

BOARD MEETING UPDATE

SEPTEMBER 19, 2011

APPROVED:

- August 8 Minutes
- Bills/Claims
- Financial Reports
 - August Monthly Reports
 - Financial Health Report for Fiscal Year 2011
 - CAR Report for Fiscal Year 2011
- Resignations/Terminations
 - Jeff Duffy, Route Bus Driver (9/12/11)
 - Andrea Hofler, AE Teacher Associate (8/23/2011)
 - Mike Mertz, Bus Driver (Prior to Start of School)
 - Joel Najera, Van Driver (8/24/11)
- Hires
 - Lorraine Corbin, AE Food/Server Worker I, Step 1
 - Renee Farber, AE Teacher Associate, Step 5 (8/24/11)
 - Jessica McFarland, Van Driver (9/12/11)
 - LeVerne Moody, Bus Driver, step 2 (9/12/11)
 - Bart Mueller, Head Girls' Track Coach, Step 4
 - Susan Oesterle, Guidance Administrative Assistant, Step 18 (9/12/11)
 - Tiffany Studyvin, MS Teacher Associate, Step 1
 - Joss Teed, MS Girls Basketball Coach, Step 1
 - Dia Wiley, DS Media Associate, Step 1
 - Josh Barnes, Asst. HS Boys' Basketball, Step 2
 - Steve Cochran, Asst HS Girls' Basketball, Step 4
 - Scott Crannel, MS Wrestling, Step 2
 - Scott Geadelmann, MS Boys Basketball, Step 2
 - Chris Hatchitt, MS Wrestling, Step 4
 - Donald Hess, MS Boys Basketball, step 2
 - Casandra Mueller, MS Girls' Basketball, step 4
 - Nicolee Rasmussen, Asst. HS Girls' Basketball, Step 4
 - Cole Van Vark, MS Girls' Basketball, Step 4
- Transfers
 - Elizabeth Downing, from DS Media Associate to DS Teacher Associate
- Contract Modification
 - Tammie Seaholm from Teacher 1.0 FTE to Teacher 1.0 FTE and Asst. Speech Coach, Step 1
- District Assessment Handbooks
- Agreement for Services/Special Education Contracts
- Physician for work Permit Certificates
 - Dr. Susan Donahue – Mercy Adel Medical Clinic
- At Risk Allowable Growth Application

- Open Enrollment Out of District Transportation
- Insurance Report
 - Required by Board Policy – Every Three Years
- Appoint School Improvement Advisory Committee
 - Carole Erickson
 - Eric Heitz
 - Nick Herrick
 - Trevor Hook
 - Michelle Lockhart
 - Dana Meier
 - Jim DePue
 - Greg Dufoe
 - Jodi Banse
 - Sam Bertman
 - Kevin Juhnke
 - Lisa Newman
 - Lori Geadelmann
 - Lee Griebel
 - Krysten Herrick
 - Austin Hudson
 - Adam Kurth
 - Butch Ostrander
 - Austin Schmidt
 - Kim Timmerman
 - Dia Wiley
 - Sandi Abbas
 - Sarah Benn
 - Mark Englemann
 - Gabbie Finnegan
 - Scott Geadelmann
 - Kerri Hardy
 - Pam Peters
 - Charole Schlapkohl
 - Connie Sloss
 - Steve Brown
 - Larry Donahue
- Election Results – Bart Banwart, Tim Canney, and Kim Roby (4 year terms)
- Election of Officers – President Tim Canney, Vice President Kim Roby
- Selection of Negotiation Team
 - Rod Collins
 - Kim Roby
- IASB Legislative Delegate
 - Kelli Book
- Trees for Kids/Trees for Teens Grant – Ecology Club
 - \$5,000 Grant to Plant Trees
- Facility Rental Agreement
 - Effective Immediately – New Usage Guide

REPORTS/DISCUSSION

Early Retirement Plan Discussion

Annual Progress Report – Greg Dufoe

ACT Report – Greg Dufoe & Lee Griebel

Elementary Reading Assessment Data – Carole Erickson

Voter-Approved PPEL – Technology Needs – Adam Kurth

Minimum Classroom Requirements

Five Year Replacement Cycle

Infrastructure Upgrades

Equipment Upgrades

Funding with VPPEL

Open Enrollment In

1. Clara Allen, 8th Grade from Winterset to ADM (good cause)
2. Jane Allen, 9th Grade from Winterset to ADM (good cause)
3. Nadine Allen, 6th Grade from Winterset to ADM (good cause)
4. Cole Boswell, 11th Grade from Van Meter to ADM (good cause)

Important Dates

Sept. 26	No School - PD
Oct. 10	Regular Board Meeting 6:00 PM
Oct. 12	Early Dismissal

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.
"Experiencing Success Today, Achieving Dreams Tomorrow"

NOTICE OF PUBLIC MEETING

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District will meet at 6:00 p.m. on the 19th day of September 2011, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA
DISTRICT BOARD ROOM

September 19, 2011
6:00 P.M.

5:30 P.M.

Reception for New and Departing Board Members

OPENING:

6:00 P.M.

Call to order
Roll call
Emergency additions and adoption of agenda
Honoring Excellence

6:05

Consent agenda
Approval of minutes
Approval of bills/claims and transfers
Secretary/Treasurer financial reports
Personnel contracts
District Assessment handbook
Agreement for services/special education contracts
Appoint physician for work permit certificates
At-Risk Allowable Growth
Open Enrollment out of district transportation
Insurance report
School Improvement Advisory committee
Welcome of visitors and open forum

6:15

Election results

6:20

Adjournment

ORGANIZATIONAL MEETING OF NEW BOARD:

6:25

Call to order/roll call

6:30

Oath of Office

ACTION ITEMS:

6:45

Election of officers/Oath of office

6:50

Selection of negotiation team

6:55

IASB legislative delegate

7:00

Ecology Club – tree grant report

7:15

Facility Rental Agreement

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:

7:25

Early retirement incentive 2011-12

7:45

APR – Annual Progress Report

7:55

ACT report

8:10

Elementary reading assessment data report

8:50

Voter-approved PPEL discussion – technology needs

9:00

Open enrollment

9:05

Closed session: Pursuant to Iowa Code section 21.5(1)(a) "to review or discuss records which are required or authorized by state or federal law to be kept confidential or to be kept confidential as a condition for that governmental body's possession or continued receipt of federal funds."

9:15

Open session

9:20

Action on open enrollment request

9:25

Adjournment

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT
801 Nile Kinnick Drive S.
Adel, Iowa 50003
(515) 993-4283

Nancy Gee
Secretary
Board of Directors



Adel DeSoto Minburn

801 Nile Kinnick Drive S., Adel, Iowa 50003
515-993-4283

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

TO: Board of Directors
FROM: Greg Dufoe, Superintendent
SUBJECT: Memorandum for September 19, 2011

Reception for Departing and New Board Members – 5:30 pm

We will have a reception for Jen Heins and Bart Banwart starting at 5:30 pm. There will be snacks and refreshments served. We want to take time to thank Jen for her years of service to ADM Schools and welcome Bart as our new Board member.

Honoring Excellence

Marvin Christensen, Adel Elementary custodian is this month's Honoring Excellence recipient. Carole Erickson and various other staff members from Adel Elementary nominated Marvin. Marvin does a wonderful job for us and we look forward to honoring him.

Personnel contracts:

I recommend the following resignations/terminations:

Jeff Duffy, route bus driver, effective 9/12/11

Andrea Hofler, AE teacher associate, effective 8/23/2011

Mike Mertz, bus driver, effective prior to the start of the 2011-12 school year

Joel Najera, van driver, effective 8/24/11

I recommend the following new contracts effective for the 2011-12 school year:

Lorraine Corbin, AE Food/Server Worker I, step 1

Renee Farber, AE Teacher Associate, step 5, effective 8/24/2011

Jessica McFarland, van driver, effective 9/12/11

LeVerne Moody, Bus Driver, Step 2, effective 9/12/11

Bart Mueller, Head Girls Track Coach, step 4

Susan Oesterle, Guidance Administrative Assistant, step 18, effective 9/12/2011

Tiffany Studyvin, MS Teacher Associate, step 1

Joss Teed, MS Girls Basketball Coach, step 1

Dia Wiley, DS Media Associate, step 1

Non-teaching September issued contracts:

Josh Barnes, Ass't. HS boys basketball, step 2

Steve Cochran, Ass't. HS girls basketball, step 4

Scott Crannell, MS wrestling, step 2

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Donald Hess, MS boys basketball, step 2

Cassandra Mueller, MS girls basketball, step 4

Nicolee Rasmussen, Ass't. HS girls basketball, step 4

Cole Van Vark, MS girls basketball, step 4

"Experiencing Success Today, Achieving Dreams Tomorrow"

I announce the following transfer for the 2011-12 school year:
Elizabeth Downing, from DS Media Associate to DS Teacher Associate

I announce the following contract modification effective the 2011-12 school year:
Tammie Seaholm from Teacher 1.0 FTE to Teacher 1.0 FTE and Assistant Speech Coach, step 1

Pending resignation:
Della Weems, Mock Trial coach

District Assessment handbook (Exhibits 1):

I recommend approval of the following handbook:
District Assessment Handbook

Agreement for services/special education contracts:

Des Moines - we make a variety of classes available to our students
DMACC – we make a variety of DMACC opportunities available to our students

<u>Special Ed. students to ADM from:</u>	<u>ADM Special Ed. students to:</u>
Dallas Center-Grimes	College Community
Des Moines	Des Moines
Earlham	Urbandale
Perry	Waukee
Waukee	Winterset
West Central Valley	Woodward Granger
Winterset	DMACC

Appoint physician for work permit certificates:

In order for a student to obtain a minor's work permit, the following proofs of age are allowed:

- birth certificate
- passport
- baptismal record
- certificate by school appointed physician

Because of the increasing number of refugee minors that do not have proof of age, it is recommended that every local school district appoint a physician. Refusal to do so could be construed as failure to provide access to the work permit process, a potential discriminatory action. I recommend that we appoint Dr. Susan Donahue, from Mercy Adel Medical Clinic for this position. Susan has agreed to serve in this capacity for us.

