate buildings and are under different schedules, rules and expectations. The two buildings share the media center, north and south gyms, weight room, wrestling room, locker rooms and some classrooms. Students from the 9-12 High School are not to go into the 6-8<sup>th</sup> grade academic areas unless they have specific permission from a teacher or the office. The wooded area south of the school where the cross-country path is located is off limits to students, including just before and after school unless under the supervision of school personnel. This is also true of the athletic complex area including the softball and baseball areas. The road, which runs east west on the north side of the high school between the high school and the ball diamonds, is owned by the school and is part of the ADM High School campus. Students riding the bus to the high school in the morning should not leave the school grounds after arriving except in accordance with school rules or with approval of school authorities.

**Office Hours:** The principal's office is open from 7:30 a.m. until 4:00 p.m. each school day. Emergency phone messages from parents will be delivered to students as soon as possible. However, as ADM High has grown, it has become impossible to deliver general messages to students. Students will be called to the office in-between class periods to pick up messages or notices. It is the student's responsibility to listen to the announcements.

School telephone numbers are:	993-4283	Superintendent's office
	993-4584	High School Principal's office
	993-4146	High School Counselor's office
	993-3446	High School Music office
	993-3025	High School FAX
	993-3490	6-8 Middle School Principal's office
	993-4285	Adel Elementary School office
	834-2424	DeSoto Intermediate School office
	993-5321	Bus Garage



**School Day:** Adel DeSoto Minburn High School has an eight period day, with an advisory/tutoring period and a mandatory Silent Sustained Reading time. Here are the different schedules as follows:

### **ADM High School Regular Day Schedule 2011-12**

**4 minute passing between classes 3 minutes passing between lunch and 25 minute lunch**

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)
<b>11:19 - 11:44 a.m.</b>	<b>A Lunch (25)</b>
11:47 - 12:03 p.m.	SSR Time for A Lunch (16) - Pd. 5 Rm.
12:06 - 12:50 p.m.	Period 5 for A Lunch (44)
11:23 - 11:44 a.m.	<i>1<sup>st</sup> part of period 5 for B Lunch (21)</i>
<b>11:44 - 12:09 p.m.</b>	<b>B Lunch (25)</b>
12:12 - 12:35 p.m.	<i>2<sup>nd</sup> part of period 5 for B Lunch (23)</i>
12:35 - 12:50 p.m.	SSR Time for B Lunch (15) - Pd. 5 Rm.
11:23 - 12:09 p.m.	Period 5 for C Lunch (46) Last three minutes is SSR.
<b>12:09 - 12:34 p.m.</b>	<b>C Lunch (25)</b>
12:38 - 12:50 p.m.	SSR Time for C Lunch - (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 - Advisory (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.	2nd period (39)
10:39 - 11:19 a.m.	3rd period (40)
<b>11:19 - 11:44 a.m.</b>	<b>A Lunch (25)</b>
11:47 - 12:03 p.m.	SSR Time for A Lunch (16) - Pd. 5 Rm.
12:06 - 12:50 p.m.	Period 5 for A Lunch (44)
11:23 - 11:44 a.m.	<i>1<sup>st</sup> part of period 5 for B Lunch (21)</i>
<b>11:44 - 12:09 p.m.</b>	<b>B Lunch (25)</b>
12:12 - 12:35 p.m.	<i>2<sup>nd</sup> part of period 5 for B Lunch (23)</i>
12:35 - 12:50 p.m.	SSR Time for B Lunch (15) - Pd. 5 Rm.
11:23 - 12:09 p.m.	Period 5 for C Lunch (46) Last two minutes is SSR.
<b>12:09 - 12:34 p.m.</b>	<b>C Lunch (25)</b>
12:37 - 12:50 p.m.	SSR Time for C Lunch (13) Pd. 5 Rm.
12:53 - 1:31 p.m.	4th Period (38)
1:34 - 2:12 p.m.	6th Period (38)
2:15 - 2:53 p.m.	7th Period (38)
2:56 - 3:35 p.m.	8th Period (39)

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

10:07 a.m.	Doors Open
10:15 - 10:45 a.m.	1st Period (30)
10:48 - 11:19 a.m.	2nd Period (31)
<b>11:19 - 11:44 a.m.</b>	<b>A Lunch (25)</b>
11:47 - 12:03 p.m.	SSR Time for A Lunch (16) - Pd. 5 Rm.
12:06 - 12:50 p.m.	Period 5 for A Lunch (44)
11:23 - 11:44 a.m.	<i>1<sup>st</sup> part of period 5 for B Lunch (21)</i>
<b>11:44 - 12:09 p.m.</b>	<b>B Lunch (25)</b>
12:12 - 12:35 p.m.	<i>2<sup>nd</sup> part of period 5 for B Lunch (23)</i>
12:35 - 12:50 p.m.	SSR Time for B Lunch (15) - Pd. 5 Rm.
11:23 - 12:09 p.m.	Period 5 for C Lunch (46) Last two minutes is SSR.
<b>12:09 - 12:34 p.m.</b>	<b>C Lunch (25)</b>
12:37 - 12:50 p.m.	SSR Time for C Lunch (13) Pd. 5 Rm.
12:53 - 1:23 p.m.	3rd Period (30)
1:26 - 1:56 p.m.	4th Period (30)
1:59 - 2:29 p.m.	6th Period (30)
2:32 - 3:02 p.m.	7th Period (30)
3:05 - 3:35 p.m.	8th Period (30)



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

8:07 a.m.	Doors Open
8:15 - 8:40 a.m.	1st Period (25)
8:43 - 9:09 a.m.	2nd Period (26)
9:12 - 9:38 a.m.	3rd Period (26)
9:41 - 10:07 a.m.	4th Period (26)
10:10 - 10:36 a.m.	6th Period (26)
10:39 - 11:05 a.m.	7th Period (26)
11:08 - 11:33 p.m.	8th Period (25)
<b>11:33 - 11:58 a.m.</b>	<b>A Lunch (25)</b>
12:01 - 12:17 p.m.	SSR Time for A Lunch (16) - Pd. 5 Rm.
12:20 - 1:05 p.m.	Period 5 for A Lunch (45)
<i>11:36 - 11:58 a.m.</i>	<i>1<sup>st</sup> part of period 5 for B Lunch (22)</i>
<b>11:58 - 12:23 p.m.</b>	<b>B Lunch (25)</b>
<i>12:26 - 12:49 p.m.</i>	<i>2<sup>nd</sup> part of period 5 for B Lunch (23)</i>
12:49 - 1:05 p.m.	SSR Time for B Lunch (16) - Pd. 5 Rm.
11:36 - 12:23 p.m.	Period 5 for C Lunch (47) Last 2 minutes is SSR
<b>12:23 - 12:48 p.m.</b>	<b>C Lunch (25)</b>
<i>12:51 - 1:05 p.m.</i>	<i>2<sup>nd</sup> part of SSR Time for C Lunch (14) - Pd. 5 Rm.</i>

**Registration, Fees and Fee Waivers:** School registration is held several days prior to the first day of school. Students will be assessed certain fees. These fees must be paid by the end of the first week of the semester in which the class is taken or the student will be withdrawn from the class. Per request, parents of students meeting specific financial eligibility standards are eligible for a waiver of student fees or reduction of student fees. Procedures on charging fees, written notice of fees charged to each student, the waiver and reduction policy and procedures including income guidelines and the application for waiver will be distributed to all registrants at time of registration or enrollment. A \$3.00 fee will be charged at the beginning of the year to provide your student with an organizational planner. ADM High School will also accept donations from parents for supplies.

**Lockers:** The high school office will assign each student a hall locker to be used for the entire school year. The physical education teacher and/or athletic coach will assign all students a physical education locker or athletic locker. Students are expected to use their own locker and to keep it neat. Do not mark on or deface the locker. The custodial staff will remove posters and pictures that are not held by magnets. The school is not responsible for thefts. Students are urged to either place a school lock on their locker or check valuables in the office. Protect your locker and your belongings by keeping it locked. Padlocks will be sold to students if they want one. A payment of \$4.35 will be charged for each padlock issued and will not be refunded - it is the student's to keep. Only school padlocks are to be used on school lockers (hallway and locker rooms). Student lockers are the property of the School District. The furnishing of a locker, desk, or other space owned by the School and provided as a courtesy to the student shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk or other space. Students are responsible for cleaning out their locker at the end of the school year including pen marks and adhesives. Failure to do so will result in detention time being assigned at the beginning of the next semester.

**Silent Sustained Reading:** Silent Sustained Reading will be either at the beginning or end of 5<sup>th</sup> hour class. **This is a requirement for all students to attend including those who may have open campus during 5<sup>th</sup> hour.** The purpose of this time is to engage students in reading that is based on their interest areas. The philosophy behind SSR is that the more you read, the better reader you become. Parents please discuss with your students the books they have chosen to read during SSR; this would be a great time to connect with your student regarding the importance of reading.

**Visiting School:** Parents are encouraged to visit classrooms. Because of the increased activity associated with the starting and closing of the school year, visits are not encouraged during the first two weeks and the last two weeks of school except by special invitation from a teacher. Preschool children are not permitted to visit school unless accompanied by an adult. Scheduled visits are encouraged. Visitors other than parents/guardians or grandparents are not allowed. The learning environment is very important to all students and disruptions of this nature will not take place.

**Nurse:** The school nurse is available to the high school to help whenever a student becomes ill or injured and is available for counseling on health related problems. The nurse is stationed in the Elementary building and is "on



call" to the other buildings daily from 7:45 a.m. to 3:45 p.m. Students should report injuries that occur at school to the teacher, coach, or director in charge of the group when the injury occurs. The school will make every effort to inform parents of any accident or illness occurring at school that may need care or observation at home. Normally a student will not be sent home unless a responsible adult is there to receive him/her.

**School Immunization Certificates** - Students enrolling for the first time in the district shall submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, and rubella. Provisional enrollment will be permitted to enable children to enter school during the time they are in the process of obtaining the necessary immunizations. Exemptions from this immunization requirement will be allowed only for medical or religious reasons. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this requirement. **Student Accident Insurance** - Optional student accident insurance is available at the beginning of the school year. Accident and dental insurance plans are offered to all students. No school official serves as an agent, nor does the school district or any school staff member receive any profit, commission, or direct or indirect benefit from the sale of this insurance. Claims information may be obtained from the central office.

**Parent-Teacher Conferences:** Parents are encouraged to contact teachers directly whenever they have questions or concerns. Many times, a phone call or email will be all that is needed. At other times, a conference can be scheduled with the teacher. Additionally, the school calendar lists the dates for the regular parent-teacher conference days. The first conference is scheduled at the end of the first nine-week grading period, and the second conference is scheduled the later part of February or early March. Parents will be scheduled with their student's advisor for the parent teacher conferences. This is done in an effort to improve the conference process and provide parents with the most in-depth knowledge of their student's high school efforts. Parents can schedule conferences with their student's teachers outside of the time in which they meet with their advisor. Email addresses for high school staff can be found on the high school page of the district website.

**Telephone:** The office phone may not be used unless it is an emergency situation or the student needs to return a call to their parent. The office staff in certain circumstances may grant special permission.

**Advisory:** ADVISORY IS A MANDATORY ACTIVITY! All students are required to go to Advisory on Monday's, from 3:13-3:25. Students will be informed of their inclusion or absence from the F/I/W list. Students will be given any announcements during this time. Students will be reminded that if they are on the list, they need to go to the classes they are failing first, then to the incomplete classes, and finally to the watch list classes. Students do not have a choice to go to classes outside of this order unless the teacher gives permission. Student still on the F/I/W list from the previous week must remain in advisory until 3:35 on Mondays. Those students who are not on this list will be free to leave. Advisory activities will be on Wednesdays. If there is an early out, there will not be an advisory activity. On Tuesdays and Thursdays there will be tutoring for those individuals on the F/I/W list. On specified Wednesdays there will be tutoring when there is not a designated activity. Students that are on the F/I/W list are required to report to mandatory tutoring for one of the classes they are on the list for. (Students need to follow the priority list above). Students are not required to check in each day, but if they are not on the list and not staying for voluntary tutoring, they MUST exit the hallways. Students need to understand that study hall times are designed for used by students to get off of the F/I/W list. There will not be tutoring on Friday afternoons. Students are required to leave at 3:11 p.m. Advisory time has been built into the schedule and IS part of the school day. All students are required to attend their advisory groups and actively participate. This experience is designed to connect students with adults and provide a personal advocate for the student. We believe that active participation will strengthen the student's whole educational experience. The official school day is 8:15-3:35. On Tuesday and Thursday students can earn the reward of leaving after their 8<sup>th</sup> period class, if they are not on the failing/incomplete list. However, the school can require students on these days to stay for special events.



# ACADEMICS

**Academic Eligibility Requirements:** To participate in co-curricular activities a student must pass all classes at the end of the semester. If a student does not pass all classes, he/she is ineligible for the next 30 consecutive calendar days during which he/she is a participant in an activity. A student participating in a summer sport (baseball or softball) have the same penalty as all other students. Additionally, whenever a student's name appears on the failing/incomplete list he/she will be considered ineligible from Tuesday through Monday of that week. Failing/Incomplete lists will be generated on Mondays, with ineligibility starting on Tuesday. Students can gain eligibility back by completing their work or pulling their grade up to passing. As soon as the guidance office is notified by the teacher that the student is complete or passing, the student immediately regains eligibility.

**Honors Opportunities at ADM High School:** ADM High School has created multiple opportunities for students to be recognized for their outstanding academic efforts. The following is a list of these opportunities:

**Academic Honors:** Academic honor ribbons are awarded at the end of each semester to students who achieve honor roll status for two consecutive quarters. All students graduating with a 3.9 or higher grade point average will be designated as "Graduating with Honors". This standard will be in place for all students to strive toward.

**Honors Diploma:** Students will be eligible to achieve an ADM Honors Diploma if they meet the following criteria:

- Students must earn 52 credits
- Students are required to take the following courses:
- Physics
- AP Literature and Composition or AP Language and Composition and American Literature
- 4<sup>th</sup> year of Math
- 3 years of a foreign language, 4<sup>th</sup> year strongly recommended
- A student must earn a cumulative Grade Point Average of a 3.5

**Honor Roll:** Adel DeSoto Minburn High School publishes an honor roll at the end of each nine-week grading period. Students are named to the honor roll based on achieving a 3.0 grade point average. Driver Education counts toward honor roll status. Instrumental and Vocal music will count towards honor roll. Physical education grades do not count toward honor roll. An eligible honor roll student may request to have his/her name omitted from the honor roll list.

## **Academic Wall of Fame:**

All students must meet the following criteria to be considered for the Academic Wall of Fame:

- ACT Score of 32 or higher
- 4.0 Overall GPA or higher
- Students must have been a student at ADM all four year and have graduated from Adel DeSoto Minburn High School class of 1994 and beyond.

## **Additional Criteria**

Students **MUST** meet one of the following criteria from the two categories below:

- Category 1
  - National Merit Scholar
  - National Merit Finalist
  - National Merit Semifinalist
  - State or National Awards in a subject area
- Or
- Category 2; Committee Criteria Review:
  - Community Contributions
  - County Contributions
  - State Contributions
  - National Contributions
  - International Contributions



**Report Cards:** Report cards are presented to students each nine-week period. This report is a record of the student's achievement and is used to inform the student and his/her parents of their progress. If a child has failing or low grades, the parents are urged to consult with his/her teachers on any regular school day. In the event a student should fail the first quarter of the semester, it is possible to raise the grade to passing for the semester by making a sufficiently high grade for the second quarter of the semester. For example, a 65% for the first quarter, a 75% for the second quarter, and 70% on the semester test make an average of 70%, thus earning credit for the entire semester. This concept does not apply to semester grades. Semester grades stand as earned and will not be changed once submitted.

**On-Line Access to Student Progress:** Parents now have the ability to check their student's current class progress on-line. Progress reports can be accessed from the ADM Website, [www.adel.k12.ia.us](http://www.adel.k12.ia.us), click under buildings, go to the high school web page and click under JMC Grade Access. Parents will be given a personal access code at the beginning of the school year to view their student's grades. If you lose your access code it can be obtained from the high school secretary in person with a photo ID or mailed to the primary address in our database. It cannot be given out over the phone. We ask that you keep this password confidential. Student will have the opportunity to check their grades on-line as well with their own password. A process on how to set this up will be given during the year.

**Grading Percentages:** Teachers in grades 9 - 12 use the following percentages for figuring grades:

A+	100	<u>Superior</u> - accurate, complete, exceeding requirements of the instructor and showing independent resourcefulness and initiative in a marked degree.
A	<b>95-99</b>	
A-	93-94	
B+	91-92	<u>Good</u> - accurate, completely meeting requirements and never needs special stimulation.
B	<b>87-90</b>	
B-	85-86	
C+	83-84	<u>Average</u> - meeting basic requirements.
C	<b>80-82</b>	
C-	78-79	
D+	76-77	<u>Below average</u> - occasionally not meeting basic requirements and needs.
D	<b>72-75</b>	
D-	70-71	
F	<b>Below 70%</b>	<u>Fail</u> - Very poor, not meeting requirements, assignments incomplete or missing. Indicates failure to do the type of work of which the student is capable.
P		<u>Pass</u>

Semester grades are calculated by using the following formula. The first quarter and second quarter grades (of each semester) each constitute 40% of the semester grade and the semester exam counts as 20% of the semester grade. The percentages listed above, rather than the letter grades, are used in calculating semester grade. This means, for example, that a low "C" of 79% during the first quarter will have a different effect on the semester grade than a high "C" of 84% even though both are listed on the grade report as a "C".

**Graduation Requirements:** Students of Adel DeSoto Minburn High School must earn 44 credits to graduate. One credit is earned for successfully completing one subject for one semester. The following credits are will be required for each graduating class:

**Class of 2011**

* Language Arts	8 Credits
* Science	6 Credits
* Mathematics	6 Credits
* Social Studies	7 Credits
* Computer	1 Credit
* P.E.	1 Credit
* Electives	15 Credits
<b>Total:</b>	<b>44 Credits</b>



Each student is required to take 6 courses plus physical education each semester (students must pass eight semesters of physical education before graduating). Driver education does not count toward this requirement of 6 courses. It is the student's responsibility to enroll in the proper courses to meet all graduation requirements. If a student fails a required course, it is his/her responsibility to see the counselor in order to reschedule the deficiency as soon as possible. After a failed course has been repeated and passed, only the passing grade will be used in figuring the student's grade point average.

**Reading Comprehension Requirements:** At ADM we strongly believe that all students have the right to be proficient readers. It is our responsibility to provide a strong reading curriculum to help prepare students to be college and work force ready. We have developed a Strategic Reading course to help students achieve those goals. Students will automatically be placed in the Strategic Reading course if they score below the 45<sup>th</sup> percentile on the Reading Comprehension subtest of the Iowa Test of Educational Development. This is a mandatory class for students who meet the above criteria.

**Math Requirements:** Because we believe that students need a solid understanding in math, those who fail a math class will have to retake the math class at that level. Students earning less than a C average in their math class will not be allowed to move to a higher math class. Students will not be placed into a lower level math unless it is by teacher recommendation. Students not attempting consistent tutoring before and after school will not be recommended for a lower level math. If a student is truly struggling, we of course through teacher recommendation or IEP/BAT, will move a student down in the math sequence if more appropriate. ADM does not accept math (or other core class credits) from a summer school as transfer credits.

**Semester Tests:** Semester tests are given for 9th through 12th grade students. The tests will be taken on the last three days of each semester. Students may have "open campus" on these days during the periods when they do not have semester test scheduled. Testing periods end at 2:05 p.m. on the first two days and at 11:35 on the third day. Students are free to leave at those times. A place will be provided for those students who choose to stay at school during "open campus" times. Senior students may be excused from taking second semester tests in subjects in which they have a "C" average or better for the semester. Mid-year graduates are required to take final semester tests.

**Semester Test Exemptions:** 9<sup>th</sup>-12<sup>th</sup> grade criteria:

To receive a semester test exemption students must meet the following criteria:

- Students must have earned an 93-94% for both quarters. This is NOT an averaged score.
- Students must have 6 or fewer absences for the semester. All absences count towards this total, including illnesses, college visits, doctor's appointments, etc. The only three exceptions are school sponsored field trips, funerals, and administrative excused absences.
- Teachers must sign the opt out form.
- Students who are truant during the semester are ineligible to opt out.
- Students who skip mandatory tutoring are ineligible to opt out.
- 9<sup>th</sup>-12<sup>th</sup> grade students may opt out of a maximum of 3 classes; 1 core class and 2 electives if they meet the criteria and the teacher allows for opting out in that class.
- Student's enrolled in an AP class, for that semester, may opt out of any 3 courses regardless of core or elective status. This is due to the increased work loads and AP students inability to register for elective courses.



## COUNSELING DEPARTMENT

**Counseling and Guidance:** A counseling and guidance handbook containing a description of services is available in the counselor's office. It is extremely important to ADM High School that students' needs are well taken care of. This ranges from academics to emotional safety, our counseling department is there to help guide our students through the rigors of high school.

**Schedule Changes:** Planning for course selection begins early in the second semester and involves students, parents, teachers, and counselors. Once registration is completed, schedule changes will be made for the following reasons only:

- **Computer Error**
- **Failing a required class that should be made up by the next grading period.**
- **Shortage of credits required courses for graduation or for postsecondary entrance.**
- **Student did not have a prerequisite or failed a prerequisite.**
- **Administrative and teacher adjustment in class size.**
- **Changes in the academic program that impacts student schedules.**

Students may also request a change in teachers if another one is teaching the same course and the student has failed a class with the scheduled teacher. If a student wishes to withdraw from an academic class after the first week of a semester, the student must discuss the possibility of dropping the course with the instructor, the counselor, the principal and their parents/guardians. If a decision is made to allow the student to drop the course, he/she must see the counselor to make the change. The student will receive an F for the class for the semester. Only under very unusual circumstances as determined by the principal will a student be allowed to drop a class after the first week without receiving an F. The Summary of Course Offerings Handbook provides more detail on the registration process.

**Early Graduation:** A student may qualify for early graduation if he/she has completed the minimum high school requirements. The student must have approval of their parents, the principal, the superintendent, and the Board of Education. Students planning on graduating at the end of the first semester of their senior year should contact the guidance office by the end of the first semester of their junior year. This will help ensure that all course work required for graduation can be scheduled during the remaining two semesters. Students who graduate early become alumni of the school district and are not allowed participation in school activities, including senior activities, except for prom and graduation ceremonies. The approval of the Board of Education shall be necessary to qualify.

**Performance Testing for Classroom Credit (Testing Out):** Credit may be granted to students for performance testing for course work, which is ordinarily included in the school curriculum. Students wishing to receive credit by testing must have prior approval from the administration before taking any performance test. The testing must be done prior to the closing of course registration (the first week of each semester). This generally includes exhibiting mastery by taking the semester test for the course. However, teachers may require the student to submit a portfolio of sample performances or other evidence of mastery as part of the assessment for granting course credit. Students are responsible for checking with teachers regarding specific course requirements for performance testing for classroom credit. This information should be secured in time to complete the requirements by the time the credit is desired. **It is recommended that students begin this process at least a semester prior to attempting to receive the credit.** Classes that offer an honors section will not be eligible for testing out, unless the student is on a Personal Education Plan.

**Transportation Application:** Students taking courses off of the ADM campus will be required to fill out a transportation application. The school district can provide transportation to off campus classes IF they are being issued ADM credits towards graduation. For classes not being given credits or dual enrolled college courses, transportation is the responsibility of the student and parent. If school transportation is requested through this application, the student is obligated to use this form of transportation throughout the length of the class for which they are registered. Students may not drive themselves while enrolled in this class.

**Post-secondary Education Enrollment Act:** Under administrative rules adopted by the State Board of Education to implement Iowa's post-secondary enrollment options act, it is possible for ninth and tenth grade GATE students and for all juniors and seniors to enroll in eligible college credit courses offered by our state universities, area



community colleges, and accredited private colleges and receive credit toward graduation. The Adel DeSoto Minburn Community School District will pay up to \$250 for each eligible college course taken and passed during the regular year (not summer school). Colleges cannot charge more than \$250 except that the student may be required to purchase equipment that becomes the student's property. ADM High will assume ownership of any equipment and/or materials it purchases for student use. Students may enroll only in nonsectarian, credit-bearing courses that lead to an educational degree and are not comparable to courses offered by the local school district. Students enrolled in a post-secondary course have open campus when their class is not meeting.

**Central Campus (1800 Grand Avenue, Des Moines):** This is an extension of the programs of all high schools in Des Moines. It is also available to Adel DeSoto Minburn students who can arrange transportation and scheduling. Central Campus offers courses in 23 vocational-technical areas, as well as academic classes not available at ADMHS. Students, who choose Central Campus, attend two or three periods in the morning or afternoon. Students may only sign up for Central Campus courses if DMACC does not offer a similar program.

**Advanced Placement Courses:** These are accelerated courses based on college level courses and are designed to prepare students to take AP exams. Upon completing these tests with a high enough score, the student will have qualified for college credit at a large number of colleges nationwide. We encourage all students to attempt the AP testing for college credit.

**Healthy Kids Act:** The Healthy Kids Act is effective as of the 2009-2010 school year. Physically able students in grades 6 – 12 must be physically active a minimum of 120 minutes per week in which there are five school days. P.E. is a subset of physical activity, physical activity may include many non-school activities. Non-school activities do not have to be adult-supervised or formally structured, but should include physical activity such as individualized exercise plans for students. Schools are responsible to track students' activities to meet this requirement. Physical education teachers will issue, monitor, and track these forms. The forms will need to be signed by a parent and turned back into the physical education teacher with a plan as to how each individual student will meet the 120 minute requirement per week. The Healthy Kids Acts allows a student to be excused from the physical activity requirement if the child's parent or guardian files a written statement with the school principal stating that the requirement conflicts with their child's religious beliefs. Along with the physical activity, students are required to complete a course in CPR prior to graduating. There is no requirement that the student receive a certification for having completed the course. However, the course must include components that one would find in a course that leads to certification. The purpose is to provide students with the skills to assist a classmate or staff member in cardiac distress. ADM physical education class teaches a unit on CPR each year.

**Independent Study:** Independent study is a class designed for the student who has completed all courses in a curriculum area and desires to seek additional advanced level information in the same curriculum area. Permission to enroll in independent study is entirely a teacher's decision because the class becomes an additional load for the teacher. Students who have time in their schedules to take the course will not be eligible for independent study. Students may not adjust their schedule to fit an independent study class in. The teacher and the student will develop an outline for the class and clearly identify the course outcomes and establish ample contact time to ensure success.



## INTERVENTION PROCESS

**Intervention Process:** Each teacher is responsible for assisting students in finding success in their programs. Teachers may implement interventions to help assure this success. Along with classroom teachers each student at ADM High School will be assigned an advisor who will be responsible for being an adult advocate. This is a proactive step in helping students find success. Below you will find the hierarchy of interventions that shows both the teachers' responsibilities and the students' responsibilities.

**Failing/Incomplete/Watch List:** Failing/Incomplete lists will be generated each week on Mondays. Students that are on the failing/incomplete list will become *ineligible for extra and co-curricular activities as well as field trips* until their name is no longer on the list. This is a weekly eligibility policy and will affect any student involved in extra-curricular activities. Names appearing on the failing/incomplete list will remain on the list until the teacher informs the guidance office that the student has a passing cumulative grade score or turned in any incomplete work. Students will regain their eligibility when their name is deleted from the list and contacted by the student's coach. Deletions of student names from the list will be made as needed during the week. We will not add a student's name to the list after the beginning of each week. Each week's failing/incomplete list is in effect Tuesday through Monday. The week between grading periods will be affected by the F/I list from the week prior. Coaches and sponsors will be responsible for checking the failing/incomplete list each week and informing students of their eligibility. Nine-week or semester incomplete work normally receives a grade of zero two weeks after the end of the grading period. Unusual circumstances may be reason to consider extending the time for makeup work to be completed. These circumstances need to be approved by the teacher and principal. Students on the Watch list will be required to attend mandatory tutoring but will NOT be considered ineligible to participate in activities. If students skip mandatory tutoring they will be subject to the same consequences as if they were on the Failing or Incomplete list.

**Voluntary Tutoring:** Students are encouraged to seek extra help from their teachers before and after school. Assignments are an important part of learning. Students who do not complete their work put themselves behind in their understanding. Teachers are available from 7:45 to 8:10 in the morning on Monday, Tuesday, Wednesday and Thursday and after school on Monday, Tuesday, Wednesday and Thursdays beginning at 3:35 (please check with the teacher for availability, they may coach and be required to be at practice).

**Mandatory Tutoring:** Mandatory tutoring will be held on Mondays, Tuesdays and Thursdays from 3:09-3:35 p.m. Students who are on the failing/incomplete/watch list will automatically be required to attend mandatory tutoring until they have been taken off of the list. Students will be informed on Monday's if they are on the F/I list.

**Students are responsible to check with their Advisor to see if they are on the list.** Students who are not on the failing/incomplete list will be given the privilege of leaving school after they have reported to their Advisor and released. Teachers have the right to keep students during this time even if they are not on the F/I/W list.

**Mandatory tutoring is part of the regular scheduled day**, which means that absences from tutoring will count against their attendance as well as create further consequences. These consequences can include: loss of open campus, loss of open lunch for seniors, Saturday school, suspension, ineligibility to participate in extra and co-curricular events, and for consistent offenders a recommendation for expulsion can be given to the board of education. Students who have already lost one of the privileges will automatically move to the next step in the sequence.

*Consequences for not attending:*

1<sup>st</sup> offence- assigned Saturday school.

2<sup>nd</sup> offence and subsequent offences- assigned Saturday school, parent contact will be made.



## TEACHER Intervention Process:

- ☐ Referral to the AEA for special education services.
- ☐ Building Assistance Team, consisting of the At-Risk Coordinator, principal, counselor, and teachers, will discuss intensive interventions with parents and the student. Grade Level Team data will be used to set a baseline for the intensive interventions. Alternative settings and graduation requirements will only be discussed with the At-Risk Team if the student shows some success in previous levels.
- ☐ Grade Level Teams reflect on teacher interventions, brainstorm comprehensive interventions and devise a plan or contract to review with the student and parent. The Grade Level Teams continue to monitor the student and communicate progress with parents.
- ☐ Teachers communicate concerns and attempted interventions to the Grade Level Team for collaboration. Parents are contacted by designated representative from the Grade Level Team.
- ☐ Advisor verifies that students on the F/I list are getting the tutoring they need during designated afternoon hours. Advisor and/or classroom teacher works on an "unofficial" plan with the student to stay off the WIF List. If additional tutoring is needed, advisor should contact parents and teachers to set up additional tutoring times for advisee.
- ☐ All students are assigned to an Advisor. The Advisor is responsible for building a personal relationship with each student, checking on student progress, and keeping an ongoing record of when and why each student is on the F/I list. Advisors and teachers communicate with each other to understand why the student is on the F/I List.



## STUDENT Intervention Process:

- ☐ Student and parents will meet with Building Assistance Team, consisting of the At-Risk Coordinator, principal, counselor, and teachers, to discuss intensive interventions. Grade Level Team data will be used to set a baseline for the intensive interventions. Alternative settings and graduation requirements will only be discussed with the At-Risk Team if the student shows some success in previous levels.
- ☐ Student, parents, and Grade Level Teams meet to devise an "official" contract to review with the student and parent. Student must sign the contract, thus stating they will adhere to the requirements within. Student will communicate to Grade Level Team and/or advisor on the effectiveness of the contract.
- ☐ Student, parents, and teacher/advisor reevaluate the plan for the student. Student puts extra steps in place to ensure they are diligently adhering to the plan. Plan ideas include but are not limited to: Utilizing daily planner (or equivalent alternative) to record assignments and due dates, check online grades to monitor assignments and grades, perform self assessments. Student must report daily to advisor/teacher/parents on status.
- ☐ Student meets with teacher to discuss reasons for incomplete and/or failing. Student should talk with teacher and advisor to set up an "unofficial" plan to stay off the WIF list. Goals for the class should be determined with advisor and/or classroom teacher. This may include additional tutoring time, use of organizational tools, peer tutoring, etc.
- ☐ All Students check in with assigned advisor weekly to check their status of the WIF list. If the student is on the list for a subject, he or she will report to the designated classroom teacher for tutoring.