At-Risk Allowable Growth:

I recommend that we again submit an application for at-risk allowable growth funding. This funding pays for a good portion of our guidance program, alternative high school course work, work experience program, and reading recovery. This application is not due until December. We will be bringing budget figures forward for the Board's review in the coming months.

Open Enrollment out of district transportation (Exhibit 2):

Enclosed is a list of students that open enroll into ADM and the resident district is allowing ADM to enter their district to provide bus transportation. These agreements with area districts are limited and subject to annual

approval. Currently, there are no ADM resident students open enrolled out where their receiving district is coming into our district to pick them up.

Insurance report (Exhibit 3)

The District is required by Board policy to present a report indicating the types, amounts of, and cost of insurance every three years. We have continued with EMC Insurance. Costs have remained fairly stable.

Appoint School Improvement Advisory committee (Exhibit 4):

I recommend approval of the ADM School Improvement Advisory Committee. This board-appointed committee is to assist in the development and monitoring of our student achievement goals, address bullying and harassment issues, and other school related concerns. We have revised our committee membership a great deal this year to attempt to improve attendance. We are also required to have an equal number of males and females on our SIAC. This group also includes two representatives from the high school student council.

Election results:

Nancy will give a canvass of the election results. Elected officials to four-year terms are Bart Banwart, Tim Canney, and Kim Roby.

Oath of Office:

The required oath of office will be administered by the Board Secretary to swear in the newly elected members.

ELECTION OF OFFICERS/OATH OF OFFICE

The Board Secretary will conduct the election of officers. Nancy will call for nominations. Nominations need not be seconded. Tim Canney has served as President and Kim Roby as Vice President the past three years. The required oath of office will be administered by the Board Secretary to swear in the newly elected officers.

SELECTION OF NEGOTIATION TEAM

Rod (1 year) and Kim (2 years) served on the Board negotiating team last year. With Rod having two more years left on his term and Kim beginning a four-year term, we would be good to continue with Rod and Kim as our Board members on the negotiating team without the worry of not having someone with experience on this team next year. We will need a motion for two members of the Board to serve on this team.

IASB LEGISLATIVE DELEGATE

The Iowa Association of School Boards (IASB) is asking us to select one member to serve as a legislative delegate. This Board member would receive information related to legislative issues and have the responsibility to inform the rest of the Board. Also, this Board member would attend the IASB Delegate Assembly to vote on legislative resolutions on Wednesday, November 16, the day before the state school board convention. Kelli served as our legislative delegate last year and is willing to do so again this year.

ECOLOGY CLUB – TREE GRANT REPORT (Exhibit 5)

Students from the ADM High School Ecology Club, along with club sponsor Anita Vasto, will be on hand to present information about a "Trees For Kids/Trees For Teens Grant" proposal offered by the Department of Natural Resources. Please review the application, site plan, and plant list. This group of students has worked extremely

hard to develop a grant application to plant a wide variety of over 120 trees on our 801 Nile Kinnick Drive campus. The value of the trees is \$5,000. The grant has already been approved by the DNR.

I am excited to hear from the students and have them describe the process they engaged in to see this project through. I recommend approval of the grant application.

FACILITY RENTAL AGREEMENT (EXHIBIT 6)

Included in your board packet is the Facility Rental Agreement document. This agreement is the final version of our changes to our facilities rental process. In review, we started this process last spring with a small group of coaches, community members, Doug, Nancy, and myself. Our purpose was to create a document that is more user friendly for both the district and those who wish to rent our facilities and to clean up some gray areas that presented difficulties for us. We reviewed many other area districts' rental agreements and really used Carlisle and Waukee as models for our changes. The Board reviewed the initial drafts in July and August.

The general operating principle of the agreement is to maximize free access for ADM youth and non-profit organizations and to more deeply define the classifications that require a fee for access (Classes C and D). We also spent considerable time determining the actual fees for Class C and Class D.

As part of our review, we also determined that the Adel Parks and Recreation will pay a \$2,500 yearly fee for use of district facilities. We have had many conversations with Nick Schenk and Chad Bird with the City and they are aware of and are planning for this fee. This is a typical arrangement as found in our review of other district plans. Winterset, for example, has the same \$2,500 fee requirement.

I recommend approval of the Facility Usage Guide. We will implement this agreement following board approval and will apply for all applications from that point forward.

Early retirement incentive 2011-12 (Exhibit 7)

Nancy and I will provide a review of our early retirement incentive and the number of employees eligible under our current plan. Please review the documents included in your packet prior to the meeting. Based on the Board's discussion, we can plan on bringing this issue back to the Board for consideration at the October meeting. We need to make a determination on our offering plans by that date to provide employees adequate time for their own personal planning. There are now twenty employees eligible for the early retirement incentive which is one more than the last year it was offered. The average pay out is about \$23,000 per employee.

APR – Annual Progress Report (Exhibit 8)

Included in your Board packet is the 2010-2011 Annual Progress Report. This report was certified to the Department of Education prior to the September 15th deadline. I will spend a few minutes reviewing this report. The first several pages describe our progress on our 2010-2011 APR student achievement goals in reading, math, and science. As you may recall, during our goal-setting process the previous two years, we have set APR goals that are very aggressive in that we intend to increase the percent of students proficient or above in all tested grade levels combined. We compared the percentage of students proficient in grades 3-11 in 2011 in reading, math, and science to 2010. For the first time, we MET all of our APR goals in those three content areas. I am extremely excited and proud of that fact and can't say enough about the hard work the administrative team has done in their respective buildings to align their building goals and school improvement work with those goals. Other data we will review includes: multiple assessment data, post-secondary data, and dropout data.

ACT report (Exhibit 9)

Lee Griebel and I will give an ACT report. Our 2011 scores are the highest on record and continue our upward positive trend of gains on the ACT. Our scores have improved three straight years, are among the highest in the area, and the highest in Dallas County this year.

The significance of the ACT at the state level appears to be growing. Director Jason Glass has spoken of requiring all Iowa graduates to take the ACT starting in 2013. We are well-positioned for this as we already require all 10th grade students to take the ACT PLAN, an ACT-like test that provides a predictive ACT score and much data on areas to improve.

Again, I am extremely proud of the work our administrative team has done with their staffs. This collective effort has made a difference.

Elementary reading assessment data report (Exhibit 10)

Carole Erickson will present her annual report on elementary reading assessment data. Carole will provide the Board with a review of data from 2010-2011 and also inform us on the assessments used at the elementary level. Data on our crucial Reading Recovery and Title I programs will also be discussed.

A great deal of effort and focus goes into the administering the assessments, collecting and organizing the data, and leading and monitoring programs like Reading Recovery and Title I. This report by Carole updates the Board on this crucial component of our district's instructional efforts.

Voter-approved PPEL discussion – technology needs (Exhibit 11)

Adam Kurth, Director of Technology, will be on hand to present information regarding district technology and two options for improving our technology through a voter-approved Physical Plant and Equipment Levy (PPEL). Since Adam started in July he has assumed leadership of our district technology committee and has broadened the membership of our committee in order to gather deeper and more detailed feedback on this plan. There are substantial changes in this plan since Jim DePue reported the committee's draft work in June.

We will also discuss scenarios that demonstrate the revenue generated by a voter-approved PPEL at different levy rates with the intent to keep our overall levy rate the same as FY12.

We will want Board feedback and much discussion on this topic. The next possible election dates are in February and April of 2012. If we are to move forward, a Board resolution is required no later than December. We will want a resolution prior to that in order to implement a sound campaign and communication plan.

Adam will also discuss the implications if we do not pursue a PPEL for technology (or if it fails to pass). This is a critical issue for us and is short-term goal #8 approved by the Board in July.

You will notice that our plan does not include a one-to-one device for all students at a particular level. Adam will discuss the thinking on that issue that includes prohibitive costs, additional personnel needed, inability to address deficiencies at the elementary levels and more. Frankly, I am not a proponent of the one-to-one initiative at this time and I caution getting caught up to quickly in the latest fad to move to one-to-one devices. The costs are just too high for us and would come at the expense of many, many other needs and programs.

Exciting times. We have an opportunity to take a difficult current reality and vision forward a better plan for technology use to improve student achievement and teacher effectiveness.

“Experiencing Success Today, Achieving Dreams Tomorrow”

Open Enrollment In for 2011-12

Clara Allen, 8th grade, from Winterset to ADM (good cause)
Jane Allen, 9th grade, from Winterset to ADM (good cause)
Nadine Allen, 6th grade, from Winterset to ADM (good cause)
Cole Boswell, 11th grade, from Van Meter to ADM (good cause)

Closed Session

We will enter into closed session to discuss an open enrollment request for an ADM student. The student's parents are requesting open enrollment to DCG due to "severe health need". Iowa open enrollment regulations require the sending district to have board approval (or denial) of open enrollment requests of this nature. DCG will also have to take action.