## ATTENDANCE POLICY

**Philosophy:** Adel DeSoto Minburn High School is committed to the philosophy that every student should attend every class every day. Regular attendance and promptness are expected in all classes and are essential for success in school. Learning to participate in group discussions, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate objectives of any course. Learning which is lost due to absence can never be adequately replaced. Since regular attendance is one of the greatest single factors contributing to successful schoolwork, the first obligation of a student is to attend school regularly.

**Attendance Record:** Attendance is recorded on a period-by-period basis. Student absences will be totaled for each class. If a student is absent 3 times unexcused for a class, the student can be dropped from that class with a failing grade and scheduled into a study hall. Arriving late for a class by more than ten minutes will result in a recorded absence for that period. Students **MUST** be in attendance for their entire scheduled day to participate in activities on that day. Also, students **MUST** be in attendance from periods 5<sup>th</sup>-8<sup>th</sup> to be able to practice that afternoon. Parents have the right to make the decision concerning school attendance for their children within the limits prescribed by the laws of our state. The school, however, has the responsibility of determining whether the reason for the absence presented by the parents/guardians is excused or unexcused.

**Calling School/Excuse Notes:** A telephone call from the student's parent or guardian is requested whenever a student is absent. The call should be made before 10:00 a.m. on the day of the absence. If no call is made, an excuse note written by a parent or a guardian needs to be presented to the office within two days of a student's return to school for all absences unless an advance makeup slip was issued. This written excuse should list the specific days or times of the absence, the specific reasons for the absence and the signature of a parent or guardian. Any doctor/dental or court appointment will require a doctor's/court note. When there has been no parent/guardian contact, either by telephone or by written excuse note within two days after the student returns to school, the absence will be considered unexcused and Saturday schools will be issued for twice the time missed.

**Advanced Makeup Slips:** There will be occasions when students know they will be absent from school...e.g., family vacations. In these cases, students are to bring a written request **to the office** from their parents/guardians prior to their planned absence. Students are urged to secure Advanced Makeup slips from the office at least **TWO** days prior to the date(s) of the planned absence for scheduled appointments, family vacations, etc. in order to allow students time to complete school work prior to the absence. Each teacher on the student's schedule prior to the absence should sign the Advanced Makeup slip. **Parents signatures on the advanced makeup slips may take the place of a parent call or note. All assigned work is to be completed and turned in to the teachers in advance of the absence unless other arrangements are made with the teachers.** Failure to secure the Advanced Makeup slip and complete assignments as requested by individual teacher may result in the work being considered late and the student may not receive credit for the assignments. **Advanced Make Up slips MUST BE TURNED INTO THE OFFICE.**

**Makeup:** Generally, students will be given two days for each of the first two days they are absent to makeup schoolwork once they return to school. For long absences (three or more days), students and teachers will work together to establish reasonable expectations for makeup deadlines. Previously assigned work or tests due on the day of the absence will be due on the day the student returns. It shall be the student's responsibility to secure makeup work assignments from their teachers. Failure to do so may result in the student receiving no credit for the work missed. Students who suffer from a long-term illness will be included on the F/I list and required to attend mandatory tutoring until the work is complete. These students will be allowed to participate in activities with administrative approval.

**Types of Absences:** Adel DeSoto Minburn High School classifies absences into two types:

1. **Excused absences** - Absences will be considered excused for the following reasons:

- A. Personal illness or injury of students.
- B. Serious illness or death of a family member.
- C. Grave emergencies requiring the student's presence at home. (Absence excused or unexcused to be determined by the principal).



- D. Health care appointments, which cannot be made other than during, school time. Excuses should be presented prior to appointments whenever possible. Notes **MUST** be provided from a doctor or other professional for all appointments.
- E. Recognized religious observances.
- F. Vacations/personal
- G. Attendance at state-sponsored tournaments or contest, including the Drake Relays, will be excused if an ADM team or individual is participating and the absence is necessary in order to witness ADM's participation. A written note prior to the absence must be provided to the school and signed by parents. An Advanced Makeup slip with parent signature must be turned in prior to the student being considered excused. Phone calls the day of the event may not be considered an excused absence. The principal will set the time that student may be excused. Any other time missed to attend state events will be vacation time and will count towards the 10 maximum absences per semester.
- H. College visits count towards the 10 excused maximum, unless the student provides a business card from the college official that was in charge of the visit. The business card must be turned into the high school office. If a business card is given to the office in will not count towards their 10 day maximum. A one day allowance will be given for each visit, unless an administrator gives prior approval for special circumstances.
- I. Absences deemed unavoidable and unpredictable by the school (e.g. - travel delayed or prevented by weather).
- J. Other reasons to be determined by the school (e.g., the absence results in a significant learning experience).
- K. Non-school sponsored athletic or fine arts events **WITH PRIOR APPROVAL FROM THE ADMINISTRATION, TWO DAYS IN ADVANCE**. These absences will count against their total number of days for semester test opt out and towards the 10 maximum absences per semester.

**IF STUDENTS ARE ON THE FAILING/INCOMPLETE LIST, THEY WILL NOT BE ALLOWED TO GO ON ANY FIELD TRIPS OR EVENTS, INCLUDING NON-SCHOOL SPONSORED ACTIVITIES, STATE EVENTS, ETC.**

**2. Unexcused absences** will be given to students for missing school **EVEN WITH PARENTAL KNOWLEDGE OR CONSENT PRIOR TO THE ABSENCE** for reasons including (but not limited to) the following:

- A. Oversleeping.
- B. Haircuts, permanents, etc.
- C. Errands for parents.
- D. Car trouble (students are allowed one incidence car trouble per semester without penalty).
- E. Missing the bus.
- F. Shopping trips.
- G. Senior pictures.
- H. Staying home to study or prepare an assignment.
- I. Driver's license (except during study hall time).
- J. Hunting.
- K. Gainful Employment.
- L. Concerts.

Absences without parental knowledge or consent will be considered unexcused and will automatically result in Saturday school time equal to twice the time missed. It will also be an unexcused absence anytime a student fails to report to or remain at an assigned location (including those for which the student has a pass) during the school day.

**Perfect Attendance Volunteering:** If a student has perfect attendance during the first semester and is passing all classes with a C or above (or special permission by an administrator), they will be allowed to volunteer two days during the second semester.

**Truancy:** A child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age and must attend some public school, an accredited nonpublic school, or competent private instruction. Any child of compulsory attendance age who fails to attend as required without reasonable excuse shall be deemed to be truant. Continued truancy of more than five days per semester may be turned over to the county attorney.



**Consequences:**

**UNEXCUSED ABSENCES-** Students who accumulate unexcused absences during a semester will be subject to the following consequences:

1st Offense

1. The student will be assigned detention/Saturday school time equal to twice the amount of time missed.

2nd Offense

1. The student will be assigned detention/Saturday school time equal to twice the amount of time missed.

3rd Offense (and subsequent offenses)

1. The student may be assigned In-School time equal to twice the amount of time missed.
2. The student will lose open campus privileges for the rest of the year.
3. **Whenever an absence results in the third unexcused absence in a class period in any course, the student will be dropped from that course with a final semester grade of an F and assigned to study hall without open campus. That course will appear with the student's name on the failing list for the remainder of the semester. The grade will be included in the student's GPA.**

**Tardiness:** Tardiness is counted when a student is not in his/her room when the tardy bell rings. Individual teachers may place additional requirements upon students in their classes (e.g. - teachers may require that students be sitting in assigned seats when the bell rings; or teachers may administer consequences upon the first incidence to their individual rooms). Students who are tardy to a class will be subject to the following consequences:

1st Offense - No consequence.

2nd Offense - A detention (45 minutes) will be assigned by the teacher for each subsequent tardy.

Tardies that become consistent will be directed to the principal for further consequences.

Failure to attend an assigned tardy detention will result in being assigned twice the time in a Saturday School.

**Excessive Absences:** As indicated in the philosophy statement above, learning experiences missed due to absences can never be duplicated in their entirety. This puts students who miss a lot of school at a distinct disadvantage in terms of achieving academic success. In order to promote regular attendance, students will be required to make up absences beyond **ten** in a semester. Although missed classroom learning opportunities cannot be duplicated, this makeup time can ensure that the student has additional time to work on academic achievement. All absences will be recorded. However, special consideration will be given to student absences due to the care of physicians or other licensed professionals including dentists, orthodontists, and counselors. The student must present a note from the doctor, dentist, etc., which will be kept on file by the high school secretary. Bereavement due to the death of a family member, school activities, college visits, and educational opportunities will also be given special consideration. These special circumstances allow a student to not make up time for each absence over ten if the student presents evidence from his/her classroom teachers that all make-up work has been completed within two days of returning to school. Otherwise, the student will be required to attend Saturday School until the work is successfully completed.

**Open Campus:** Open campus will be allowed to students as follows:

9<sup>th</sup> grade – **NO OPEN CAMPUS**

10<sup>th</sup> grade - **NO OPEN CAMPUS**

11<sup>th</sup> grade - one study hall, any period (must be designated on open campus form)

12<sup>th</sup> grade - all study halls

Students **MUST** meet the following criteria each quarter to be eligible.

**Open Campus Policy:**

Students will be eligible for open campus only if they meet the following criteria:

- **Lunch period is not open. Students must have 5<sup>th</sup> hour open to leave for lunch.**
- **Students must be passing all of their classes each quarter with a C- and above.**
- **At each quarter break student eligibility will be determined based on their quarter progress reports.**
- **If a student is earning a grade below a C-, they will have their open campus revoked for the next quarter.**



- They may earn open campus back at the next quarter break by passing all of their courses with a C- and above.
- Students **MUST** maintain regular attendance and meet the behavior expectations outlined in the Student/Parent Handbook.
- Any absence that is determined to be "skipping" will result in the loss of open campus privileges for 90 days.

Students who have open campus should not be in the hallways or other parts of the building or on school grounds during their open campus periods, including the parking lots, unless they are under the supervision of a teacher. Of course a reasonable amount of time is permitted to come and go as dictated by student schedules.

**Parents may also revoke your student's open campus as well by contacting the high school office. However, it will not be reinstated until the next quarter with parent permission.**

This is a year long permission form. If you feel that your student's open campus privileges need to be reviewed at the semester break, please contact the high school office. Juniors must notify the office before the beginning of 2<sup>nd</sup> semester if they need to change the period they are requesting open campus.

## **STUDENT BEHAVIOR EXPECTATIONS**

**Philosophy:** School discipline policies and procedures are a necessary means of creating and preserving a safe and orderly environment in which the teaching/learning process can take place. The Adel DeSoto Minburn High School discipline code specifically prohibits any individual to interfere with another student's educational growth and also protects those students who might choose to interfere with their own educational growth. In order to ensure the right of all students to a safe and productive educational environment in which they may learn the knowledge and skills necessary to develop and to mature as responsible adults, accountable for their own actions, the Adel DeSoto Minburn Community School District Board of Education states in **Policy No. 503.1** that:

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

Students shall conduct themselves in a manner fitting to their age level and maturity, and with respect and consideration for the rights of others while on school district property or on property with jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the educational 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 participation; 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."

Students who exhibit inappropriate behavior or a breach of discipline in the opinion of the staff and/or administration shall be subject to disciplinary sanctions. A breach of discipline is any conduct which disrupts the educational program or which interferes with or negatively affects a disciplined school atmosphere or violates the law. Students should understand that any teacher or school employee has the authority to correct misconduct or to submit a discipline referral to the administration.

### **Student Responsibilities**

Students are responsible for being aware of school policies and procedures in all matters that pertain to them. Students are expected to use good judgment before making charges of unjust treatment by a member of the teaching staff. When confronted by a staff member about misbehavior or misconduct, students should be advised not to argue or escalate the matter. If they disagree with the staff member, they should do so courteously or report to the



office, however, they should never leave a class to solve a dispute or without the supervising teacher's permission. Students should be advised to always try to resolve the problem with the person involved before appealing to the principal. To be productively, comfortably, and responsibly in charge of one's own behavior is the hallmark of a mature, self-activated, and productive person.

- You are in control of your behavior and therefore accountable for it.
- You are in control of making choices within an acceptable range.
- You are competent to make these choices wisely.
- You are responsible for what happens as a result of your choices.

Young people, like everyone else, at times make poor decisions. The consequences described in this section are administered to help students make better decisions regarding their actions and behavior the next time they are presented with similar circumstances.

### **Sanctions**

Board Policy 503.1 describes the possible sanctions that may be employed to deal with a breach of conduct. They include removal from class and then range from the lesser consequence of detention through Saturday School and suspension up to expulsion:

Removal from the classroom means a student is sent to the building principal's office. It shall be within the discretion of the person in charge of the classroom to remove the student.

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on 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 building principal.

Suspension means 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. During the suspension, the student may not participate in a contest or other co-curricular 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 practice but will not attend or participate in school activities.

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.

Restitution can be assigned in place of other consequences. At times restitution can be given to students for issues of property damage etc. We will only offer restitution to students who will learn from this experience and help change negative behaviors.

Expulsion means the removal of a student from the school environment that includes, but is not limited to, classes and activities for a period of time set by the Board. The Board Policy manual contains additional information regarding the procedures and student rights involving an expulsion hearing.

**Detentions:** Regular detentions are to be served on Tuesday and Thursdays from 3:36-4:20. Students are required to be on time and stay the entire time for the detention to count as served. Students are expected to bring homework or a free reading book to detention. Sleeping, talking, and general misbehavior is strictly prohibited. Not following these rules will result in the student being asked to leave. This time then doubles for not serving. Only the administration can change a detention time and will be changed only in emergency situations.

**Saturday School:** In order to ensure that students have the best opportunity to learn that Adel DeSoto Minburn High School can provide, an effort will be made by the administration to assign Saturday School attendance in place of suspension whenever appropriate. This will allow the student to serve the consequence without being removed from the learning environment provided by the teacher and the classroom. Saturday schools are held during the school year from 8:00 a.m. to 12:00 p.m. The student will be notified of the day they are expected to attend. Saturday schools will be scheduled for the next available Saturday and will be changed only in emergency situations.



**In-School Suspensions Procedures: Times: 7:30a.m.-4:00p.m.** In-school suspensions will be served in the office area and the student will be expected to make up all schoolwork missed while serving the suspension. Full credit is given for all work completed during the suspension. If a student does not show up on time, their time will be extended at the end of the day or they may receive an out of school suspension and expected to serve the in-school suspension the next day.

**In-School Suspension Room Rules:**

1. The lunch period will be assigned by the principal or administrative assistant. Lunch will be eaten in the suspension area.
2. The student will be provided with all missed classroom assignments.
3. The student will take all assigned tests and quizzes on the day assigned during the suspension period.
4. No student may visit the student who is in the detention room.
5. No pop, candy, peanuts, food, etc., are allowed in the detention room at any time.
6. Students are to remain in the suspension area and are not to be in the office area unless it is an emergency.
7. Restroom breaks will be given.
8. Students are expected to remain busy reading or working on schoolwork while serving in-school suspension. Failure to do so may result in the time spent in suspension not counting against the time assigned.
9. Sleeping will not be acceptable. This time will not count towards the consequence and the student will have to make this time up the following day.
10. The student will give their cell phone to the office staff to hold for the day. It will be returned after in-school time is served.

**Out of School Suspension:** Out of school suspensions are used based on the severity of the rule violation of the need to maintain a safe learning environment. The number of days a student will be suspended out of school at one time will also be determined on the same criteria. Students will not be suspended out of school for more than 10 days at one time by the high school administration; for serious violations, students can be taken to the ADM Board of Education for out of school suspension time that exceeds 10 days.

**Restitution:** Restitution is a consequence used when damage to school property has been committed. A combination of restitution along with other consequences can be assigned together.

**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 they 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 who:  
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 and bullying, Threats, and/or Assault of School District Personnel:** Consequences may range from detentions to suspension or a recommendation for expulsion.

**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 learning and working environment that is free from harassment/bullying. No student or employee of the district shall be subjected to harassment/bullying.

**Violations of the Harassment policy:** the following disciplinary actions will be assigned. Please note the bottom sentence:

*first offense* - detention;

*second offense* - two detentions;

*third offense* - four hour Saturday school;

*fourth offense* - one-day in-school suspension;

*fifth offense* - three day in-school suspension, and;

*sixth offense* - issue taken to superintendent and school board for possible expulsion hearing.

**This order of consequences may be skipped due to the nature and severity of the violation.**

Additional reference to Board Policy 403.6 (Harassment) is made as supplementary to this concern. The grievance procedure for harassment is found under the Harassment, Bullying, Initiations and Hazing policy of this handbook.

**Failure to Attend Assigned Detention/Saturday School:** Students assigned detention are to report to the detention supervisor on the assigned day. Assigned detentions not served will be turned over to the administration for reassignment. Only the administration can change a detention or Saturday school time, and will be changed only in emergency situations. Students assigned to attend Saturday School are to report to school at 8:00 a.m. and will be dismissed at 12:00 p.m. Students who fail to attend detentions and/or Saturday Schools will be subject to the following disciplinary action: Missing an assigned detention will result in a Saturday School being assigned in place of the detention. Missing an assigned Saturday School will result in an additional Saturday School being assigned (resulting in two Saturday Schools). In addition to receiving the same consequence as described above for the first and second offense, the third offense will result in a loss of open campus privileges for the rest of the semester. Students who fail to complete a detention or Saturday School more than three times during a semester may be suspended from school until a conference is scheduled with the parents/guardians to determine when the time will be made up. This suspension will be for a minimum of one day. Any time that has not been served by the end of the school year must be made up during the first two weeks after school is dismissed for the summer. It is the responsibility of the student to contact the school administrator to schedule this time. Failure to make this time up will result in the amount of time being doubled and served at the beginning of the next school year.

**Due Process:** Before a student is subject to disciplining action, which results in suspension or lesser consequences, the following minimum steps of due process must be afforded to the student. The due process for expulsion is outlined in Board Policy.

- 1) A hearing will be held with the student at which time notice will be given as to what he or she is accused of doing.
- 2) The student will be told the basis for the accusation and given an explanation of the evidence.
- 3) The student will be given an opportunity to present his or her side of the story if the student denies the charge.
- 4) The hearing may be held immediately following notification of alleged misconduct, may be oral, and may be conducted on an informal basis.



- 5) The administrator shall make the decision relating to disciplinary action based upon the incidents that have been appraised from the knowledge gained through investigating the circumstances related to the alleged misconduct.

## SPECIFIC DISCIPLINARY INFRACTIONS

### Please Note:

- The behavior guidelines outlined in this section refer to administrative action. Individual teachers may establish other guidelines regarding student behavior and consequences.
- The following information is not designed to describe all possible situations and may be adjusted at the discretion of the principal in order to better facilitate an atmosphere conducive to teaching and learning. Other acts which are judged to be a failure to adhere to the standards of appropriate conduct or to interfere with the teaching/learning process will be disciplined in order to implement and carry out the intent of Board Policy 503.1.
- Consequences may range from a reprimand up to a recommendation to the Board of Education that a student be expelled. Some consequences, such as eating lunch in the office for lunchroom infractions, may be used which are not listed in this handbook.
- A behavior contract may be developed between an administrator and a student, which describes school expectations for student behavior and consequences for future behavior. These expectations and consequences must be reasonable but may vary from specific descriptions in this handbook. Although some of the infractions in this section have specific consequences listed, the principal has the right to deviate from these guidelines in order to ensure that the intent of Board Policy 503.1 is implemented and carried out.
- According to Board Policy, these regulations are in effect "...while on school premises, while on school owned and/or operated school or chartered buses, while attending or engaged in school activities, while away from school grounds if misconduct will directly affect the good order, efficiency, management and welfare of the school".
- Any information gathered during the investigation of infractions may be shared with law enforcement authorities and the juvenile justice system.

**Alcohol and Other Drugs:** Students using, possessing, distributing or under the influence of alcohol or other illicit drugs (excluding nicotine) or "look-alikes" or in possession of drug paraphernalia will be subject to the following disciplinary action: from suspension to a recommendation for expulsion depending on the severity of the issue. The consequence could be reduced to the following if the student and parent/guardian schedule the student for a substance abuse assessment by an approved agency, the student completes the recommendations that result from that assessment, and the parent/guardian and student agree to allow school officials to visit with the assessment agency to ensure that the student receives the needed help. Students in possession of or under the influence of, drugs, alcohol, paraphernalia or look a-likes will receive strong consequences. A second offense of this type will result in a referral to the Board of Education with a recommendation for expulsion with no opportunity to reduce the consequence as described above. Selling or otherwise distributing alcohol or other illicit drugs would remain as a referral to the Board of Education with a recommendation for expulsion. Misuse of over-the-counter drugs may result in suspension that could range from 1-10 days.

**Tobacco:** Students using or possessing tobacco will be subject to the following disciplinary action:

- 1st Offense - may range from detention to suspension.
- 2nd Offense - may range from Saturday schools to suspension
- 3rd Offense - assigned five Saturday schools and may be referred to the Board of Education with recommendation for expulsion. If students already have Saturday Schools, alternative consequences may be assigned. Police will be cont

**Weapons:** Bringing dangerous weapons on to school property or possessing weapons at school is prohibited. This includes items that simulate dangerous weapons and could be mistaken for the real thing (e.g., toy guns). It also



includes knives of any type including pocketknives. Some items may be used as weapons even though they are not generally consider to be weapons...when used as a weapon, other items will be consider as such. Students who bring dangerous weapons to school or school activities or possess dangerous weapons at school or school activities will have the weapon confiscated and will be subject to the following disciplinary action. Students who have knowledge or a belief of the existence of a weapon on school grounds or at a school activity and fail to report it promptly to a school official will also be subject to consequences. Consequences may range from detentions to suspension or a recommendation for expulsion. Police will immediately be contacted for security purposes and possible charges. Bringing firearms to school without authorization from school personnel (e.g., to be used in classroom presentations) will result in a recommendation to the Board of Education for expulsion for one calendar year. The superintendent has the right to make exceptions in certain cases.

**Fighting and Use of Physical Force:** Students involved in fighting and/or use of physical force will be subject to the following disciplinary action. Consequences may range from detentions to suspension or a recommendation for expulsion.

**Insubordination and Disrespect:** Insubordination is defined as the refusal of a student to obey a rule, regulation, or request of a teacher or school employee. For any show of disrespect or act of insubordination, a student will be subject to the following disciplinary action. Consequences may range from detentions to recommendation for expulsion.

**Profanity and Inappropriate Language:** - Profanity is defined as the use of vulgar, abusive, obscene, insulting, or inappropriate language (spoken or written) and/or gestures. Students using profanity may be referred to the office and will be subject to the following disciplinary action. Consequences may range from detentions, Saturday school, to suspension.  
acted for each incident.

**Removal From Class:** If an instructor finds it necessary to send a student from a classroom because of disruptive behavior, the student should report directly to the office. Students dismissed from a class will be subject to the following disciplinary action:

1st Offense - To be reinstated in the class, the student must confer with the teacher and/or the principal. Consequences may be assigned by the teacher or by the principal ranging from detention to suspension.

2nd Offense - The teacher may call the student's parents to schedule a conference involving the student, the student's parent(s), the teacher, and the principal. The student may remain out of class until after the conference. Consequences may be assigned by the teacher or by the principal ranging from detention to suspension. A contract may be developed which describes expectations and consequences for future behavior.

3rd Offense - The student may be dropped from the class for the rest of the semester with their transcripts to show that they were withdrawn from the class...no grade will be recorded. Consequences may be assigned by the teacher or by the principal ranging from detention to suspension.

**Dress Code:** A student's style of dress and/or grooming may reflect individual preference; however, such preferences must be selected within the constraints of reasonable rules and appropriate standards that are consistent with the maintenance of an effective learning atmosphere and good personal hygiene. The Board expects each student's attire and grooming to promote a positive, safe and healthy environment within the school. The Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure and orderly educational environment for all students. Although the Board wishes for each student to accept responsibility for following the rules it understands and appreciates both the authority and responsibility of the parent/guardian relative to student dress. The Board solicits the support of parents/guardians in the enforcement of its dress code.

General Rules: The following decorations and/or designs are not permitted:

- Symbols, mottoes, words or acronyms that convey crude, vulgar, profane, violent, death-oriented, gang-related, sexually explicit, or sexually suggestive messages.



- Symbols, mottoes, words or acronyms advertising tobacco, alcohol, or illegal drugs or drug paraphernalia.
- Clothing that conveys double meaning messages.

Permitted garments shall be clean, in good repair.

Permitted clothing shall be worn as designed/manufactured to include the following:

- Shirts/blouses must be appropriately buttoned
- Zippers on pants and shirts must be zipped
- Belts must be fastened

All students participating in approved school activities are expected to comply with required dress and personal appearance regulations of the activity in which they are participating. Students who refuse to dress as required by the school or sponsor will not be permitted to participate in the activity or to represent the school in any way.

**Outerwear:** Students must store outerwear (coats, hats, gloves, scarves, etc.) in their lockers upon arrival at school.

**Head Coverings/Sunglasses:** Scarves, curlers, bandanas, sweatbands, or other similar head coverings or adornments shall not be worn to class or within school buildings.

Caps, hats or other similar head coverings shall not be worn to class or within school buildings unless prescribed by a physician, previously approved by the school's administration for religious reasons, or approved by the school's administration for a special school activity.

Sunglasses (unless prescribed by a physician) shall not be worn to class or within school buildings.

**Upper Garments:** The cut of sleeveless garments must not expose undergarments or be otherwise immodest. Strapless garments are prohibited. Shoulder straps of permitted garments must be a minimum of the width of two fingers of the person wearing the garment.

Bare midriffs, immodestly low cut necklines, off the shoulder, or bare backs are prohibited. Garments must be of appropriate length, cut and/or fit to meet these requirements while sitting and/or bending.

**Lower Garments:** Undergarments shall not be visible. Pants and shorts shall be worn at the waist.

Tights or leggings worn as outerwear, spandex, bike shorts, bathing/swimming wear, sleep wear (including pajamas), etc., are not permitted.

Shorts and skirts must be of modest length defined as a maximum of 6" above the knee of the wearer or not above the fingertip of the wearer with the arm fully extended, whichever is longer.

**Footwear:** Students shall wear appropriate footwear for protection and hygienic reasons while on school grounds, participating in school activities, or on school transportation. House slippers, and shower shoes are examples of unacceptable footwear.

**Accessories:** Dog collars, chains of any manor, or other jewelry/accessories that pose a safety concern for the student or others are prohibited.

**Religious and Health Accommodation:** Where a bona fide religious belief or health need of a student conflicts with the school dress code, reasonable accommodation shall be provided. Any student desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy.

**Clothing Assistance:** It is the policy of the Board that no student will be denied an education due to a bona fide financial inability to obtain clothing that complies with the school dress code. Any student for whom compliance with the school dress code poses a bona fide financial burden may submit a written request for clothing needed, together with a statement of financial need. School principals, or their designees, shall assist families in financial need to obtain clothing that complies with the school dress code. In meeting



requests for assistance, principals, or their designees, shall consider community resources such as clothing donations from school personnel, merchants, parent organizations, and charitable organizations, financial assistance, and providing additional time for a student to obtain clothing that complies with the school dress code.

**Penalties/Sanctions:** Students who elect not to conform to the dress and grooming rules will be given the opportunity to conform with the dress code. Those students who do not have appropriate clothing at school will be sent home; an unexcused absence will be assigned for the time it takes the student to return. Students must serve detention time in compliance with the unexcused absence rule, which is double the time a student misses due to the unexcused absence.

**Unusual Circumstances:** If any unusual situation relative to dress or grooming arises which is not specifically covered in this policy, the building administrator shall have the authority to decide if it fits within school appropriateness.

**Substitute Teacher Policy:** Substitute teachers at ADM High School are guests in our building. With that in mind we expect student behavior to be that of a host. Respect, responsibility, trustworthiness, citizenship, caring and fairness are the 6 pillars of character that should guide student behavior while in a classroom with a substitute. Students who are not showing these qualities will be given consequences that range from detention to suspension.

**Bus Conduct:** The primary responsibility of the school bus system is to provide Adel DeSoto Minburn students with safe passage to and from school daily. Also, every passenger should be free from physical as well as verbal abuse from other passengers. To help ensure that this type of environment is maintained, many of our buses are equipped with video cameras that are used to monitor student behavior. Printed below is the administrative procedure to be used in regard to student bus conduct. Bus drivers and student passengers, as well as a student's parents/guardians, may be involved in this process as school officials deal with any student whose behavior compromises the safety and well-being of the passengers on any bus. The ADM Community School's transportation department may issue guidelines and rules that have been updated or that are more detailed than what appears below...the ones issued by the transportation department will supercede what appears in this document. The driver is in charge of the bus. If a student misbehaves, utilize the following procedure:

- |              |                                                                                                                                                                                                                                                    |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1st Offense: | The driver will talk with the student to try to correct the problem.                                                                                                                                                                               |
| 2nd Offense: | The student will occupy the front seat for 5 days, and will be warned that any further violations may result in suspension from the bus. The Transportation Director will notify the parents in writing of the violation, and possible suspension. |
| 3rd Offense: | The Principal will be contacted about this student's misconduct, and the student may be suspended from riding the bus for 1-5 days.                                                                                                                |
| 4th Offense: | The student may be removed from the bus for 6-10 days.                                                                                                                                                                                             |
| 5th Offense: | The student may be considered for permanent removal from the bus.                                                                                                                                                                                  |

For more detailed information, please consult the Bus Conduct Handbook. Students are under the authority of the bus driver and shall abide by the rules as presented by the driver. This holds true on the regular bus routes, shuttles, field trips, and all activity trips.

**Plagiarism:** Plagiarism is cheating and is defined as submitting another person's work as your own, using unauthorized information, providing unauthorized help to another student, or plagiarism in any form. Student's who are caught cheating 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. Continued cheating may result in being dropped from the course with a grade of an F.

**False Fire Alarms/Bomb Threats:** The Code of Iowa describes false alarms of fires as follows: "No person or persons shall cause or give a false alarm of fire by setting fire to any combustible material, or by crying or sounding an alarm, or by any other means without cause". Students who sound a false alarm regarding fire or the false reporting of a bomb threat will be subject to the following disciplinary action. Consequences may range from detentions to suspension or a recommendation for expulsion. The incident may be turned over to police for further investigation and charges.



**Forgery:** Students, who write notes, fill out passes, etc. and sign a name other than their own (e.g. - parent's or teacher's), or alter a teacher's or parent's note will be subject to the following disciplinary action. Consequences may range from Saturday School to suspension.

**Computer - Improper Use:** As ADMHS continues to increase the number of computers available for student and staff use, it becomes increasingly necessary to secure or lock folders and programs. Students who attempt to breach security measures, tamper with secured files, or otherwise misuse school computers may lose the privilege of using the computers and may be subject to the following disciplinary measures. Consequences may range from detentions to suspension or a recommendation for expulsion.

**Internet Use:** There is a District Internet - Appropriate Use Policy that governs student behavior. In order for students to access the Internet at school, parents/guardians are required to sign a permission form acknowledging that they have read and understand the regulations and the consequences for violating the policy. Please note that chat rooms are off limits to students unless under the supervision of a teacher.

1st Offense - a verbal and written "Warning" notice will be issued to the student. The student may lose Internet access for a period of one week. A copy of the notice will be mailed to the student's parents.

2nd Offense - A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parents. The student shall forfeit all Internet privileges for a minimum period of one month.

3rd Offense - A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parents. The student shall forfeit all Internet privileges for two concurrent semesters. This involves the balance of the current semester and one more semester during the current school year or transferring to the next school year.

Any Internet use that violates other school rules may result in additional consequences being administered according to building policy.

**Public Display of Affection:** Students are reminded that schools are a public place and a certain amount of decorum is necessary. Students should not engage in excessive physical contact, students who do will be corrected by the teacher and could be subject to the disciplinary actions. Consequences may range from detention to Saturday School.

**Theft:** - Students who steal will be subject to the following disciplinary action. Consequences may range from detentions to suspension or a recommendation for expulsion. Police will be contacted for investigation and possible charges. Students must return all stolen property or pay for any stolen property that cannot be returned.

**Vandalism:** Students who vandalize school property will be subject to the following disciplinary action. This includes marking on the High School Building with any material and/or marking the sidewalk or other school property. Consequences may range from detentions to suspension or a recommendation for expulsion. Students must pay for cleanup and/or the property that is vandalized. Police will be contacted for further possible charges.