Most of you are aware of the circumstances around this student issue and I will provide much background information in the closed session. The attorney at Ahlers and Cooney representing both the district and the AEA has guided me extensively throughout this process.

The student has been attending the DMACC Youth At Risk program and is doing very well.

Open session/Action on open enrollment request

We will need to move back to open session to have a roll call vote on the open enrollment request. Student name is not mentioned in the motion to protect confidentiality.

I recommend approval of this open enrollment request.

Important dates:

Sept. 26	No School – PD
Oct. 10	Regular BOE mtg. 6:00
Oct. 12	Dismiss 1:00 – PD
Oct. 21	End 1 st Qtr.



Adel DeSoto Minburn

801 Nile Kinnick Drive S., Adel, Iowa 50003
515-993-4283

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

SUMMARY OF SEPTEMBER 19, 2011, BOARD OF DIRECTORS MEETING

PERSONNEL CONTRACTS

I recommend the following resignations/terminations:

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Andrea Hoffer, AE teacher associate, effective 8/23/2011

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Elizabeth Downing, from DS Media Associate to DS Teacher Associate

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Pending resignation:
Della Weems, Mock Trial coach

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Cole Boswell, 11th grade, from Van Meter to ADM (good cause)

***DENOTES ADDITIONS SINCE MEMORANDUM DISPENSED LAST WEEK.**

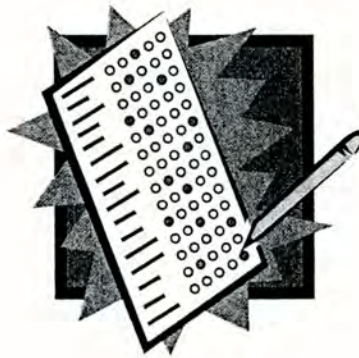
District Assessment Handbook

Changes for 2011-12

- Dates changed for current school year
- Corrections in grammar and wording
- No changes in content

ADEL DESOTO MINBURN CSD

DISTRICT ASSESSMENT HANDBOOK



2011-12

Table of Contents

Introduction	2
Developing District Benchmark Assessments	3
Acquiring and Storing District Assessment Materials	4
Test Preparation and Practice Activities	5
Test Administration	10
After Testing is Completed	13
Use of Score Reports and Data Files	15
ADM Policy on Reteaching and Retesting	16
Help Pages for Interpreting Assessment Data	17
Checklists for Test Examiners and Building Coordinators	22
ADM District Assessment Calendar 2009-10	27
Testing Ethics Signature Page	36

Adel DeSoto Minburn CSD
District Assessment Handbook
Introduction

The ADM District Assessment Handbook contains information regarding our district assessment policy, and is in a question/answer format. Much of the information and wording is taken from guidance provided by the Iowa Department of Education and the Iowa Testing Program. Specific details about assessment procedures and timelines are provided in later sections of this handbook.

Why a district assessment policy?

The primary intent of written policy on test use is to help ensure the integrity of the information obtained from the use of educational assessments. If scores become tainted because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and their value for their original purpose will be diminished or lost. Some educators may not be aware of the consequences of their actions, so policy helps to inform and to create awareness of the potential negative impact that certain practices might produce.

What tests are included in this policy?

The policies and procedures outlined in this handbook cover district-wide student achievement assessments. District-wide assessments include ITBS and ITED; district benchmark assessments in reading, written language, math, science and social studies; and CoGATS.

Who are the assessment coordinators for the district?

The district assessment coordinator is Greg Dufoe, superintendent. All district assessments (except for PK-5 reading) will be coordinated through his office. The elementary reading strategist, Carole Erickson at Adel Elementary, will coordinate all PK-5 reading district assessments. Building administrators will serve as building coordinators for assessments such as Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED). See district assessment calendar in this handbook for specific assessment assignments. Questions regarding assessments should be directed to the appropriate assessment coordinator.

Developing District Benchmark Assessments

What is the purpose of District Benchmark Assessments?

ADM District Benchmark Assessments have two purposes. The first is to comply with a state requirement to have multiple assessments to measure student achievement. Our first assessment is the ITBS/ITED, which is a norm-referenced test. Our District Benchmark Assessments are criterion-referenced tests, meaning they directly measure what has been taught in our local curriculum.

The second purpose of these assessments is to support student learning. Since these tests measure what has been taught in the ADM curriculum, we can use results from the benchmark tests to reteach any content/skills that were not mastered by students and to monitor the quality of our curriculum.

What courses/grade levels have District Benchmark Assessments?

At this time, the following grades/courses have District Benchmark Assessments:

- PK-8 Mathematics
- PK-5 Reading
- 6-10 Science
- 6-12 Social Studies

What should be included on District Benchmark Assessments?

When designing a District Benchmark Assessment for your course, **only those content or skills designated as mastery in your scope and sequence should have test items on the assessment.** Other content and skills might be assessed on chapter or unit tests and quizzes, but **should not** appear on the benchmark assessment.

What are format requirements for District Benchmark Assessments?

According to state guidelines for multiple assessments, our District Benchmark Assessments should

- be criterion-referenced
- contain questions in formats other than selected response (i.e., short answer, essay, project or product)
- follow best practice for test item development and number of items per content/skill being assessed
- be a valid assessment

We continue to work as content area committees to review our District Benchmark Assessments to assure they meet these guidelines.

In addition, it is strongly recommended that District Benchmark Assessments are not designed to be an end-of-the-year assessment that asks students to recall an entire school year's worth of knowledge and skills. Instead, it is recommended that the District Benchmark Assessment be given in sections, twice a year at minimum. This design will give teachers, students and parents a better view of what students know and are able to do. Additionally, it gives teachers the opportunity to reteach knowledge and skills not at mastery during the school year, not in the last two weeks of school.

Revisions to district benchmark assessments need to be approved by the district assessment coordinator.

Acquiring and Storing District Assessment Materials

How will testing materials be stored and acquired throughout the school year (other than testing times)?

The number of ADM staff members authorized to obtain, store and disseminate district assessment materials will be limited so that aspects of storage and accessibility can be monitored. Test booklets will be provided to individual staff members only when they have a professional need to use the materials. In addition, tests should not be given to or shown to parents who request to see the tests, except under direct supervision of a district administrator. Test booklets are not to be loaned to individuals outside of district staff. Copies of test booklets will be stored in the central office. Requests to borrow a test booklet should be made to Greg Dufoe. They will be provided on a checkout basis.

How will testing materials be stored and acquired prior to and during testing?

ITBS/ITED: When materials arrive from Iowa Testing Programs for annual testing, they will be stored in a secured area in each building with access restricted. See your building administrator for specific building procedures for acquiring and storing testing materials during ITBS/ITED testing times. ITED testing materials will be stored in the central office.

CoGATS: When materials arrive from Riverside Publishing for annual testing, they will be stored in a secured area as determined by the GATE teacher. See your building administrator and/or GATE teacher for specific procedures for acquiring and storing testing materials during CoGAT testing times.

District Benchmark Assessments: *To the extent possible*, master copies of all district benchmark assessments (except PK-5 reading) will be stored electronically (if available) at the central office. Prior to the testing period, the central director will send out copies for classroom/student use. *Teachers need to send numbers needed to Greg Dufoe about 2 weeks in advance of testing.* Teachers are not to make their own copies of district benchmark assessments without permission from Greg Dufoe. Any changes made to district benchmark assessments need to be done with permission from the central office.

How will testing materials and test results that remain in the district be stored after testing is completed?

Testing materials and test results will be stored securely, with limited access, in the central office. These tests might be retained for late testing, professional development or use with score reports. When possible, test results and testing materials will be in electronic format and stored electronically.

Test Preparation and Practice Activities

Test preparation incorporates a broad array of activities that should be intended to prepare students to exhibit their true achievement when they take an assessment. Some activities may be legitimate in helping students understand the assessment process so that the process itself does not interfere with obtaining a true measure of students' achievement. These kinds of activities should represent a good use of instructional time. Some other activities may be completely inappropriate, especially those that are designed to boost test scores without a corresponding lasting increase in actual student achievement. Such activities are regarded as unethical because they distort test scores, rendering them useless for describing true achievement or improvement. The distortions form "falsified" records of student achievement, which can lead to erroneous decisions about students and buildings.

One legitimate preparation practice involves ensuring that students are familiar with common test taking strategies that involve topics such as the use of time, the role of guessing, and responding to unfamiliar test item formats (this kind of preparation should be directed toward a *type* of test rather than toward a *specific* test). As students move through the grades and gain experience with taking a certain type of test, like the *Iowa Tests*, however, the need for such activities should greatly diminish. Preparation also could involve informing students of the purposes of testing and how scores will be used so that students are sufficiently motivated to perform well.

What specific activities are appropriate to use with students in preparation for testing?

We can't anticipate all of the activities that might be created for test preparation purposes. Teachers should consult their building administrator before using any test preparation materials rather than assume certain practices are acceptable. This procedure is to ensure that unethical practices are not implemented inadvertently and to ensure that students who need assistance will have the right help available in a timely manner. All materials used for test preparation should be retained by the person who used them.

What specific activities are prohibited from use with students in preparation for testing?

Providing students with actual test questions or specific test content prior to testing is unethical and a violation of the ADM district assessment policy. In addition, questions from previous forms of standardized tests (such as forms K and L of the *Iowa Tests*) should not be incorporated in test preparation.

"Teaching the test" and "teaching to the test" are different practices. For example, teaching a strategy for solving math story problems in general would be an appropriate way to teach *to the* test, and simultaneously, teach to ADM's standards and benchmarks. But practicing solving math story problems that appear on a district-wide assessment (or nearly identical problems) would be teaching *the* test.

The appropriateness of any proposed practice should meet *either* of the two following standards:

- It will promote the learning and retention of important knowledge and content skills that students are expected to learn
- It will decrease the chance that students will score lower on the test than they should due to inadequate test-taking skills or limited familiarity with the item formats used on the test.

Activities that do not meet one or the other of these criteria are more likely to be unethical, to promote only temporary learning, or to waste instructional time. When ineffective or unnecessary test preparation activities are used, valuable instructional time is lost.

How far in advance of testing should test preparation activities be used, or for how long prior to the start of testing should each activity be used?

Ideally, test preparation should be an integral part of the regular instructional program rather than an add-on activity. In that way, instructional activities that support test preparation likely would occur throughout the year rather than in a concentrated block of time just prior to the test administration. Activities that occur just prior to the testing tend to have a short-term effect, whether the temporary impact was intended or not. Also, intense practice or attention to testing during the weeks immediately before testing tends to put undue pressure on some students, causing them to be less prepared psychologically for performing at their best.

In terms of preparing for the ADM end-of-the-year benchmark assessments, teachers should review both the district standards and benchmarks for the course and the end-of-the-year assessment at the beginning of each school year. These documents should guide instructional sequencing, pacing and time on skills and concepts so those mastery items are sufficiently taught and reviewed throughout the school year and prior to the assessment.

Is it ever appropriate to use the actual test forms (those used in the current year or subsequent year) for test preparation?

No, providing students with test items or test answers in advance of the test is highly unethical. Such activity puts the focus on getting particular test questions right rather than on measuring student achievement in the subject area represented by the questions. The questions on a district-wide assessment should/do represent only a sample from all the questions that could be asked when measuring achievement in a subject area, say science or math. It is (should be) highly rare that a benchmark assessment or standardized assessment contains a given test item that is so important that its content should be learned by all students or taught to all students directly. Those items should appear on formative classroom assignments and assessments such as quizzes.

When the exact test is the focus of instruction, the test scores lose their meaning, and they portray an achievement result that is dishonest.

Is it ever appropriate to use previous forms of the assessment (e.g., Forms K and L of the Iowa Tests) for preparation purposes?

No, the use of previous forms of the accountability tests for practice or preparation purposes also is unethical. Different forms of the same test are designed to be similar in content and skill level so that scores from them can be used relatively interchangeably to estimate growth and improvement. Although the content on a previous form is not exactly the same as that of the current form under use, the similarity is great. Preparation with the previous test form narrows the focus of student learning and restricts the ability of the user to generalize broadly in interpreting the students' scores.

Is it ever appropriate to develop practice tests or review activities that are similar in content or format to the actual test forms currently in use?

No, when practice materials that essentially "clone" the operational test that is in use are developed, the situation is somewhat akin to using a previous form of the test. Limiting the focus of instruction to such materials, even for a brief but intense time period just before testing, creates limits on the generalizability of the test scores. Furthermore, such "practice tests" move the focus of instruction to isolated bits of content instead of broader skills that should be the target of student learning.

Is it appropriate to provide students with a review of content covered by the test as a form of test preparation?

It depends. A review of content is a common instructional strategy used prior to many forms of classroom assessment. But when the review is narrow and limited to the exact skills that will appear on the district-wide assessment, the practice is more questionable. Some forms of review are ethical, but the more closely the focus is on the sub skills to be assessed and the more likely the goal is to enhance short-term learning, the more inappropriate the activity would be. Content review geared toward enhancing retention of skills learned previously, however, is a form of sound instructional practice.

The distinction between appropriate and inappropriate subject matter preparation is not always clear. Activities directed toward specific content known to be on the test and conducted shortly before testing time are probably inappropriate. When the purpose is to drill for short-term retention, as cramming typically is, the practice is inappropriate. When the purpose is an additional opportunity to review and learn material for which instruction was previously provided, and the focus is on skills that may or may not be covered directly by the upcoming test, the practice is more appropriate. Here are two relevant questions to ask in trying to make the distinction:

- Would the same content-oriented test preparation activities be used if the current district-wide assessment tool were replaced by another?
- Would these same content-oriented test preparation activities be used as schedule even if the date for administering the assessment were to be moved to two months later?

If the test preparation is designed primarily to fit the district-wide assessment tool, or if it needs to be given just before the assessment is scheduled to be given, the activities are

probably too narrow in content focus and directed too much at short-term effects. They would be considered inappropriate on either basis.

Should all students be provided an opportunity for test preparation in advance of the actual test each year?

Not necessarily. Test preparation activities probably should be limited to assisting those who need help rather than for use en masse. Younger students may need more help than older ones, lower achieving students may need more than higher achieving ones, and some students in special programs may need more than those in regular programs. Just as general instruction is often individualized, so test preparation (which is a form of instruction) should be individualized. It should be based on need. In addition, the potential negative consequences of test preparation should be considered. Outcomes such as elevated test anxiety or overconfidence about the easiness of the test tasks can result from poorly designed test preparation emphases.

Isn't test preparation for accountability testing (district-wide testing) essential so that students will score just as high as they can?

Not really. Obtaining the highest possible test score is not necessarily the primary goal. The notion of test preparation is often associated with students preparing to take a college admissions test such as the ACT or SAT. On such tests, students want to maximize their score to optimize their chance of being admitted or being eligible for scholarship aid. Test taking strategies that promote the highest possible score are used in conjunction with practice tests to foster greater confidence in anticipation of taking the actual test. However, the purpose of using an achievement test, like the *Iowa Tests*, is to find out just how well a student has achieved. Trying to get the highest possible score, at seemingly any cost, is not consistent with that purpose. There are no particular consequences for the student (no admission decision, for example); the test score should represent what the student knows. Scores that are artificially high are likely to cause some students to get less teacher attention than is needed and to keep the students from various instructional programs that might help them improve. Thus, scores that misrepresent a student's performance are more likely to be harmful than helpful to that student. Test preparation or test-taking practices that promote artificially high scores could harm the students who need extra instructional attention. The use of inappropriate preparation practices may keep a school off the "Watch List" or from being designated as "in need of assistance," but it will not serve the interests of low achieving students whose scores disguise their actual level of achievement. Nor will it serve the needs of the schools or district to understand the true achievement of all students so that instructional programs can be modified based on student needs.

As one last reminder regarding Review for ADM Benchmark Assessments:

While it is necessary to review with students the mastery concepts and skills from the year/course (the ones that should be "sampled" on our benchmark assessments if they are "mastery"), *in any way using the actual, specific content or questions from the test (in a different format, with one word changed, in a different order, in a game format) is unethical.* We want to know what the kids know and are able to do as a result of our teaching, not our test preparation ("cramming for the test"). Further, this review should be an ongoing part of the yearlong instruction, as a part of the district's mastery learning philosophy.

Test Administration

Although we do not have explicit, standardized guidelines for administering district benchmark assessments, the *Directions for Administration* manuals for the *Iowa Tests* provide explicit guidance about preparing for a test administration. Much of the information contained in this section is related to the *Iowa Tests*, although some is generalizable to other district-wide assessments.

The *Directions for Administration* manuals include directions for administering each test along with *instructions that should be read verbatim to provide a standard testing situation for all students, no matter who gives the test, where it is given, or when it is given*. All tests should be administered exactly as the publisher's manual specifies. The use of accommodations or modifications is also outlined in the *Directions* manual, but each teacher should work with the building administrator, IEP team and/or ESL coordinator regarding the use of accommodations, especially by those students who do not have an IEP or 504 plan.

What kind of assistance or advice can be provided to students during the test administration?

Assistance during test administration **is not permitted** (unless accommodations specified in the IEP or 504 plan call for a certain type of assistance). Students should never be told during the test administration which answers are correct or whether they have answered an item incorrectly. The test administrator (classroom teacher) should not provide hints, word meanings, pronunciations, or rephrased questions.

Students should not engage in any practice that could artificially impact the score of any student. Prohibited behaviors include communication with one another in any form during the testing sessions, copying from others, and using electronic devices other than approved calculators or assistive technology. This needs to be communicated to all students.

What are the district's expectations regarding the use of time limits provided in the Directions for Administration?

All time limits given in the *Directions for Administration* should be adhered to strictly (except in the case of an accommodation for an individual student that call for extended time). Time limits should not be modified at the discretion of the test administrator (classroom teacher). Furthermore, the *Directions* for the *Iowa Tests* do **not** provide for warnings about time remaining or a need to guess at final answers. Thus, these activities are inappropriate.

May a student, when finished with a section or subtest, go back and work problems from another test section?

No, students cannot go back. An exception is the ITBS reading comprehension test which has two parts. On this test students may go back to part one when finished with part two.

What are acceptable and unacceptable accommodations or modifications that might be considered for use with students who have an IEP or 504 plan?

Accommodations to be used during testing are developed at the time the IEP or 504 plan is written or revised. Examples of modifications that should **not** be made include reading aloud the reading comprehension or vocabulary subtest, using a dictionary on the vocabulary subtest, and using a calculator on the math computation subtest.

What procedures should be used in deciding whether a student who has no IEP or 504 plan should be given any accommodations?