**Search and Seizure:** Students, parents, guardians and legal custodians are hereby notified that school officials may conduct periodic inspections of all, or a randomly selected number of school lockers, desks or other spaces owned by the school provided as a courtesy to the student without prior notice. Such an inspection shall either occur in the presence of the students whose lockers, etc. are being inspected or the inspection shall be conducted in the presence of at least one other person. School administrator's and/designated representatives may conduct searches of students or protected student areas when on school property and on property being used by the school. Administrators are required to have reasonable and articulable suspicion to conduct such a search. Students do not have to be present during the search of a protected student area, but if not, students will be informed as soon as reasonably practicable after the search. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. ADM High School will cooperate with local law enforcement officials by permitting them to conduct searches of the building and parking lot with the aid of a drug dog.

**Other Examples of Breach of Discipline:** Any conduct of a student which conflicts with or disrupts the educational program or which interferes with or negatively affects a disciplined school atmosphere or violates the law is



considered a breach of school discipline and may result in consequences from detentions to suspension or a recommendation for expulsion being assigned. Examples of other breaches of discipline include:

1. Disorderly conduct, including rowdy behavior, temper tantrums, making loud noises so as to cause interference with other persons, disruptions of meetings, activities, or assemblies, or any other behavior intended to interfere with the rights of others.
2. Joining, becoming a member of, or soliciting other students to join, or become a member of, or taking part in forming or organizing a gang, fraternity, or society of students without prior approval of the school administration.
4. Gambling
5. Violation of Board Policies, the laws of the State of Iowa, or the laws of the United States of America.
6. Students will not be allowed to play cards at school, unless teacher directed. This is not an appropriate activity and can promote gambling.

## OTHER RULES AND INFORMATION

**Auditorium:** Students are not to put their feet or legs on the tops or backs of the chairs in the auditorium. Climbing over chairs to get from one row to another is also prohibited.

**Backpacks and Bags:** Students are not to bring backpacks or book bags into the classroom. They are to be left in their lockers. This allows for greater security and easier movement within the classroom in case of emergency.

**Cell Phone Policy:** Students will be allowed to use cell phones during non-instructional times only. This includes before and after school, pass times and lunch. Students cannot use their cell phones in the hallways or bathrooms if there are classes in session. Cell-phones in the classrooms are STRICTLY PROHIBITED unless under specific directions from the teacher. Any student caught using their cell phone in the classroom for ANY PURPOSE other than teacher directed, WILL IMMEDIATELY HAVE IT TAKEN AWAY. **PARENTS WILL BE REQUIRED TO PICK UP THE CELL-PHONE; IT WILL NOT BE GIVEN BACK TO STUDENTS.** REFUSAL TO GIVE THE CELL PHONE TO THE TEACHER WILL RESULT IN IMMEDIATE IN-SCHOOL SUSPENSION WHERE THE CELL PHONE WILL BE TAKEN AND NOT GIVEN BACK FOR TWO DAYS, AND A PARENT WILL BE REQUIRED TO PICK IT UP. ADDITIONAL CONSEQUENCES COULD RESULT IN INSUBORDINATION AND A CODE OF CONDUCT BEING ISSUED. If we encounter problems with this policy it can be changed during the year.

**Electronic Devices:** i pods, MP3 players, Kindles and CD players are allowed in school only if they are being used for a specific class or the teacher grants permission, including study hall. Students using them in study hall will be expected to be actively working on academic work. If the student is not, they will lose this privilege of using their electronic device. Computers will NOT be allowed at any time. Students are not allowed to access the schools wireless network; this will prevent our wireless system from becoming bogged down from high traffic. Students leaving their electronic devices in their lockers need to purchase a padlock from the high school office. Students MAY NOT use their own lock. The school is not responsible for valuables that are lost or stolen. A parent will be required to pick up the device for any offense. Any student refusing to turn over their device to a teacher when asked will be considered insubordinate and may be suspended from school. Upon return, the student will be required to fulfill the consequence issued for the device. This policy will be on a trial basis for the 2011-2012 school year. If it is found that these devices become a larger distraction, then the policy will revert to no electronic devices.

**Food and Beverages:** Students will not be allowed to eat or drink at their lockers or take opened containers of food or beverages out of the commons. The exception to this would be that students will be allowed to carry water bottles to class under these conditions: The water bottle may not be larger than 24 ounces, the bottle must contain clear, unsweetened water (NO SPORTS DRINKS OR OTHER DRINKS WILL BE ALLOWED), teachers have the right to not allow these into their classrooms, and at no time will ANY drinks, including water, be taken into the Media Center or near any computers. Student's who bring food or drink as part of a classroom activity may



consume it only in the classroom while under the teacher's supervision. Students who violate these rules will be subject to the following. Detentions may be assigned. Continual infractions may be viewed as insubordination. During morning hour's students are expected to contain their food to the non-carpeted areas!

**Media Center:** The Media Center is a resource area. Reference materials, periodicals, general reading materials, 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. Students must sign out to use the Media Center. Sign outs will be limited for students who do not follow the Media Center rules. Any student displaying unacceptable behavior will be asked to leave. Loss of Media Center privileges for a period of time may result if a student displays unacceptable behavior. The Media staff has the freedom to assign seats in the Media Center when the need arises. Materials in the regular collection are available for check out for a period of two weeks at a time. Fines will be charged at a rate of 5 cents per day per item for materials that become over due and students may lose Media Center privileges until their obligation is taken care of. The 8-12 Media Center has access to computers and all rules of acceptable use apply. The Media staff has the freedom to assign computers to students. **NO FOOD OR DRINK IS ALLOWED IN THE MEDIA CENTER.**

**School Shuttle:** A shuttle bus from Minburn and DeSoto to Adel is generally provided for students who are enrolled in early bird driver education. Students who are enrolled in other early bird classes are welcome to use this shuttle service. However, driver education classes stop before the end of each semester and the shuttle service will end at that time.

**Cars-Parking Lot:** Driving a motor vehicle to and from school is a privilege - not a right. Students who drive recklessly or carelessly may not be permitted to drive a vehicle onto the school campus during school hours (8:15-3:35). Student parking is on a first come, first serve basis. There will be limited reserved parking for students. Spaces for Student of the Month and the Six Pillars of Character will be reserved and designated by their signs. Students may not park in visitor and staff parking. Students may not loiter around or in their vehicle while on the school grounds. Parking on the grass or beyond the orange markers at each end of the gravel parking lot is prohibited. Students also must not park where their vehicle blocks the road to the football field. Parking in areas other than assigned may result in the student's vehicle being towed at their expense. Student drivers must register their car with the office. The car or vehicle needs to be identified on the application. Generally, an attempt is made to warn students the first time they are improperly parked rather than towing. This can be done only if the vehicle is registered in the office. We ask that any student involved in an activity please park in the back parking lot to avoid issues with bus loading and vehicle flow from the parking lots.

**Driver's Licenses and Permits:** Students taking driver's license examinations or obtaining driver's permits from examiners in Adel may be excused from **study halls** with parental permission. Students are to secure a permission pass from the office before leaving school. The license examiners are normally in Adel every other Wednesday. Adel City Hall is the location for the driver testing. Consequences will be issued for missing class time to obtain a driver's license.

**Corridors and Conduct:** Please "keep to the right" in corridors and avoid gathering in large groups or sitting in the hallway since this hinders traffic. 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. The doors to the academic hallways will generally be locked in the morning before school. Students should not plan to be in the hallways before 8:10 unless they are working with a teacher. Generally, the academic doors will also be locked at 4:30 p.m.

**Distribution of Materials:** Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the building principal (or designee) at least twenty-four hours in advance of desired distribution time. Within twenty-four hours of submission, the principal will render a decision whether the material violates guidelines as outlined in Board Policy (904.5R1). Non-School sponsored groups may post a notice of meetings the first week of school that outlines their meeting times and rooms that will be used. This notice will be taken down after a week and no further announcements may be made.

**Emergency Drills:** During emergency drills all students and faculty members shall report to designated places quickly, quietly, and orderly. Stay to the right when passing through halls and corridors.



Fire - The fire signal is the continual sounding of the fire alarm system. Each room has a sign that indicates the nearest exit and route to follow from the building. Walk - do not run - to the assigned exit. Please remain quiet throughout the entire drill. Each teacher will exit the building with his/her class or group and will supervise and account for them until the drill is over.

Tornado/Disaster - The alert signal will be given by a message on the intercom system. Each room has a sign that indicates where people are to go for safety. Students are asked not to talk enroute to their assigned rooms. Please listen for announcements over the intercom during the drill. Do not stop in a hallway unless you are assigned to the hallway. After reaching your assigned area, take a seat on the floor, put your head down, and remain calm.

Bomb Threat - Students and teachers will report to the Adel Christian and Methodist Church basements when the alarm or message over the intercom is released. Teachers will accompany the group of students they are teaching or supervising. Teachers listed on the top half of the master schedule will escort their groups to and from the Christian Church basement. All other teachers on the master schedule will escort their groups to and from the Methodist Church basement. Teachers on planning time at the alert will help with supervision of study hall (commons) students and any other large group of students. Teachers are to keep their students together in a group to and from the churches.

Family Night: Wednesday night is designated as Family Night. Practices will end at 6:45 p.m. and students will be out of the building by 7:00 p.m. ADMHS does not schedule school functions, practice, or games after 7 p.m. on these nights. The only exception occurs when an agency outside the school schedules tournaments or meetings to be held on Wednesday nights.

Interrogation By Outside Agency: As a general rule, individuals from outside of the school district should not interrogate students during school time. If an individual, such as a law enforcement officer wishes to interrogate a student, the request must come through the administrative office. Except in emergencies or pursuant to a valid subpoena or court order, such a request will be granted only after an attempt has been made to notify the parent regarding the interrogation and asking if they want to be present. If a parent or guardian cannot be reached, a school official will sit in on the conference with the student and the law enforcement officer. The request will be granted without contacting the parent when a child abuse investigator makes it.

Leaving School During the School Day: Students are not permitted to leave school without parental permission and permission from office staff. Students must sign out in the office when leaving school and sign in when arriving at school after the school day has begun. Generally, students will not be permitted to leave school more than twice per semester for such things as homework or other items left at home and only during study halls.

Lunch 9th-11th Grade: Underclassmen do not have open lunches. Students are expected to remain in the lunchroom during their assigned time. We do not allow for guests during EXCEPT for parents who would like to join their child in the lunchroom. It is expected that each student will be courteous and cooperative. Eating in the commons is a privilege and is available to each student only as long as appropriate behavior is practiced. Students are expected to clean their eating area (food, napkins, trays, etc.) BEFORE leaving the table. Failing to do so or refusing to do so will eliminate a student from eating hot lunch. Students who choose to throw food will be given consequences ranging from lunch in the in-school suspension room to out of school suspension. **OUTSIDE FOOD MAY NOT BE BROUGHT IN DURING THE LUNCH PERIOD. SACK LUNCHES MUST BE BROUGHT TO SCHOOL IN THE MORNING AND KEPT IN THE STUDENT LOCKER.** Each student will have his/her own individual account and will be the only one able to use that account. Students may not borrow from another student's 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 in the account before lunchtime, not in the lunch line. Students will not be allowed to have a negative balance. There will be no charges allowed. The ala carte line at the high school will not use the computerized system. It will still be cash only. Students may remain in the commons area or go outside (west door only) **after** eating each day. Students are expected to stay in front of the main doors and not to go around the corner of the building.

Senior Open Lunch Period: ADM High School will be running a trial program that allows senior students only to have open lunch. Seniors must meet and maintain the following criteria to be eligible for this privilege. This program can be stopped at any given time during the year and not be continued if the Administration and Food Service Director feel it is not successful.



- Seniors who are eligible for open lunch are welcome to stay at school and eat. Seniors do not have to use open lunch even if they are eligible.
- It is **STRONGLY** suggested that students do not attempt to drive outside of Adel for open lunch. There is not enough time to safely make it to Waukee and back. Student safety is a priority. If there are issues with a student compromising their safety, the school will revoke their open lunch.

#### Criteria for seniors

- Senior grades will be reviewed each quarter. If a senior receives a D or an F on their quarter report card they will lose open lunch privileges for the following quarter. For example: a senior receives a D or an F on first quarter grades; the student will lose open lunch privileges for the remainder of first semester (second quarter). If that student receives a D or F at the end of first semester, that student will not be eligible for open campus until the 3<sup>rd</sup> quarter grades are posted, in which the senior cannot be receiving a D or an F on their quarter grades to regain eligibility. If they did not regain eligibility they will no longer have the opportunity for open lunch. Each quarter senior grade, will be assessed and open lunch privileges will be given based on these grades.
- Absolutely no outside food is to be brought into the school during this time. Students bringing outside food in will be required to discard the food. Continued non-compliance of this will result in a loss of open lunch. Students cannot have other students bring food back into the building for them.
- Students who accrue 2 tardies coming back from open lunch will lose open lunch for the remainder of the semester. Along with that, students can earn other consequences for being tardy such as detentions to suspensions.
- If students are not eligible for open lunch and are caught taking one, the student will lose this opportunity for the remainder of the year and receive a Saturday school for the violation. Continued violations will result in larger consequences.

**Medication Guidelines:** No medication shall be dispensed to or used by any pupil in the Adel DeSoto Minburn Community School system unless the following rules are observed:

- Licensed medical personnel must prescribe the medication.
- A statement of the physician's directions requesting the specific medication to be dispensed and the time at which it is to be dispensed at school must be filed at the school, in the building where it is to be dispensed. This means the school nurse must have a signed note from the doctor to give your child prescription medication.
- The prescription and the parent's/guardian's signed request to dispense the medication are to be kept on file in the office from which the medication will be dispensed.
- The medicine shall be maintained in the original prescription container which shall be labeled with: (a) name of pupil, (b) name of medication, (c) directions for use, (d) name of physician or dentist, (e) name and address of pharmacy, and (f) date of prescription.
- The medication, while at school, shall be kept in a designated place, in a locked drawer or cabinet. When required, refrigeration will be provided.
- In each building that house a full-time registered nurse, access to the medication shall be under the authority of the nurse.
- In each building that house a less than full-time registered nurse, access to the medication shall be under the authority of the principal of that building, or a person designated by the principal.
- A written record will be kept on any medication(s) given at school. This record will include the pupil's name, the name of the medication, the amount of medication to be given, and the time at which it is to be given. After the medication is given, the person dispensing the medication will initial the medication sheet with his/her initials. The record shall be kept each time the medication is given at school, on the appropriate "Medication List" form.
- Over-the-Counter Medication (e.g. aspirin, Tylenol, cough medicine, etc.) requires parent's written permission which must be dated and signed and have written directions for dispensing enclosed. The medication must be brought to school in the original labeled container with the student's name written on it. The registered nurse may also determine that an over-the-counter medication,



ordered by a parent, could be detrimental to the child. In this case, the registered nurse may refuse to administer the medication and state the reasons in writing to the parent. Sending cough drops and throat lozenges to school for your child is discouraged.

- Medication (prescription or non-prescription) should not be transported back and forth from home to school and from school to home. Send only enough dosages for school in the original container or, preferably, ask the pharmacist for two containers, one for home use and one for school use.
- At the end of the school year, or at the end of dispensing time, any remaining medication shall be returned to the pupil's parents or destroyed. This action, if medication is destroyed, should be noted on the pupil's health record.
- Prescribed inhalers may be carried by high school students and used as needed.

#### **Morning and Noon Regulations:**

- All students are to report to their first period class or the commons area when entering the building on a school day. The commons will be open to student entry at 6:45 each morning.
- Students are not permitted in the hallway wings until the 8:10 bell unless under the supervision of a teacher.
- Students are not to loiter in the parking lot after parking their car. The parking lot is off limits at noon and during the school day unless permission to go to a car has been given by the high school office.
- The music-stage area is closed to all students except those under the supervision of the director or teacher.
- Locker room areas are off limits before school, at noon, and after school unless supervised by a teacher or coach.
- All students have a 25-minute lunch period. 9<sup>th</sup>- 11<sup>th</sup> grade students will not be permitted to leave the school grounds during lunch. Students who qualify for open lunch are allowed to leave.
- The only building areas open to students during lunch are the office and commons areas.

**Pregnant Students (the following information reflects Board Policy 501.12):** The ADM Community Schools encourages pregnant students to continue to attend the educational program as long as they are physically able to do so and as long as the student's presence does not disrupt the educational environment of the classroom.