Some students who have not been identified for special education services, and thus have no IEP or 504 plan, may have skill levels that require an accommodation. This decision is not to be made by the test administrator (classroom teacher). Decisions on accommodations are made by the building administrator in conjunction with the IEP team.

What accommodations are permitted or not permitted with English Language Learners?

The rationale for using accommodations with an English Language Learner (ELL) is the same as the one that applies to a student with a disability. For an ELL, competence in the English language is regarded as a form of disability because the student's low skill level in English interferes with measuring achievement in areas such as science, reading, math problem solving. To reduce the impact of the language on measuring the student's achievement, changes in the administration might be made. Any accommodation that could change the nature of what the test is measuring should not be used. Thus, a read-aloud could be appropriate in math but not for reading comprehension. The use of a translation dictionary would be appropriate in science if meanings of scientific words were not given in the dictionary. All accommodations will be determined by the building administration and Greg Dufoe.

If a student has just enrolled at ADM, do they take the test?

In most cases. All students should take the test unless the new student has already been tested on ITBS/ITED in their previous district this school year. Exceptions may be made for some district benchmark assessments. For example, on district benchmark assessments, students are tested on their *instructional level* (this is different than the grade level testing required on ITBS/ITED.) Benchmark assessments can be modified for those students who enrolled in your class after the first day of school. Consult with your

building administrator or Greg Dufoe in making this decision and note this modification on your score report spreadsheet.

Do all teachers at the same grade level need to give the district benchmark assessment the same day/same week?

As much as possible, students at the same grade level should be assessed on district-wide assessments on the same day/week. This standardization of testing gives us results that are more comparable (student-student, class-class).

Additionally, on district-wide benchmark assessments collaborate with grade level colleagues to maximize consistency in scoring (e.g., labeling answers, assigning partial points).

On ADM Benchmark Assessments, can we break up the testing, or do we need to give the whole assessment in one setting?

It is recommended that the ADM Benchmark Assessments be given, at a minimum, as two semester tests, not one end of the year test. During an administration period, you can break up the testing on our ADM benchmark assessments as best meet students' needs, so that their scores reflect the students' knowledge and skills and not their ability to work within a time period. Plans for breaking up the testing time needs to be consistent at a grade level to ensure standardization and comparability of scores. Any questions regarding this should be directed to the district assessment coordinator.

Should environmental print (such as word walls, multiplication charts, etc.) be removed from classroom walls and other classroom areas prior to testing if they have information on them that might be construed as helpful on the test?

Yes, it would be a good idea to cover or remove items like that, especially something you are certain would give assistance that other students and other classrooms have not had available during testing. This is generally an issue in grades K-2, but it can happen with any grade (e.g., multiplication chart). *(taken from email response from Dave Frisbie at Iowa Testing Program)*

Further, any aids like multiplication charts taped to student desks should be covered or removed prior to district-wide tests such as ITBS or benchmark assessments.

Should students have food or drink available during testing?

No. Students should not have access to food or drink at their desk during testing. This keeps answer sheets clean and prevents misreads by scoring machines. Food or drink may be available to students between testing sessions, as approved by the building administrator.

After Testing is Completed

What kinds of alterations to a student's answer document are permissible by individuals other than the student once testing is over?

In preparing answer documents for scoring, it may be appropriate for a staff member to erase smudges or stray marks on students' documents. Light marks on documents can be darkened. But no changes should ever be made to student responses to test items except by a student during testing.

Who has access to testing materials during the year?

Staff members who have a professional need to use the testing materials during the year will be allowed to check out materials through the district superintendent's office. Staff members will need to provide the purpose for the use of the materials and will be given a checkout time frame appropriate to the purpose. When in the possession of test materials, it is inappropriate to disclose the contents of test materials to students, parents, or others who do not have a professional need for such information. Thus, sharing correct answers to questions or reviewing test items with students after testing is over are both inappropriate.

What test materials may be photocopied and with whose prior approval?

No test pages of standardized tests such as the *Iowa Tests* may be photocopied for any reason by any district personnel. (These are copyrighted materials for which Iowa Testing Programs does not provide permission for copying). Other testing materials, such as answer sheets and pages from manuals may be copied based on prior permission from Iowa Testing Programs and authorization from the district office. Copies of district benchmark assessments will be made by the superintendent's office, or by permission of Greg Dufoe, for use with students or for professional development purposes.

What do we do with student scores from ADM district benchmark assessments?

Each teacher will receive from Greg Dufoe or Carole Erickson an Excel spreadsheet pre-populated with student names and already set up to enter student scores. Once all students have been assessed, ***enter the student scores on their 1st attempt on the test.*** Then send (electronically) the completed spreadsheet back to Greg Dufoe or Carole Erickson, and the building administrator.

If students have not reached mastery on the benchmark assessment, reteaching of mastery skills is recommended (and required in PK-8 math). Teachers can then retest students on these mastery skills **on an alternate form of the assessment** (again, this is required in PK-8 math). These retest scores are not reported to the public, but are recorded by the classroom teacher and used for decisions such as summer school, tutoring, class placement (at the secondary level), etc.

If I give an end-of-the-year benchmark assessment at the beginning of May, how should I best use the instructional time left in the month?

After testing is complete, use the remaining instructional time to reteach skills not mastered and to preview introductory level benchmarks that are necessary for the next grade level or course. If the benchmarks and end-of-the-year benchmark assessment were used at the beginning of the year to plan for the pacing and sequencing of instruction, introductory level benchmarks should already be planned to be taught at this time.

Use of Score Reports and Data Files

Who will receive, store, and distribute test results in their paper and electronic forms?

All paper and electronic forms of test results/data will come first to the district superintendent's office (with the exception of PK-5 district reading benchmark assessment data). The superintendent will then distribute test results to the building administrators, and store electronic and paper data forms in the superintendent's office.

To whom may test results be distributed and for what purposes?

Certainly students and their legal guardians have a right to see their individual scores, but those scores should be treated as confidential, consistent with the Family Educational Rights and Privacy Act (FERPA). Thus the scores of individuals may not be shared, on paper or electronic form, with others without written permission. The scores of grade groups (e.g., averages or other summary data) are subject to the provisions of the open records law, but their release or distribution will be handled by the district superintendent or by building administration. Student data will be available to ADM staff members through HEART (AEA online database). As with test data or scores in paper form, electronic database information should be treated as confidential, consistent with FERPA.

On benchmark assessments, can you reteach to those students that don't reach the mastery level?

Yes. It is recommended that you do reteach those mastery skills. In math at grades PK-8, reteaching and retesting is required on benchmark assessments. In other grade levels and content areas, it is recommended practice. See ADM policy statement on reteaching/retesting on the next page.

How do I accurately interpret and explain student scores on district-wide assessments?

During district "data days," you will be give guidance on how to interpret score reports. In addition, help pages (written by the Heartland AEA assessment team) regarding percent, percentile, and grade equivalent scores are included in this section of the handbook.

ADM Policy on ReTeaching/ReTesting District Benchmark Assessments

In keeping with the mastery learning philosophy, ADM supports the use of tests to diagnose areas for further teaching so that all students can master the objectives of the course. This teaching/testing/reteaching/retesting cycle occurs throughout the year with all units of study. With this process in place, teachers should be able to help students master content and skills prior to any end of year/course district assessment that might be required.

When a district benchmark assessment is given and skills/content are still not mastered (score of 80% accuracy or higher), ADM supports additional reteaching followed by further assessment (**on an alternative form of the test**) to verify students' mastery of that content/those skills. That "retest" data can be used to determine whether a student needs tutoring, summer school, what course placement might be appropriate, etc.

In terms of reporting student achievement on these district benchmark assessments, please send to the Superintendent's office **only the original scores**. You will receive an electronic Excel form to record this information. A retest score in a teacher's grade book indicates that reteaching has happened for individual students in their targeted need areas. Further, **retesting should happen with an alternative form of the assessment**.

In reporting our district data to the public, the original score on the end of the year/course district assessment will be used. Retest scores will be used internally to make decisions about individual students and will not be reported.

Mastery is only required of PK-8 math. It is recommended for all other courses/grade levels.

“Help” Pages for Interpreting Assessment Data

You say “percent” I say “percentile...” Let’s call the whole thing off.

So you’ve got those two words, percent and percentile, that sound sort of alike, and sort of talk about the same thing, but aren’t. How are you supposed to know which is which?

Percent refers to the proportion of the whole thing, as in “I got 25% right on the test,” or “90% of the kids passed the test.” Essentially, it answers the question “how much?” or “what part of 100?” A percent is absolute, referring to the exact part of the whole.

Percentile is short for percentile rank. In the world of assessment, a percentile describes how a score fits in to the distribution or spread of scores in the comparison group. So, if a student scored at the 40th percentile, he scored better than 40 percent of those in the comparison group. It answers the question “how well compared to...?” A percentile is a score relative to the comparison group, and is totally dependent on how everyone in that group performs.

How do they relate to each other? A student may know six letters of the upper case alphabet, which is about 23 percent of the letters. If her score was the highest of all those in the comparison group, she would score at the 99th percentile relative to that group. If, however, the typical or middle performance on the alphabet test for the group was six letters (23 percent correct), her score would be at the 50th percentile relative to that group. On the other hand, if everyone else scored higher than 23 percent correct (more than six letters), her score would be at the 1st percentile.

(taken from written information provided by the AEA11 assessment team)

Using Grade Equivalent Scores

Statements like “Bill has a 5.4 reading level” or “Susan performed at the 2nd grade 3rd month level on the Woodcock-Johnson” are heard often in meetings with educators and parents. While such statements seem simple enough for anyone to understand there is a great potential for misunderstanding. Usually, such statements are unaccompanied by any further explanation, such as what the student actually did to earn a particular grade equivalent score, or to whom the student’s performance was compared. Stating that Bill reads at the 5th grade level appears to mean just that: Bill reads like a 5th grader reads. While using a grade equivalent seems like a simple way to describe a student’s skills, understanding and explaining what a grade equivalent *really* means is much more difficult.

What are the common mistakes that people make using Grade Equivalents (GE)?

- People often think that if a 5th grade student obtains a GE score of 8.2 on a test then they are ready to do the 8th grade curriculum. This is **not** what GE means.
- People often think that you can determine how much a student learned by adding/subtracting GE scores. Example: Susie had a GE in math of 3.4 last year and this year she obtained a GE score of 5.2, so her math learning grew 1.8 years in a year. This is **not** how to use a GE score.
- People often think that if 2 3rd graders (Tommy and Billy) both get a GE of 3.2 then they have the same skills or can do the tasks equally well. Again, this is **not** what grade equivalent means.

Where do grade equivalents (GE) come from?

A grade equivalent for an individual student’s raw score is computed by matching his/her raw score with students in the norm group (others who took the **same test**) whose average for their grade level is equivalent to the raw score.

- Students in the 4th grade, 6th month group are in a norm group taking level 7 or the “LMNOP Test”
- The average raw score for this group of students is 42
- Later, Jamie takes the very same test (level 7 of the “LMNOP Test”) and has a raw score of 42
- Jamie’s GE score on this (now norm referenced) test is 4.6

But in reality...

In reality, not every test has a norm group make up of enough students at each year and month in school to have an exact average for each level. Moreover, many raw scores fall between the averages at the various “grade/month” levels. Therefore, many grade level scores are extrapolated from the scores of the norm group.

More problems...

But wait, it gets even more complicated than that. As most any educator or parent knows, learning doesn’t take place on a straight-line trajectory. To the extent that a test measures changes in learning, the progression of scores also is not a straight line.

Based on the norm group from the scenario above, five students in a classroom, at the same grade might have “raw” test scores and GE scores that look like this:

Student	"Raw" Test Score	Grade Equivalent
Jamie	24	1.8
Sasha	25	2.0
Tali	34	5.4
Falon	30	3.6
Kris	28	3.0

So, Sasha's grade equivalent score is two months above Jamie's and has a raw score that is 1 point higher, while Tali's grade equivalent score is three years and six months above Jamies, but has a raw score that is 10 points higher. The difference between what Sasha got correct and what Jamie got correct is only one test item, while Tali got ten more ten more items correct. The number of questions a person needs to get correct to move up the grade equivalent scale are not the same across the scale, the GE scores are not an "equal interval" score. Moreover, it doesn't matter which actual items the students got right or wrong, only how many right or wrong. It's easy to see why grade equivalent scores tell us very little about what skills a student knows and what they can do.

And remember the test materials...

Many tests, such as the Iowa Tests of Basic Skills, have multiple levels of tests, with a certain level recommended to be given at a specific grade. To at least some extent, the test level meant for the grade level better reflects the curriculum for that grade. However, GE scores, based on averages from the norm group, essentially had many students taking "out-of-level" tests that were not commensurate with the curricula being taught at their grades. For example, students in the third month of the sixth grade taking a third grade test would have an average score that would generate a GE score of 6.3. These sixth-graders from the norm group might have gotten virtually every item correct on the "third-grade level" test. Conversely, if later, a 3rd grade student took the test and had a raw score the "matched" the average score of the norm-group students in the third month of sixth grade, this does NOT mean that student could do well with sixth grade material.

False sense of Criterion-Referenced utility

As discussed above, grade equivalent scores do not describe what a student actually did to earn a particular score. Thus, by definition, GE scores cannot be used to make criterion-referenced decisions. For example, on a math test, a 3rd grader may earn a GE of 5.0 by getting all of the 3rd grade items correct. A 7th grader may earn a GE score of 5.0, but by getting a small percentage of cumulative items up to those expected by 7th grade students correct. These students' GE scores appear to be equivalent; their performances however, are not. Nothing can be said about these students' instructional needs based on GE scores alone. It is very likely that neither of these students should be placed instructionally in 5th grade material. Unfortunately, the statement that the 7th grader "is functioning at the 5th grade level" appears to suggest just that.

The Myth of the "Average" Child

In a seductive way, GE scores encourage misunderstandings on the part of test interpreters. For example, a 3rd grade student who earned a score a few raw-score points below the average score for 3rd graders on the test would earn a GE that is below 3.0, suggesting that this student is performing "below grade level." Nothing could be farther from the truth. "Average" performance is best described as a range, not as a score. Using a GE of 3.0 as a standard of performance is to

suggest that all students beginning their third grade year should perform at exactly the 3.0 level. Thus, marginally low GE scores give the impression that students are performing behind expectations when in fact they may be in the average range. Similar problems arise for marginally high GE scores.

So what do GE scores tell us?

Grade equivalent scores are on a continuum. A GE score of 5.4 does reflect that a student got more items correct than a student with a GE score of 5.3 (we just don't know how many or what items). Also, a student with a GE score considerably higher than his/her grade level reflects that a student is doing very well on the test material considered typical for his/her grade level. A student who has a GE score considerably below his/her grade level is not doing so well. Composite grade equivalent scores can give a general picture of how a group of students is performing on the test compared to the norm group. This can be helpful in determining the immediacy of a need or the general strength of a skill area. Grade equivalent scores can provide one piece of information that can support a decision but would be difficult to use by themselves when making a high stakes decision.

(taken from written information provided by the AEA11 assessment team)

Checklists for Test Examiners And Building Coordinators

Checklist for Test Examiners
District-wide Test Preparations and Procedures

Two Weeks Before Testing

- _____ 1. Create a schedule for testing. Collaborate with other grade level or department staff. (Example: all third graders will take the reading comprehension at 9:00 a.m.). Submit schedule to principal).
- _____ 2. Talk with students about the purpose and importance of the tests, the procedures being used, the ways results will be shared, the impact of results on the school, and how results impact individual students.
- _____ 3. Establish and communicate rewards and consequences, if appropriate.
- _____ 4. Arrange for IEP and ELL accommodations, if appropriate.

One Day Before Testing

- 1. Check materials:
 - _____ a. One test booklet and answer sheet per student (with barcode labels, where appropriate).
 - _____ b. One copy of test administration directions per test examiner (if available).
 - _____ c. One pencil and eraser per student. (Have extra pencils on hand.)
 - _____ d. One piece of scratch paper for each student. (Have extra paper on hand.)
 - _____ e. If needed – one calculator per student.
- _____ 2. Make the necessary physical arrangements (seating, lighting, heating, ventilation, control of visual or noise distractions) in the room. If needed, cover or remove visual aids.
- _____ 3. Obtain a sign that reads *"Testing. Please do not disturb us!"* for use during testing sessions.

During Testing

- _____ 1. Follow the directions exactly as they appear in the directions for test administration.
- _____ 2. Monitor students during the test to make sure that they are working on the correct test pages and that they are marking responses in the proper place and manner.
- _____ 3. Make notes about irregularities or problems that arise, either for the entire class or for an individual student.
- _____ 4. Store materials in a secure, locked area between test sessions. Count test booklets after each testing session.

After Testing

- _____ 1. Verify that the number of answer sheets being returned is equal to the enrollment count for each class.
- _____ 2. Verify that all tests have been taken by each student.
- _____ 3. Erase stray marks on answer sheets.
- _____ 4. Return all answer sheets and other testing materials to the building principal/test coordinator.
- _____ 5. Report any irregularities to building principal/test coordinator.

Checklist for Building Principals / Test Coordinators

District-wide Test Preparations and Procedures

Fall of School Year

- _____ 1. Collaborate with the central office on the ordering of test materials.

Two to Four Weeks Before Testing

- _____ 1. As materials arrive, store in a secure place.
- _____ 2. Read the directions for test administration.
- _____ 3. Arrange for staff to review test administration procedures. Consult district test coordinator.
- _____ 4. Work with teachers in planning for IEP, ELL and 504 accommodations. Establish responsible parties and procedures for make-up testing for IEP, ELL and 504 students.
- _____ 5. Collaborate with test examiners to establish a timeline and work out details. Submit schedule(s) to the district test coordinator.
- _____ 6. Count out materials. Contact district test coordinator concerning discrepancies.
- _____ 7. If needed – make sure that computers are ready.
- _____ 8. If needed – place bar code labels on test materials.
- _____ 9. Distribute directions for test administration and student answer sheets.
- _____ 10. Visit all classrooms to reinforce with students the test's purpose, importance, rewards and consequences.
- _____ 11. Communicate with parents about the testing schedule and what they can do to support their child during testing (sleep, good breakfast, etc.)

During Testing

- _____ 1. Distribute student test booklets to teachers on the first day of testing.
- _____ 2. Ensure that test materials are secured between test sessions.
- _____ 3. Monitor testing and report any irregularities to district test coordinator.
- _____ 4. Generate class lists for all students enrolled on the first day of testing.
- _____ 5. Check that appropriate accommodations are provided for students. (If in doubt, contact district test coordinator.)
- _____ 6. Make sure that no interruptions (e.g., announcements, band lessons) occur during test sessions.