It is suggested that a student who is pregnant should consult with school administration and her physician regarding participation in classes and school activities. If the student is unable to attend school because of her physical condition, the student may be excused and arrangements made to continue her studies during the absence. The student shall be permitted to attend classes at school again upon the recommendation of her physician.

**Study Hall and Commons Guide:** A list of study hall rules is available to all teachers in order to develop consistency in all study halls. Additional rules may be added by study hall teachers to suit individual situations.

- To be eligible for privileges (sign-out, speaking, restroom, etc.) a student must obey all of the study hall rules.
- Students assigned detention time by individual teachers may lose all study hall privileges until detention time has been completed (this may be from any teacher - by him/her notifying the student's assigned study hall teacher).
- Students may not eat snacks during study hall unless the study hall monitor gives permission to do so. The only beverage that should be consumed is juice from the juice machine in the Commons...no pop.
- Students are not permitted to sleep during study hall. They must keep their eyes open and their heads up so that the teacher can determine that they are awake.
- Radios, headsets, and similar devices and/or gadgets are not permitted in study hall. Do not bring them unless they are needed for a class. The study hall teacher will pick up these non-school items.
- **Sign-out Privileges:**
  - A. Being tardy to study hall will result in NO sign-out for the period on that day.
  - B. Students must have THEIR planner to sign out. The planner needs to be filled out completely with time and destination along with a staff signature.
  - C. To complete the study hall sign-out sheet correctly, the student must specify: 1) his/her full name; (2) destination; (3) the time placed leaving study hall; and (4) the time he/she returned to the study hall, NOT the time the student left the destination.



- D. All writing in your planners and on the sign-out pad must be legible to the instructor or the permission is automatically denied.
- E. While waiting to sign out, stand quietly in a line facing the instructor's desk. No more than 3 students at a time may be at the desk to sign out (some study hall teachers may prefer to sign their students out one row of tables or desks at a time).
- F. Students are to sign out on the sign-out pad in the order in which the instructor signs their slips.
- G. When the student returns to the commons or study hall, he/she is sign back in on the sign out log. Students must sign back in to study hall before going to their next class.
- H. Students may not sign out to lockers during the first 10 minutes or the last 10 minutes of a study hall.
- I. Sign-out and talking privileges are limited to a combined total of two per day.
- J. A pre-signed pass is required to go anywhere in the building except to the media center, the student's locker, or the restroom.
- Talking Privileges:
  - A. No student shall talk to another student unless he/she has permission from the study hall instructor.
  - B. Only two students may have permission to talk at a time.
  - C. The time limit for talking should be no longer than 2 minutes.
  - D. All talking must be done in a non-voiced whisper.
  - E. Sign outs and talking privileges are limited to a combined total of two per day.
- Restroom Privileges:
  - A. Limit restroom trips to 3 or 4 minutes. Students must use the restroom adjacent to the commons area.
  - B. Only one boy and/or one girl may sign out to the restroom at the same time.
  - C. Students are not permitted to use restrooms on the way to the library. Only those students signed out to the restroom (from class, study hall or library) have permission to use the restrooms during class period times.
- **Whenever a student sees marks on a desk, table, or chair the student should alert the study hall teacher of the marks at the beginning of the study hall; otherwise, the student sitting in the desk may be held responsible. This also applies to loose or broken seats in the Auditorium...it is very important that students not put their feet or knees on or against the seats in the Auditorium.**

**Unauthorized Persons; Criminal Trespass:** All visitors are required to check in with the office upon entering the school. The principal has the right to seek the immediate removal of unauthorized persons from the school property. An unauthorized person is one who "does not have lawful business to pursue at the school or who acts in a manner that disrupts or disturbs the normal educational function of the institution." This includes students who are under suspension or expulsion and waiting re-admission. The principal has the authority to tell unauthorized persons that they cannot come onto school property at any time, thus barring them from school premises. This can include all school activities. If the principal has barred a person, he/she is subject to immediate arrest if he/she fails to leave or returns after being told by the principal that he/she is barred. Staff members may ask for identification from any person and may ask them why they wish to come onto school property. Further, they may ask unauthorized persons to leave.

## ACTIVITIES

**Activities Handbook:** Students and parents should consult the Adel DeSoto Minburn Student Activities Handbook for additional information concerning the activities program including the **Activity Code** and eligibility rules. Students must turn in a signed form indicating that they have received and understand the Activity Code before participating in co-curricular activities.

**National Honor Society:** The purposes of this chapter are to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to encourage the development of character. These objectives serve as the basis for membership. Candidates must have a minimum grade point average of 3.25 and maintain this average each semester. All sophomores with a cumulative GPA of 3.5 or higher and junior and senior students will a cumulative GPA of 3.25 or higher will receive nomination packets. Packets must be complete and turned in on time



to be considered for membership. A five person faculty committee will review nomination packets based on scholarship, leadership, service and citizenship. The selection of members to the chapter shall be a majority vote of the faculty council. Members may be dismissed for not maintaining the required 3.25 GPA. Students may be dismissed from NHS for other reasons as well. The guidelines regarding dismissal are available from the NHS sponsor

**Gifted and Talented Education (GATE):** GATE is open to students currently identified for the program, and with permission, to those who were previously enrolled in the program. GATE options include testing out, acceleration, scheduling changes and post-secondary enrollment and will be coordinated by the Personal Education Plan team which consists of the GATE coordinator, principal, counselor, parent and student.

**Assemblies:** When an assembly is called pass directly to the gym or auditorium and be seated as quickly and quietly as possible. Attendance at most assemblies and pep meetings is optional. Students not attending these programs must report to the commons area and will be directed to a study hall room. Misbehavior during an assembly may result in future assembly privileges being suspended as well as other sanctions being assigned for breach of discipline.

**Attendance at Co-Curricular Activities:** Students may not leave the school during an activity and be re-admitted later. In other words, once you leave the building during a co-curricular activity, you must stay out. ADM students are required to sit in assigned areas while attending co-curricular activities. This is always on the home team side unless otherwise instructed. Students are expected to sit in assigned areas while games in progress (e.g. - students should not generally be in the commons while a game is being played on the basketball court).

**Boys/Girls State:** Although not official school activities, ADMHS works closely with the American Legion and American Legion Auxiliary by nominating deserving students for participation in Boys State and Girls State. Students are presented with a worthwhile opportunity to learn more about citizenship and democracy and to experience state and local government in action.

**Commencement:** To be eligible to participate in Commencement exercises, seniors must have completed all graduation requirements, paid all bills and fees, made up all time assigned for discipline or attendance reasons, and satisfactorily participated in Commencement practice.

**Dances:** High school dances are for senior high students and invited guests (one guest per student). Middle school students are not allowed to attend the high school dances (even as invited guests). All out-of-school guests must be signed up in the office prior to the dance and must be accompanied by the ADM student who signed them up to gain admittance to the dance. The dance shall be confined to the commons area and students who come to them must stay in the building once they arrive. Clean up must be completed and the building cleared by 12:00 a.m. Permission to hold dances must be granted by the class sponsors and cleared through the principal and/or activities director.

**Pep Bus:** Whenever 30 or more students desire a ride to an activity, the school will provide transportation. There will be a transportation fee payable in advance to ride the bus. Arrangements for a pep bus and chaperones are to be made through the Activity Director. Students must go and return in the bus designated by the teacher in charge. Students participating in school activities are not permitted to drive to an activity in another town.

**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 with a doctor's note). In order to attend co-curricular activity practice, a student must be in attendance at school during the afternoon (periods 5, 6, 7 & 8).

**Prom/Homecoming Dance:** All juniors and seniors are eligible to attend prom providing they have not had that privilege revoked and they have purchased a ticket. 9<sup>th</sup> and 10<sup>th</sup> grade students are only allowed to attend prom as a DATE.



**School Song:**

We're loyal to you, ADM High  
We'll ever be true, ADM High,  
We'll back you to stand  
You're the best in the land  
For we know you will stand,  
ADM High. Rah! Rah!

And when in the fight, ADM High,  
We'll stand for the right ADM High,  
Our team is our best protection  
Onward, for we expect a victory  
From you, ADM High. Rah! Rah!

**Sportsmanship:** The ideals of good sportsmanship, ethical behavior, and integrity permeate our culture, but in the reality of the festivities surrounding interscholastic athletics these concepts are too often replaced by unsportsmanlike conduct. Sportsmanship can be defined as those qualities of behavior that are characterized by generosity and genuine concern for others. It is the Golden Rule in action. Good sportsmanship is viewed as a concrete measure of the understanding and commitment to fair play, ethical behavior and integrity. It is the responsibility of each Adel DeSoto Minburn High School student to know and demonstrate the fundamentals of sportsmanship at all interscholastic athletic events at home and away.

**Student Council:** The purposes of this organization are to promote better relations between the student body and the administration, to serve as a means of presenting concerns of the student body to the administration, to promote better citizenship and better school spirit.

- The membership of the student council consists of three elected delegates from each class. One junior member of the student council is to be elected by the council to carry over automatically in his/her senior year. Regular meetings are held each month, and special meetings are called when necessary. The faculty sponsor must be present at every meeting. Student council members are elected for the next year in May. It is recommended that a student council member maintain an overall scholastic average of "C".
- **Class Officers:** Students wanting to run for class office must complete nomination papers to be eligible. The nomination petitions are available in the guidance office. Elections will take place in the spring of each year.

**Transportation - School Activities:** The school provides transportation for students who participate in school-sponsored activities held out of town. Students are required to ride on the bus to and from the event. Only when a parent personally contacts the teacher in charge and requests that his child ride home with him/her can an exception be made.

**Trips - Activities and Field Trips:** A field trip form must be filled out and signed by teachers and parents prior to the absence. All students who miss any or all of a period because of a school activity will be responsible for the next day's assignments, tests, quizzes, etc.; normally, students should complete all school work before leaving on the trip.



## **“Humanitarian Cord for Service”**

The Humanitarian Cord for Service is a distinguished award available to students at ADM High School who achieve 160 hours of volunteer service to their school and community (percentage school/community). Students are required to earn 40 hours of service per year to qualify. The importance of community engagement and volunteerism provide life lessons and experiences that are valuable to the students and those whose lives are touched by their giving. It is our goal to award students for sharing their time and compassion for others throughout our community, and encourage lifelong service to humanity. Students who complete the required volunteer service year will be awarded the “Humanitarian Cord for Service” to be worn on their graduation in recognition of their achievements.

### **1. Defining Acceptable Volunteer Work**

- Volunteer work must be completed with a nonprofit or government agency. A portion of your services must be completed at ADM High School or the Adel DeSoto Minburn community.
- You must be supervised by an adult who is employed by the organization or is an established volunteer who is recognized by the organization. *Family members and/or fellow students cannot act as the supervisor nor can they verify volunteer hours.*
- You may receive two hours of volunteer work for participating both blood drives held at ADM High School annually, one hour for each event. You may receive volunteer hours for helping at religious institutions as long as those hours do not include participation in a religious service.

### **2. Hours toward the Humanitarian Cord for Service may not be:**

- Court-ordered Community Service.
- Rendered directly to a for-profit institution or organization.
- A service that you are being financially reimbursed for your time and service.
- Travel time to and from activity.
- Sleeping or personal recreation hours during volunteer service time.
- Completed during school hours unless a sanctioned/approved activity by school administration.
- National Honor Society hours along with Big Brother/Big Sister or volunteer hours assigned by a coach, will not count towards this award.
- Student **cannot** “double dip” their community service hours. For example, if you earn hours volunteering and you use those hours to fulfill the requirement for NHS, these hours cannot be applied to earn the Humanitarian Service award.

### **3. Summer Service:**

Service hours earned during the summertime may be applied to the prior year or the following year. (For example, the hours earned during the summer after a student’s junior year can either count toward the remainder of the need hours as a junior, or they can use the time for their senior year.) All summer volunteer activities are still expected to be approved, **prior** to the activity taking place.

### **4. Pre-approval and Documentation:**

- **Pre-approval:** Students must complete a pre- approval form the week prior to the activity. The volunteer service must be approved by a designated school official prior to the activity, to assure compliance to the guidelines. Refer to the list following for designated staff for the approval process. This will prevent a student from participating in a service activity that does not qualify.
- **Documentation:** All student service activities must be documented for a student to qualify for the Humanitarian Cord for Service. One form shall be completed for each site of service and activity. You must



have the signature of an adult supervisor for the service to qualify. Forms should be completed and submitted back to the designated location at the school within 30 days of the completed activity. Seniors must have all documentation submitted by May 1<sup>st</sup>, to be eligible for the final award review.

#### **5. Know Your Responsibilities as a Volunteer**

- You are required to engage in responsible social conduct that reflects credit upon the ADM High School Community and to model good citizenship in any community.
- Submitting false information regarding completed volunteer hours is a violation. Falsifying documents will result in the student not earning this honor.

#### **6. Prorated for current students:**

Note: Volunteer service hours are pro-rated from the beginning of the program at ADM High School.

- Students in the class of 2012 need 40 hours of service to receive the Humanitarian Cord for Service.
- Students in the class of 2013 need 80 hours to receive the Humanitarian Cord for Service.
- Students in the class of 2014 need 120 hours to receive the Humanitarian Cord for Service.
- Students in the class of 2015 need 160 hours to receive the Humanitarian Cord for Service.

#### **7. Yearly Requirement**

Students are required to complete 40 hours of service each year instead of loading many hours into one experience. Students can only earn 20 hours of the 40 required hours in one year, from 1 service experience. Special consideration will be given to students who move in during the school year. Students are still required to complete the 6 hours of volunteer service for graduation. This honor is above and beyond that graduation requirement.

#### **8. Religious Service Guidelines**

In order to be applicable to a student's Silver Cord hours, an activity may NOT be directly involved with the rituals, services, or ceremonies of any specific religion or religious institution.

Examples of invalid activities include but are not limited to signing in the choir, candle lighting, reading from religious texts, altar services, etc.

Accepted religious activities include but are not limited to teaching Sunday or Vacation Bible School, leading youth groups, babysitting during religious services, working on a sound crew, recording/videotaping a service, or missions trips. (please refer to # 7 above).



# Humanitarian Service Cord

## APPROVAL FORM

Pre-approval for your service activity is necessary before the activity can count toward your hours of service completed. Please have one of the designated ADM High School staff approve your service activity prior to the service date. *Complete the following and return to the High School Counseling Center. All seniors must have completed forms returned to the administration by May 1<sup>st</sup>, prior to graduation. All other students have until the last day of the semester. Use one form for each individual activity. If this is a long-term service activity, you may document hours on a separate sheet.*

(For approval see: High School Principal, High School Vicer Principal/Activities Director, High School Counselor)

<b>Administrative Pre-Approval:</b>	
Student Name: (please print)	ID #:
Organization where service will be provided:	Date of Service Activity:
Activities to be performed:	Anticipated hours completed:
Grade level in which your hours will apply:	Year of Graduation:
ADM High School Approval: Signature X _____	Print
<b>Service Verification:</b>	
Name of Coordinator at service Site:	Date of Service:
Organization and address:	Phone:
Duties Performed:	Total Hours Completed:
Site Coordinators signature here verifies the students completion of service hours. X _____	Site Coordinator: (print)



## Humanitarian Cord for Service Documentation of Hours

Name: \_\_\_\_\_ Month: \_\_\_\_\_

Service Site: \_\_\_\_\_

List each date of service you worked at a specific site and the time you worked (in 15 minute increments), and the total for each date.

[illegible]

# TIGER PRIDE



STUDENT HARASSMENT COMPLAINT FORM

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

Description of misconduct: \_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible):

Any other information: \_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature \_\_\_\_\_

Date \_\_\_\_\_



**2010-2011 ADM Parent Student Handbook**

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

**I have received a copy of the parent student handbook and understand that these rules apply to all ADM High School Students.**

**Parent Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_





RIDICULOUSLY HIGH STANDARDS.

Milk  
Lowest!

May 27, 2011

Adel-Desoto-Minburn CSD  
Food Services Director  
801 Nile Kinnick Drive S.  
Adel, IA. 50003

Dear Sir or Madam:

We wish to submit the following quotations on dairy products to be used by the Adel-Desoto-Minburn Community School District during the 2011-12 school year.