After Testing

- _____ 1. Verify and complete information on answer sheets. All demographic information (i.e., gender, FAY, IEP, ELL, SES, migrant, 504) and ID numbers for ITBS/ITED needs to be accurate.
- _____ 2. Collect all materials from test examiners. Count to make sure that your numbers agree with the number of materials turned in.
- _____ 3. Work with building administrator to schedule make-up tests for students, if needed.
- _____ 4. Make sure that bubbles are dark and stray marks are erased on answer sheets.
- _____ 5. Alphabetize answer sheets and test booklets, if appropriate.
- _____ 6. Return to district coordinator the following:
 - _____ a. Class lists generated on first day of testing
 - _____ b. Unused prelabeled answer sheets with reason for not tested written on sticky note.
 - _____ c. All other materials
- _____ 7. Work with district test coordinator on which reports to order.

After Test Results Arrive

- _____ 1. Look at test results for overall trends and underperforming students.
- _____ 2. Distribute classroom reports to teachers. Discuss results with teachers.
- _____ 3. Review use of HEART with staff.
- _____ 4. Place labels in cumulative folders.
- _____ 5. Distribute results to parents.

ADM District Assessment Calendar 2010-11

Adel DeSoto Minburn Community School District
2011-12 ASSESSMENT CALENDAR

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
August	17-26	Math: District Benchmark Pre-Assessment	4-8	Scored by Classroom Teacher. Data turned in electronically to Debbie Stiles (Central Office) and building administrators by Monday, August 29 Used for classroom decisions
August/ September	22-2	Reading: Concepts About Print Letter/Sound ID Dictation Task	K 1	See Reading Assessment Schedule from Carole Erickson
September	15	ASVAB	11	The ASVAB provides students with career information for various civilian and military occupations and is an indicator for success in college, vocational school, or a military career.
September – June	Multiple Dates	ACT	11-12	Entrance test for most Midwestern colleges and universities Given at various sites throughout the area Results given to individual student and the school. District composite reported to public
September/ October		Iowa Youth Survey State-wide survey of student attitudes and behaviors	6, 8 and 11	<i>Survey given every three years. Next date for ADM is 2013.</i>

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
October	4-8	COGATS test	3	Administered by Classroom Teacher Obtain test materials from GATE teacher. Data turned into building office/GATE teacher. Make up tests administered by GATE teacher or representative. Used for GATE program placement.
October	10-21	Written Language: District Pre-Assessment	PK-5	Scored by Classroom Teacher Data turned in to building administrator Used for classroom decisions
October	10-21	Reading: Concepts about Print Phonemic Awareness Letter/Sound ID Letter/Sound ID Benchmark Book Dolch words (1-3) Dictation Task Benchmark Book Dolch words (1-3) Benchmark Book GATES McGinitie Benchmark Book	PK K 1 2 3-5	See Reading Assessment Schedule from Carole Erickson
October	12	PSAT	11 th	The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board. It's a standardized test that provides firsthand practice for the SAT®. It also gives you a chance to enter the National Merit Scholarship Program and gain access to college and career planning tools.

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
November	9	PLAN	10 th	PLAN is pre-ACT test and a predictor of success on the ACT. PLAN also provides information on both career preparation and improving academic achievement.
December	12-22	Social Studies: District Assessment	6-12	Semester one benchmark of curriculum 1 st semester final for high school Social Studies classes Scored by Classroom Teacher Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator 100% participation rate required Re-teach and Retest recommended if score below 80% Report score on first attempt Data turned in electronically to Greg Dufoe (Central Office) and building administrators due by January 3 rd Used for determining mastery of ADM curriculum
December	12-22	Science: District Assessment	6-10	Semester one benchmark of curriculum Scored by Classroom Teacher Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator 100% participation rate required Re-teach and Retest recommended if score below 80% Report score on first attempt Data turned in electronically to Greg Dufoe (Central Office) and building administrators due by January 3 rd Used for determining mastery of ADM curriculum and public reporting
December	12-22	Math: District Assessment	3-8	Semester one benchmark of curriculum Scored by Classroom Teacher Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator 100% participation rate required Re-teach and Retest recommended if score below 80%. Report score on first attempt Data turned in electronically to Greg Dufoe (Central Office) and building administrators due by January 3 rd Used for determining mastery of ADM curriculum and public reporting

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
January	4-18	Reading: Letter/Sound ID Dictation Task GATES McGinitie	K 1 st	See Reading Assessment Schedule from Carole Erickson
January	9-13	ITED	9-11	Public Report of Achievement Results for: Reading, Math & Science @ grade 11 Administered by Classroom Teacher at grade level Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator Make up Tests coordinated by building administrator <i>100% Participation Rate required</i>
February	<i>NAEP given every two years. Schools selected to participate by the Iowa Department of Education.</i>	NAEP	4	Reading, Science and Science National Assessment for Educational Progress (NAEP) tests representative samples of students throughout the US. This provides a "Common Yardstick" to measure academic progress nationally. Individual and school results are not made available.
February	(See Above)	NAEP	8	(See Above)
February/ March	28-4	COGATS testing	5	Administered by Classroom Teacher Obtain test materials from GATE teacher. Data turned into building office/GATE teacher. Make up tests administered by GATE teacher or representative. Used for GATE program placement.

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
March	10	COGATS testing	8	(See Above)
April	2-6	ITBS	3-8	Public Report of Achievement Results for: Reading & Math @ grades 3-8 Science @ grade 8 Administered by Classroom Teacher as assigned at buildings Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator Make up Tests coordinated by building administrator <i>100% Participation Rate required</i>
April/May	30-11	Reading: Benchmark Book Testing	3-5	
April/May	30-11	Written Language: District Post-Assessment	PK-5	Scored by Classroom Teacher Data turned in to building administrator Used to determine mastery of ADM curriculum

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
April/May	30-11	Reading: Concepts about Print Phonemic Awareness Letter/Sound ID Concepts about Print Letter/Sound ID Benchmark Book Dictation Task Dolch Words (1-9) Benchmark Book Gates McGinitie Dolch Words (1-9) Benchmark Book Gates McGinitie	PK K 1st 2nd	

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
May	Various Times	Science: District Assessment	6-10	<p>Second semester benchmark assessment.</p> <p>Second assessment required for multiple measures in spans 6-9 and 10-12. Must report Science achievement results for students in grades: 8 & 11.</p> <p>Scored by MS/HS science department or classroom teacher</p> <p>Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator</p> <p>100% participation rate required</p> <p>Reteach and retest recommended if score below 80%</p> <p>Report score on first attempt</p> <p>Data turned in electronically to Greg Dufoe (Central Office) and building administrators by the last workday of the year.</p> <p>Used to determine mastery of ADM curriculum and public reporting</p>
May	Various Times	Social Studies: District Assessment	6-12	<p>Second semester benchmark assessment.</p> <p>2nd semester final for Social Studies classes</p> <p>Scored by Classroom Teacher</p> <p>Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator</p> <p>100% participation rate required</p> <p>Re-teach and Retest recommended if score below 80%</p> <p>Report score on first attempt</p> <p>Data turned in electronically to Greg Dufoe (Central Office) and building administrators by the last workday of the year.</p> <p>Used to determine mastery of ADM curriculum and for public reporting</p>

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
May	Various times	Math: District Assessment	PK-8	<p>Second semester benchmark assessment.</p> <p>Multiple assessments required by Iowa. Must report Math achievement results for students in one of the grades: 3-11.</p> <p>Scored by classroom teacher</p> <p>Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator</p> <p>100% participation rate required</p> <p>Re-teach and Retest required if score below 80%</p> <p>Report score on first attempt</p> <p>Data turned in electronically to Greg Dufoe (Central Office) and building administrators by May 26th</p> <p>Used to determine mastery of ADM curriculum and public reporting.</p>
May	Various times	Iowa Testing Program End of Course Assessments in: Algebra I Algebra II Geometry Chemistry Biology Physical Science	9-12	<p>Provides diagnostic information to help identify strengths and weaknesses in specific content areas found in the Iowa Core Curriculum. Results help to monitor student progress throughout the high school career, giving students the opportunity for enrichment or remediation. Results can be used by teachers to help make instruction more effective.</p> <p>Schools and districts can help evaluate the performance of students within specific courses.</p> <p>100% participation within courses</p>

Adel DeSoto Minburn CSD
District Assessment Handbook Signature Page

I acknowledge that I have received and reviewed the District Assessment Handbook.

Signature

Date

ADMCS D STUDENTS LIVING OUT OF DISTRICT

Permission for ADM Bus to go to residence into neighboring districts to pick-up And drop off.