	<u>Cartons</u>
Half pint 1% Milk	- .1950
Half pint Skim Milk	- .1860
Half pint Skim Chocolate Milk	- .2040
Half pint Skim Strawberry Milk	- .2040
Half pint 100% Orange Juice	- .3000
4 oz. 100% Orange Juice	- .1700
12 oz. 100% Orange Juice	- .65
12 oz. Plain & Flavored Skim Milk	- .65
6 oz. Yogurt	- .45

\* Prices quoted are subject to the attached escalator clause.

We furnish and maintain all necessary milk coolers. Please note that when a school system owns their own coolers .0050/1/2 pint can be deducted.

Sincerely,

*BS*

Bob Seidl

Accounting Manager

ANDERSON ERICKSON DAIRY

ANDERSON ERICKSON DAIRY

2420 E. University | Des Moines, Iowa | 50317-6501 | Tel: 515-265-2521 | Fax: 515-263-6301 | [www.aedairy.com](http://www.aedairy.com)





May 31, 2011

DAIRY BID

Ms. Elizabeth Severidt, Food Services Director  
Adel-Desoto-Minburn Community School District  
801 Nile Kinnick Dr S  
Adel, IA 50003

Dear Ms. Severidt:

Per your request, we are pleased to submit the following bid on dairy products for the 2011-2012 school year.

½ Pint 1% Milk Paper	.2013
½ Pint Skim Milk Paper	.1960
½ Pint Chocolate Skim Milk Paper	.2100
½ Pint Strawberry Skim Milk Paper	.2100
½ Pint Orange Juice 100% Paper	.2800
4 oz Orange Juice	.1500
Pint Plastic Orange Juice 100%	.6500
Pint Plastic Skim Milk	.6500
Pint Plastic Chocolate Skim Milk	.6500
6 oz Yogurt Reg & FF	.4600

This is an escalating/de-escalating bid on all items. Please see attached clause for monthly cost adjustment factors.

We look forward to hearing from you on the outcome of the bid. Please feel free to call if you have any questions.

Thank you for the opportunity to bid.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Nunez", with a stylized flourish at the end.

Mike Nunez  
Roberts Dairy  
General Sales Manager Iowa Division



# PAN-O-GOLD Baking Co.

5207 South East Rio Court  
Ankeny, Iowa 50021

*Lowest*

May 23, 2011

Adel-Desoto-Minburn Community School District  
Food Services  
801 Nile Kinnick Drive S.  
Adel, Iowa 50003

Attn: Elizabeth Severidt

Pan O Gold Baking Company would like to submit the following pricing for the 2011-12 year.

24 oz White Sandwich Bread		(.91)	
24 oz Wheat Sandwich Bread		(.91)	
24 oz Whole Grain White Bread 25 slices	51%	1.25	.052 oz
Large Hamburger Bun 12pk		1.20	
Small Hamburger Bun 12pk		1.10	.091 each
Whole Grain Hamburger Bun 60 ct	51%	(6.00)	.100 each
Whole Grain Hot Dog Bun 60 ct	51%	(6.00)	.100 each
Hot Dog Bun 12pk		1.10	
3/4 Inch Texas Toast		1.05	

Thank you for your consideration.

Respectfully,

Paul Johnston  
Vice President of Sales  
515-229-5927  
Email [pjohnston@panogold.com](mailto:pjohnston@panogold.com)



**IBC SALES CORPORATION**

P.O. Box 3989 / Davenport, IA 52808  
1034 E. River Drive / Davenport, IA 52803  
(563) 323-3647 x5946

May 25, 2011

Elizabeth Severidt, Food Service Director  
Adel-Desoto-Minburn Community School District  
801 Nile Kinnick Drive South  
Adel, IA 50003

In reply to your request, we are pleased to quote the following prices on bakery products for your school district for the 2011-2012 school year:

0341	24 oz. White Sandwich Bread	.95	
0367	24 oz. Wheat Sandwich Bread	1.20	
2220	100% Whole Wheat Sandwich Bread, 24 oz.	(1.10)	.045 oz
3050	Large Hamburger Buns – 12 ct.	1.07	
3055	Small Hamburger Buns – 12 ct.	(.80)	.066 each
3900	100% Whole Wheat Hamburger Buns, 8 ct.	.95	.118 each
3110	Hot Dog Buns – 12 ct	.95	
3905	100% Whole Wheat Hot Dog Buns, 8 ct.	.95	.118 each
5320	3/4 inch Texas Toast – 24 oz.	(1.02)	

Please send your response to P.O. Box 3989 Davenport, Iowa 52808, Attention:  
Carolyn Barnes, Sales Coordinator.

Very Truly Yours,

IBC SALES CORPORATION  
WONDER BREAD & HOSTESS CAKE

Marshal Tolly  
Market Unit Sales Manager

MT/cb





25 Main Street  
Dubuque, IA 52001  
T (563) 583-5791 x 230  
F (563) 583-8823

May 27, 2011

Adel-Desoto-Minburn Community School District  
Attn: Elizabeth Severidt, Food Service Director  
801 Nile Kinnick Drive S  
Adel, IA 50003

Dear Ms. Severidt,

Sara Lee Bakery Group would like to submit the following bid on bread products for your 2011-12 School year. We may need to deliver all bakery products the day before the product is needed. All of our products have sufficient shelf life for advance delivery. This will ensure the product is available in case of accidents or breakdowns.

PRODUCT CODE	PRODUCT DESCRIPTION	BID PRICE
180	OH White Sandwich 24 oz.	\$0.95
53067	SL Classic Wheat Bread 20 oz.	\$1.00
182	OH Wheat Sandwich 24 oz.	\$1.00
5487	Sara Lee Whole Grain White Bread 20 oz.	\$1.08 .0542
21758	OH Texas Toast 3/4" 24 oz.	\$1.13
188	OH Texas Toast 1" 24 oz.	\$1.13
30084	4" Hamburger Buns 12 ct.	\$1.20
39024	4" Hamburger Buns 30 ct.	\$3.00
39126	Select Jr. Hamburger Buns 12 ct.	\$1.00 .083 each
59404	6" Coney Buns 16 ct.	\$1.33
5303	SL Whole Grain White Coney Buns 8 ct.	\$0.85
5304	SL Wholegrain White Hamburger Buns 8ct	\$0.85
41066	53% Whole Grain White Hamburger Buns 12 ct.	\$1.35 .112 each
41064	53% Whole Grain White Hamburger Buns 30 ct.	\$3.38 .112 each
41099	53% Whole Grain White Coney Buns 16 ct.	\$1.80 .112 each

- All other items not listed on bid will be at normal market price.

If you should have any billing or pricing issues, please contact Cathy Mohr @ 800-755-4622 x230. Also, if you have any service issues, please call your servicing depot in Ankeny 800-362-1638.

Thank you for considering Sara Lee for your bakery product needs.

Best regards,

Vernon Anderson  
Zone Operations Manager





## **Call for 2012 Legislative Action Priorities**

### **What Your Board Needs to Do**

Spend the May, June, or July (or first week of August) board meetings analyzing, discussing and voting on your top legislative priorities for next year. This should give all school boards at least two meetings to identify their priorities for the 2012 General Session by doing one or more of the following:

- Attend the IASB District Meetings in June to help inform your board work in setting priorities and help IASB to chart future advocacy efforts (visit the IASB web site, [www.ia-sb.org](http://www.ia-sb.org), for more information);
- Pick no more than five priorities or approve the priorities from the 2011 platform, and/or;
- Suggest amendments to existing resolutions or recommend new resolutions;
- Identify resolutions that should be removed from the platform if they are no longer relevant or critical;
- Return up to five of your top legislative priorities or general approval to IASB by **August 12th** via the Internet at <http://www.ia-sb.org/iasbform.aspx?ekfrm=7270> or fax the completed form back to Marte Brightman at (515) 247-7057.

### **The Resolutions and Priorities Process**

- The IASB Legislative Resolutions Committee (LRC), at its August meeting, will review the submitted resolutions, prioritize them and make recommendations to the IASB Board of Directors.
- The IASB Board of Directors, at its September meeting, will vote to approve or modify the LRC recommendations and forward the report to the Delegate Assembly.
- The IASB Delegate Assembly will meet in Des Moines on November 16<sup>th</sup>. The Delegate Assembly is the official body that establishes the IASB Legislative Priorities, Resolutions and Beliefs.

### **What is the Legislative Resolutions Committee?**

The building of, and the strength of, the IASB legislative platform is based on member input. The Legislative Resolutions Committee is a 22 member committee comprised of K-12 board members, an AEA representative and an Iowa Community College Board of Trustees member. The IASB President-elect presides over the LRC. Members of the IASB Board of Directors appoint an LRC committee member from their director district. The IASB president makes five at-large appointments. The AEAs and Iowa Association of Community College Trustees each appoint one member. The LRC is a cross-section of school boards from across Iowa, big and small, urban and rural.

Thank you for adding your voices to the IASB legislative grassroots process!

**Remember: IASB needs your top five resolutions by August 12th.**

(Return form sent to board secretaries is available on the IASB web site <http://www.ia-sb.org/iasbform.aspx?ekfrm=7270>).





## 2011 IASB Legislative Action Priorities and Resolutions

STUDENT ACHIEVEMENT AND STUDENT EQUITY: The Iowa Association of School Boards:	Legislative Action 2011 Session:
1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.	This section will be updated after the close of the 2011 legislative session. Please check the our Web site at <a href="http://www.ia-sb.org">www.ia-sb.org</a> for updates to this document.
2. Supports full state funding to implement the Iowa Professional Development Model. The school district is the appropriate authority to determine the amount and content of, and require participation in, professional development to improve instruction focused on the district's student learning goals.	
3. Supports continued progress in the development of rigorous content standards and benchmarks, consistent with, the Common Core Standards (CCS) focused on improving student achievement, including the following state actions: <ul style="list-style-type: none"><li>• Provide technical assistance to help districts fully implement the CCS.</li><li>• Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed in the 21st century. IASB supports assessment systems that measure student growth for all students, also known as value-added growth or gain, to improve student outcomes by driving professional development, teacher and administrator evaluation, and school improvement decisions.</li><li>• Support research-based professional development that provides educators with the training, support and time to work together so that they can successfully teach a rigorous curriculum to all students.</li><li>• Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.</li></ul> <b>2011 IASB Priority</b>	
4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency.	
5. Supports a funding mechanism for school districts' transportation costs that does not directly or indirectly impact funding for the educational program.	
6. Supports funding to ensure all 3- and 4- year- olds have access to a high quality public school preschool program, and allow 4- year olds to be included in the enrollment count, if those programs can demonstrate meeting the collaboration and quality standards requirements of the state voluntary preschool program. IASB supports local district spending authority in the event of a future state spending reduction. <b>2011 IASB Priority</b>	
7. Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement. IASB supports expansion of sharing incentives to include special education, curriculum and other critical administrative positions. The incentives must be available to districts regardless of geographic proximity to each other.	
8. Supports legislation that increases the at-risk student weighting and includes drop-out prevention in the foundation formula.	
9. Supports increasing the regular program state cost per pupil for all districts to the statutory maximum district cost per pupil.	





## 2011 IASB Legislative Action Priorities and Resolutions

<b>FINANCE:</b> The Iowa Association of School Boards:	<b>Legislative Action 2011 Session:</b>
10. Supports setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEAs. Our priority is to increase and maintain the state cost per pupil and the spending authority associated with it to build a strong base for future education resources with full state funding of the state's share of the cost per pupil. <b>2011 IASB Priority</b>	
11. Supports a school foundation formula that adequately and timely funds changes in demographics, including declining and increasing enrollment challenges.	
12. Supports school district spending authority for any shortfall in state funding of the instructional support levy.	
13. Supports full funding of public schools before additional financial support of non-public schools.	
14. Supports the utilization of Home School Supplemental weighting funds to cover the full expenses of the Home School Assistance Program, including necessary expenditures for administrative costs such as secretarial work on timesheets, benefits, correspondence with parents and enrollment records.	
15. Supports an amendment to the <i>Iowa Code</i> to ensure that any school, including Regents Institutions that receives a portion of its funding through the foundation formula, is subject to the same governance and educational standards as public school districts.	
16. Supports the use of the management levy for fees required to be paid by law including inspection and publication fees; and for legal and auditing fees.	
17. Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs.	

<b>LOCAL CONTROL:</b> The Iowa Association of School Boards:	<b>Legislative Action 2011 Session:</b>
18. Supports legislation that provides flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds.	
19. Supports incentives for school districts to offer extended days and/or innovative calendars. School districts receiving these incentives should evaluate such initiatives to determine the impact on student learning.	
20. Supports the repeal of the legislated school start date and restoration of local school district authority to determine when it is in the best interest of students to start school.	
21. Supports the use of physical plant and equipment levy (PPEL) funds for the purchase of computer software, payment of software licensing fees and maintenance and repair of equipment or infrastructure that can be purchased or financed with PPEL funds.	





## 2011 IASB Legislative Action Priorities and Resolutions

<b>TAXES:</b> The Iowa Association of School Boards:	<b>Legislative Action 2011 Session:</b>
22. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.	
23. Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax.	
24. Supports tax increment financing (TIF) limitation, reform and regulation. Reforms should increase accountability and transparency for local government entities utilizing TIF. School districts should have the ability to implement TIF for certain types of facility expenditures and must be an equal partner with cities when implementing new TIFs. In addition, we oppose residential TIFs unless the impacted school district(s) approve.	
25. Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.	

<b>PERSONNEL:</b> The Iowa Association of School Boards:	<b>Legislative Action 2011 Session:</b>
26. Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. Districts and AEAs should not be required to use the teacher contract termination procedures in <i>Iowa Code</i> section 279.13 for such staff reductions.	
27. Supports reinstatement of state funds to allow school districts and AEAs the ability to offer long-term, differential pay, or other incentives, to fill shortage area positions.	
28. Opposes changes to labor and employment laws unless they: <ul style="list-style-type: none"> <li>• Advance excellence and equity in public education with the outcome of improved student achievement for all.</li> <li>• Are based in sound research and proven best practices with a demonstrated positive impact on improving student achievement.</li> <li>• Promote accountability by all for improved student outcomes.</li> <li>• Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers.</li> <li>• Include a regular evaluation of the impact of changes on student achievement.</li> <li>• Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety.</li> <li>• Include a requirement that arbitrators demonstrate understanding of Iowa education funding and educational improvement.</li> <li>• Provide management with the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Common Core Standards mandates.</li> <li>• Preserve the constitutionally protected due process rights of school boards.</li> </ul>	
29. Require arbitrators to first consider local conditions and ability to pay; once the arbitrator determines the district has the ability to pay, the arbitrator should determine comparability.	





## 2011 IASB Legislative Action Priorities and Resolutions

<b>UNFUNDED MANDATES:</b> The Iowa Association of School Boards:	<b>Legislative Action 2011 Session:</b>
30. Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs.	
31. Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.	
32. Opposes unfunded mandates.	

<b>AREA EDUCATION AGENCIES:</b> Acknowledges the AEAs legislative platform, including:	<b>Legislative Action 2011 Session:</b>
<ul style="list-style-type: none"> <li>• Supports additional resources to AEAs and school districts for curriculum development, student assessment analysis, in-service training, professional development and technology assistance.</li> <li>• Supports legislation allowing students in accredited nonpublic schools to be counted for special education services, allowing them full access to services.</li> <li>• Supports continued restoration of cuts made during the 2004 legislative session.</li> <li>• Supports creation of a separate funding mechanism for the operation and maintenance of AEA facilities.</li> <li>• Supports an increase in funding for early childhood efforts.</li> </ul>	

<b>COMMUNITY COLLEGES:</b> Acknowledges the community college legislative platform, including:	<b>Legislative Action 2011 Session:</b>
<ul style="list-style-type: none"> <li>▪ Funding state general aid \$202.6 million, and no less than \$167.2 million, which reflects calculations under the formula adopted by the State Board of Education.</li> <li>• A long-term commitment of state and local assistance for skilled worker training through the Workforce Training and Economic Development Funds, and other funding streams available to maintain and build capacity for skilled worker training.</li> <li>• A state commitment and appropriation to Iowa Adult Literacy Programs to support Iowa's illiterate adults, including dislocated workers without a high school diploma/GED.</li> <li>• The 15 Community College Boards' local governance flexibility to access local tax support in its discretion to meet the needs of workforce training and their local</li> </ul>	

<b>URBAN EDUCATION NETWORK</b> Acknowledges the Urban Education Network (UEN) legislative platform, including:	<b>Legislative Action 2011 Session</b>
<p><b>Think today about tomorrow</b> by initiating a thorough examination of the Foundation Formula to evaluate how Iowa school finance policy drives improved student success in the workplace and in life. With widening expenditure and achievement gaps in Iowa, this must be a serious undertaking and not just the once-every-five-year, cursory look at the formula mandated in the <i>Iowa Code</i>. Such an examination should consider student needs and whether the formula funds those needs appropriately. The examination should;</p> <ul style="list-style-type: none"> <li>▪ Evaluate the needs associated with Iowa's "at risk" students, including resources required to meet their needs from both an adequacy and equity perspective.</li> </ul>	



- Consider the relative tax capacity of school districts and the corresponding impact on a school district's ability to provide an excellent and equitable education.
- Address the remaining inequities in the foundation formula and other levies including physical plant and equipment levy, debt levy, instructional support levy, management levy, and cash reserve levy, and address the ability of Iowa's AEAs to adequately fund facilities maintenance and repair.

#### **Adequate Funding of Preschool Programs**

Provide funding to ensure all four year olds have access to a high quality preschool program by including preschool students in the enrollment count.

#### **Expand Flexibility and Authority for School Districts**

Public school boards and administrators need greater decision-making authority. Initial steps include requiring the DE to interpret local control broadly. The UEN supports Home Rule for school districts. Until that is accomplished, the DE should apply the directives of Dillon's rule only in very extreme cases.

Repeal the provisions of SF 2033 that are no longer relevant since Iowa was not selected to participate in the Federal Race to the Top grants to avoid any unintended consequences of limiting the ability of school boards and superintendents to implement necessary and effective strategies to "turn around" low performing schools.

#### **Allowable Growth**

Set and fully fund the allowable growth rate for FY 2012 at 4 percent to assure that Iowa's current and future public school students are able to reach their highest aspirations and that Iowa's expectations for our future are being met. School districts require adequate allowable growth to pay for the following:

- IPERS scaled up increases in employer contribution (uses the first 1% allowable growth for FY 2012 built-in increase)
- Increased costs of utilities, transportation, special education IEPs and insurance
- Step and lane change increases existing in collective bargaining agreements.
- Implementation of the Iowa Core Curriculum and the Common Core Standards as well as federal requirements regarding schools in need of assistance (SINA), districts in need of assistance (DINA) and schools identified as persistently low achieving schools (PLAS)

#### **Unfunded Mandates**

All legislation requiring local districts to provide additional programs and/or services must include sustainable and sufficient state funding to cover the cost of implementing the mandate. The Iowa Code should prohibit the unfunded mandate escape clause employed by former legislatures that the provision of state foundation aid is to be considered funding for new mandates.



## PROPOSED 2012 IASB LEGISLATIVE ACTION PRIORITIES

Please use this form to list your board's **Top Five Legislative Priorities in Rank Order**. Although there are a total of 35 resolutions, please select **only up to 5** resolutions that are most important to your district. If your legislative priorities are identical to the 2011 resolutions, please indicate the 2011 resolution number. Resolution numbers can be found in the 2011 IASB Legislative Resolutions pages included with this mailing or by visiting our website at <http://www.ia-sb.org/Publications.aspx?id=5008>. Indicate "new" if it's a new resolution. Also, please let us know if there are resolutions that should be removed from the platform. Use additional sheets as necessary. Please register your response via this Internet link <http://www.ia-sb.org/iasbform.aspx?ekfrm=7270>, on the IASB website or *return this form by fax or mail to IASB by August 12 2011*. Fax to Marte Brightman (515) 247-7057 or mail 6000 Grand Ave., Des Moines, IA 50312.

The Board of Directors of \_\_\_\_\_ School District on \_\_\_\_\_, 2011, adopted the following Legislative Action Priorities and Resolutions on a vote of \_\_\_\_\_ to \_\_\_\_\_.  
Submitted by: Name \_\_\_\_\_ Title \_\_\_\_\_

Continue Priorities from the 2011 Platform: \_\_\_\_\_  
(2011 resolutions #'s 3, 6 & 10)

2012 Priorities: (use 2011 resolution number, no more than 5)

New Resolutions or amendments to existing:

Resolutions that should be removed: \_\_\_\_\_  
(use 2011 resolution number)

***Please complete the advocacy survey on the back of this form***



### Advocacy Survey:

During the legislative session (January-April), in how many board meetings did you have a legislative update or discussion? 0 \_\_\_ 1-2 \_\_\_ ; 3 4 \_\_\_ ; more than 4 \_\_\_

Did your board meet with your legislators prior to the start of the legislative session to outline IASB's legislative priorities? Yes \_\_\_ No \_\_\_

Did you invite your legislators to attend a board meeting or other school related activity? Yes \_\_\_ No \_\_\_

If so, were they able to attend? Please explain

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How many local legislative forums did your board members/administrators attend? 1-2 \_\_\_ ; 3-4 \_\_\_ ; more than 4 \_\_\_

Was your board represented at one of the IASB Lobby Days? Yes \_\_\_ No \_\_\_

If "No" please indicate reason (check all that apply):

- ☐ Date(s) were inconvenient
- ☐ Conflicted with work requirements
- ☐ Saw little value/not worth time
- ☐ Didn't know about them

Was your administrative staff (superintendent, board secretary, etc...) represented at one of the Lobby Days? Yes \_\_\_ No \_\_\_ If "No" please indicate reason (check all that apply)

- ☐ Date(s) were inconvenient
- ☐ Conflicted with work requirements
- ☐ Saw little value/not worth my time
- ☐ Didn't know about them

Which of the following IASB advocacy tools did you use?

- ☐ January Legislative Kick-off Webinar
- ☐ Action Line/Action Network's Talking Points
- ☐ Weekly Legislative Update Recording
- ☐ Priority Issues Talking Points

Other: \_\_\_\_\_

On a scale of 1-5 please rate the usefulness of the advocacy tools:

Event	Not Useful				Very Useful
January Legislative Webinar	1	2	3	4	5
Action Line/Action Line Network	1	2	3	4	5
Weekly Legislative Update Recording	1	2	3	4	5
Priority Issues Talking Points	1	2	3	4	5

Please provide any feedback concerning these tools, or other tools you recommend to aid your districts advocacy.

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# *News Release*

FOR IMMEDIATE RELEASE

CONTACT: *(Name, School District/Title, Phone)*

Mary Gannon, IASB attorney (515) 288-1991

## ***(Name)* School Board Sets 2012 Legislative Priorities**

The *(Name)* school board set its legislative priorities for the 2012 session of the Iowa Legislature at the *(Month/Day)* school board meeting.

*(Name)* school board participated this year in the Iowa Association of School Boards (IASB) legislative policy process by talking about the impact of state policy on the district and voting on legislative resolutions for the next legislative session. Each school board prioritizes up to five resolutions.

The school board determined that the following priorities for 2012 are critical to students and taxpayers in the school district:

- *(Insert your school district's priorities here. Include comments from board members and administrators on why these priorities are important to your district and the positive outcomes that would result if they were enacted by the 2011 Legislature and governor.)*

The grassroots IASB legislative process involves all school board members in Iowa. Together, school leaders make a difference. Resolutions submitted by school districts will be reviewed by the IASB Board of Directors before being debated and adopted by the IASB Delegate Assembly at its annual meeting on Nov. 16 in Des Moines. *(Name)*, board member, will represent the district at the meeting.





## 2010 IASB Legislative Action Priorities and Resolutions

Below is a chart of the 2010 IASB Legislative Resolutions and the bills that impacted each resolution from the 2010 legislative session. We only report those bills that had at least a subcommittee meeting whether it made it through the full process or not. Many of the resolutions didn't have any bills that moved, and in many cases, IASB worked to defeat new legislation. If the second column is blank, then there was no legislation filed or, if filed, it did not have a subcommittee meeting.

### STUDENT ACHIEVEMENT AND STUDENT EQUITY:

The Iowa Association of School Boards:

Resolution	Legislative Action 2010 Session
1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.	Only verbal threats – no bills.
2. Supports full state funding to implement the Iowa Professional Development Model. The school district is the appropriate authority to determine the amount and content of, and require participation in, professional development to improve instruction focused on the district's student learning goals.	Appropriated \$613,878 for purposes of implementing the professional development program requirements, assistance in developing model evidence for teacher quality committees and the evaluator training program.
3. Supports continued progress in the development of rigorous content standards and benchmarks, consistent with the Iowa Core Curriculum, focused on improving student achievement, including the following state actions: Provide technical assistance to help districts fully implement the Iowa Core Curriculum. Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed in the 21st century. IASB supports assessment systems that measure student growth for all students, also known as value-added growth or gain, to improve student outcomes by driving professional development, teacher and administrator evaluation, and school improvement decisions. Support research-based professional development that provides educators with the training, support and time to work together so that they can successfully teach a rigorous curriculum to all students. Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development.	No real bills to threaten the Core Curriculum. \$1.9 million for purposes of implementing the statewide core curriculum and a state-designated career information and decision-making system.
4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency	
5. Supports an additional funding mechanism for school districts' transportation costs that does not directly or indirectly impact funding for the educational program	
6. Supports funding to ensure all 3- and 4- year- olds have access to a high quality public school preschool program, and allow 4- year olds to be included in the enrollment count, if those programs can demonstrate meeting the collaboration and quality standards requirements of the state voluntary preschool program. Also, we support the full-weighting of preschool students enrolled in full-time programs. IASB supports local district spending authority in the event of a future state spending reduction.	Appropriated \$48.2M for preschool and DE has opened up the process to all school districts that have preschool programs meeting the state standards. Doesn't mean all children will be counted but all districts will get state funds in FY 2011.
7. Supports continuation of sufficient incentives for and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement. IASB supports expansion of sharing incentives to include special education, curriculum and other critical administrative positions. The incentives must be available to districts regardless of geographic proximity to each other.	Incentives were maintained but not expanded.
8. Supports legislation that increases the at-risk student weighting and includes drop-out prevention in the foundation formula.	
9. Supports increasing the regular program state cost per pupil to the current maximum district cost per pupil.	
10. In the spirit of equitable spending for the benefit of all of Iowa's children, the portion of Iowa's casino revenues rewarded to school districts should be distributed equitably among all districts, similar to the statewide penny. To do otherwise is making a statement to the students of the districts not currently benefiting that they are not as important as the students in the districts with casinos.	





## 2010 IASB Legislative Action Priorities and Resolutions

### FINANCE:

The Iowa Association of School Boards

11. Supports setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEAs. Our priority is to increase and maintain the state cost per pupil and the spending authority associated with it to build a strong base for future education resources. <b>2010 IASB priority</b>	Allowable growth was set at two percent for FY 11 but underfunded approximately \$290 per pupil. School districts maintained spending authority for the shortfall.
12. Supports a school foundation formula that adequately and timely funds changes in demographics, including declining and increasing enrollment challenges	
13. Supports a four-year phase-in to achieve full funding of the state's portion of the instructional support levy. During the transition period, IASB supports an equitable proration formula and school district spending authority for any shortfall.	Instructional Support Levy was funded at \$7.5M for FY 11 short \$5.6M from FY 10.
14. Supports full funding of public schools before supporting non-public schools.	SF 2178 expands the definition of textbooks for the nonpublic schools to include computer technology but no additional funds were provided.
15. Supports the utilization of Home School Supplemental weighting funds to cover the full expenses of the Home School Assistance Program, including necessary expenditures for administrative costs such as secretarial work on timesheets, benefits, correspondence with parents and enrollment records.	The education appropriations bill includes language that allows districts with a home school assistance program to pay for direct administrative expenses of administering the program.
16. Supports amendment of Senate File 470 to fund the Research and Development School at the University of Northern Iowa through the Regents rather than the Iowa School Finance Formula. As currently identified in code the Iowa School Finance Formula should only be used to fund K-12 schools in Iowa.	

### LOCAL CONTROL:

The Iowa Association of School Boards

17. Supports legislation that provides flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds.	
18. Supports incentives for school districts to offer extended days and extended calendars. School districts receiving these incentives should evaluate such initiatives to determine the impact on student learning.	
19. Supports the repeal of the legislated school start date and restoration of local school district authority to determine when it is in the best interest of students to start school.	SF 2187, HF 589 – Start Date bills killed
20. Supports expansion of the allowable use of physical plant and equipment levy (PPEL) funds while maintaining the purposes of infrastructure, transportation, technology and equipment funding.	HF 2462 – Passed House and died in Senate

### TAXES:

The Iowa Association of School Boards

21. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.	
22. Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax.	
23. Supports tax increment financing (TIF) limitation, reform and regulation. Reforms should increase accountability and transparency for local government entities utilizing TIF. School districts should have the ability to implement TIF for certain types of facility expenditures and must be an equal partner with cities when implementing new TIFs. In addition, we oppose residential TIFs unless the impacted school district(s) approve.	
24. Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.	





## 2010 IASB Legislative Action Priorities and Resolutions

### PERSONNEL:

The Iowa Association of School Boards

25. Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. Districts and AEAs should not be required to use the teacher contract termination procedures in Iowa Code section 279.13 for such staff reductions.	
26. Supports reinstatement of state funds to allow school districts and AEAs the ability to offer long-term, differential pay, or other incentives, to fill shortage area positions.	
27. Opposes changes to labor and employment laws unless they: <ul style="list-style-type: none"> <li>Advance excellence and equity in public education with the outcome of improved student achievement for all.</li> <li>Are based in sound research and proven best practices with a demonstrated positive impact on improving student achievement.</li> <li>Promote accountability by all for improved student outcomes.</li> <li>Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers.</li> <li>Include a regular evaluation of the impact of changes on student achievement.</li> <li>Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety.</li> <li>Require arbitrators to first consider local conditions and ability to pay; once the arbitrator determines the district has the ability to pay, the arbitrator should determine comparability.</li> <li>Include a requirement that arbitrators demonstrate understanding of Iowa education funding and educational improvement.</li> <li>Provide management with the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core Curriculum mandates.</li> <li>Preserve the constitutionally protected due process rights of school boards.</li> </ul>	SF 2337 – Mandatory Minimum Safe and Sick Time - Died SF 2193 – Employer Notify Employees of Employer Policies – Died SF 2033 – Expansion of Scope of Bargaining in Race to the Top – Passed

### UNFUNDED MANDATES:

The Iowa Association of School Boards

28. Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs.	
29. Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and demands that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.	
30. Opposes unfunded mandates.	HF 823 – Green Cleaning Mandate passed <b>All below died</b> SF 2316 – Flood Plain Management SF 2163 – Vision Screening SF 2116, HF – Foreign Language Mandate Expansion and Required American Sign Language SF 2034 – Dating Violence HF 777 – Open Meetings/Public Records HF 2421 – Prevailing Wage HF 2420 – Fair Share for State Executive Branch Employees HF 2359 – Green Certification for Construction HF 2270, HF 2247 – Expansion of Foreign Language Requirements HF 2269 – Expansion of Sex Education Requirements HF 2135 – Paid Time Off HSB 717 - Biodiesel





## 2010 IASB Legislative Action Priorities and Resolutions

### AREA EDUCATION AGENCIES:

The Iowa Association of School Boards

31. Supports additional resources to AEAs and school districts for curriculum development, student assessment analysis, in-service training, professional development and technology assistance.	
32. Supports legislation allowing students in accredited nonpublic schools to be counted for special education services, allowing them full access to services.	
33. Supports continued restoration of cuts made during the 2004 legislative session.	Continuance of appropriated \$2.5M
34. Supports creation of a separate funding mechanism for the operation and maintenance of AEA facilities.	
35. Supports an increase in funding for early childhood efforts.	Additional preschool appropriations, not directly to AEA's, refer to #6 Student Achievement and Student Equity Resolution legislative action.

### COMMUNITY COLLEGES:

The Iowa Association of School Boards

36. Acknowledges the community college legislative platform, including: Increased State General Aid at an estimated \$14.7 million, with the exact amount to be determined by formula adopted by the State Board of Education. A long-term commitment of state and local assistance for skilled worker training through ACE, Infrastructure, Iowa Power Fund, Workforce Training and Economic Development Funds, and other funding streams available to maintain and build capacity for skilled worker training. The 15 Community College Boards' local governance flexibility to access local tax support in their discretion to meet the needs of workforce training and their local communities.	See Legislative summary tracking for report.
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