District	Last Name	First Name	Grade	Phone	Address	City	Notes	Ride?
DCG	Davis	Logan	8	992-4264	23577 N Ave	Dallas Center		Y
DCG	Enterline	Austin	9	783-6642	23123 Raccoon Rd	Dallas Center		Y
DCG	Enterline	Jessica	11	783-6642	23123 Raccoon Rd	Dallas Center	Occasional	Y
DCG	Garton	Finn	KG	992-3439	25879 278th Pl	Dallas Center	L/M - Call Returned - PM Rider	Y
DCG	Garton	Grant	3	992-3439	25879 278th Pl	Dallas Center	L/M - Call Returned - PM Rider	Y
DCG	Gibson	Sarena	3	992-3108	25871 278th Pl	Dallas Center	L/M	
DCG	Gibson	Spencer	11	992-3108	25871 278th Pl	Dallas Center	L/M	
DCG	Hovey	Kyle	10	993-3683	24872 N Ave	Dallas Center	L/M - Call Returned - Occas.	Y
DCG	Hovey	Lane	12	993-3683	24872 N Ave	Dallas Center	L/M - Call Returned - Occas.	Y
DCG	Keasey	Hunter	6	993-4300	24531 N Ave	Dallas Center	Busy	
DCG	Kuhse	Carly	2	993-1117	25828 278th Pl	Dallas Center	Busy	
DCG	Ostendorf	Kasey	5	993-4258	24511 N Ave	Dallas Center	Busy	
DCG	Ostendorf	Kinsey	5	993-4258	24511 N Ave	Dallas Center	Busy	
DCG	Ostendorf	Zachary	9	993-4258	24511 N Ave	Dallas Center	Busy	
DCG	York	Connor	7	480-9510	22102 N Ave	Dallas Center		Y
DCG	York	Devon	10	480-9510	22102 N Ave	Dallas Center		Y
DCG	York	Tiffany	5	480-9510	22102 N Ave	Dallas Center		Y
Perry	Haner	Kaleb	6	676-2002	14674 Nassau Dr	Bouton	L/M	
Perry	Mullen	Abigail	6	677-2168	19001 220th St	Minburn		Y
Perry	Mullen	Connor	10	677-2168	19001 220th St	Minburn		Y
Perry	Schuhardt	Jace	11	465-4836	21133 E Ave	Perry	Occasional	Y
Van Meter	Hansen	Sophie	11	993-3909	32766 Old Portland Rd	Adel	L/M	
Waukee	Worthington	Austin	9	528-0151	26990 Hwy 6	Adel	L/M	Y
Waukee	Worthington	Gaylan	10	528-0151	26990 Hwy 6	Adel	L/M	Y
Waukee	Worthington	Wyatt	5	528-0151	26990 Hwy 6	Adel	L/M	Y

BUSINESS PROTECTION POLICY
COMMON DECLARATIONS

POLICY PERIOD

FROM: SEE SECTION DECLARATIONS TO: 07/01/12

12:01 A.M. STANDARD TIME

AT YOUR MAILING ADDRESS SHOWN BELOW

(UNLESS CHANGED ON THE SECTION DECLARATIONS)

✱ ————— ✱

* ACCOUNT NUMBER *

* O X 8 - 1 7 - 8 2 --- 12 *

* - - - - *

N A M E D I N S U R E D :

P R O D U C E R :

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024

RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENT: A 5439

AGENT PHONE: 515-993-3515

CLAIM REPORTING: 888-362-2255

INSURED IS: NOT FOR PROFIT ORG BUSINESS DESC: EDUCATION

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY. THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT. THE COMPANY AFFORDING COVERAGE IS DESIGNATED BY THE NAME IN THE DECLARATIONS OR INFORMATION PAGE FOR EACH SECTION OF THE POLICY.

S E C T I O N .	C O V E R A G E .	P R E M I U M .
-----	-----	-----
1 .	PROPERTY .	\$ 51,573.00
2 .	LIABILITY .	7,290.00
3 .	CRIME .	1,686.00
4 .	INLAND MARINE .	116.00
5 .	AUTOMOBILE .	14,106.00
6 .	WORKERS' COMPENSATION .	73,999.00
7 .	UMBRELLA .	7,477.00
8 .	OTHER - LINEBACKER .	3,701.00
.	EXCESS LIABILITY .	2,384.00

ESTIMATED TOTAL POLICY PREMIUM	\$ 162,332.00
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FORMS APPLICABLE TO ALL SECTIONS EXCEPT:

1. WORKERS' COMPENSATION
2. WHEN EXCLUDED ON SECTION DECLARATIONS
IL0017(11/98) IL7004(10/08)

THE ADDRESS AND TELEPHONE NUMBER OF THE SERVICING COMPANY IS:
EMC INSURANCE COMPANIES PHONE: (515) 280-2604
PO BOX 884
DES MOINES, IA. 50306-0884

PLACE OF ISSUE: DES MOINES, IA

DATE OF ISSUE: 07/14/11

COUNTERSIGNED BY:

FORM: IL7000A (ED. 09-02)

07/14/11

JI

0X81782 12

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR POLICY: 0A8-17-82

COMMERCIAL PROPERTY DECLARATIONS

POLICY PERIOD: FROM 07/01/11 TO 07/01/12

* POLICY NUMBER *
* 0 A 8 - 1 7 - 8 2 ---12 *

NAMED INSURED :

PRODUCER :

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024

RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439

AGENT PHONE: 515-993-3515

INSURED IS: NOT FOR PROFIT ORG BUSINESS DESC: EDUCATION

SEE ATTACHED SCHEDULE FOR DESCRIPTION OF LOCATIONS,
SPECIAL INTERESTS AND DEDUCTIBLES

COVERAGES PROVIDED

PREMIUM

SCHOOLS - PROPERTY OFF PREMISES & IN TRANSIT	\$	85.00
GREEN UPGRADES - INCREASED COST OF LOSS	\$	35.00
GREEN UPGRADES - RELATED EXPENSES	\$	9.00
BLANKET 01 - SEE SCHEDULE FOR DESCRIPTION	\$	51,444.00

TOTAL PROPERTY PREMIUM \$ 51,573.00

FORMS APPLICABLE:

CP0090(07/88), CP0140(07/06), CP1218(06/07), CP1550(11/85),
CP7001A(01/86)*, CP7003A(01/86)*, CP7123(01/10), CP7123.10(01/10),
CP7123.11(01/10), CP7123.17(03/00), CP7123.19(06/05), CP7123.4(01/10),
CP7313(05/08), CP7347(12/09), CP7348(01/10), CP8075(07/06),
IL0276(09/08), IL0952(03/08), IL7131A(04/01)*, IL7220(05/09)*,
IL7306(08/98), IL8383.2(01/08), IL8384A(01/08)

Refer to prior distribution(s) for any forms not attached

DATE OF ISSUE: 07/14/11 (BPP)

FORM: CP7000A ED. 1-86

BPP

07/01/11

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0A81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

POLICY NUMBER: 0A8-17-82---12

ADEL-DESOTO-MINBURN

EFF DATE: 07/01/11

EXP DATE: 07/01/12

COMMERCIAL PROPERTY POLICY DECLARATIONS

ENDORSEMENT SCHEDULE

FORM	EDITION DATE	DESCRIPTION/ADDITIONAL INFORMATION	PREMIUM
CP0090	07-88	COMMERCIAL PROPERTY CONDITIONS	
CP0140	07-06	EXCL OF LOSS DUE TO VIRUS/BACTERIA	
CP1218	06-07	LOSS PAYABLE PROVISIONS	
CP1550	11-85	RADIO OR TV ANTENNAS BI OR EE	
*CP7001A	01-86	COMMERCIAL PROPERTY SCHEDULE	
*CP7003A	01-86	SCHEDULE OF LOCATIONS	
CP7123	01-10	SCHOOL PROPERTY COVERAGE FORM	
CP7123.10	01-10	SCHOOL FLOOD COVERAGE ENDORSEMENT	
CP7123.11	01-10	SCHOOL EARTHQUAKE/VOLCANIC ERUPTION	
CP7123.17	03-00	BLANKET LMT OF INS REPLMNT COST PLUS	
CP7123.19	06-05	THEFT OF BUILDING MATERIALS	
CP7123.4	01-10	SCHOOL QUICK REFERENCE	
CP7313	05-08	EQUIPMENT PROTECTION ENDORSEMENT	
CP7347	12-09	GREEN UPGRADES ENDORSEMENT	
CP7348	01-10	AMEND OF COV - SCHOOL BI & EXTRA EXP	
CP8075	07-06	POLICYHOLDER NOTICE	
IL0276	09-08	IA CHANGES - CANCELLATION/NONRENEWAL	
IL0952	03-08	CAP/LOSSES/CERTIFD ACTS OF TERRORISM	
*IL7131A	04-01	COMM'L POLICY ENDORSEMENT SCHEDULE	
*IL7220	05-09	IOWA CHANGES - ACTUAL CASH VALUE	
IL7306	08-98	EXCLUSION OF CERTAIN COMPUTER LOSSES	
IL8383.2	01-08	DISCL PURSUANT TERRSM RISK INS. ACT	\$ 1072
IL8384A	01-08	TERRORISM NOTICE	

DATE OF ISSUE: 07/14/11

FORM: IL7131A (ED. 04-01)

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0A81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

POLICY NO: 0A8-17-82---12
EFF DATE: 07/01/11 EXP DATE: 07/01/12

COMMERCIAL PROPERTY SCHEDULE

BLANKET COVERAGE AT LOCATIONS SHOWN IN THE SCHEDULE OF LOCATIONS

DEDUCTIBLE PER OCCURRENCE: \$ 1,000 ON ALL COVERED CAUSES OF LOSS

BKT	COVERAGE	LIMIT OF INSURANCE	COVERED CAUSES OF LOSS	SPEC* INT COINS	OPTIONAL COVERAGES
01	BLANKET BUILDINGS AT LOCATIONS 001-013 AND YOUR BUSINESS PERSONAL PROPERTY AT LOCATIONS 001-004,006-009 012-013	\$ 53,587,682	SPECIAL	01 90% 02 ! ! ! !	REPLACEMENT COST AGREED VALUE

LOC 001 215 N 11TH ST
ADEL, IA.
50003-1406

DESCRIPTION: 2 STORY FIRE RES BLDG
IN PROTECTION CLASS 06
OCCUPANCY: MIDDLE SCHOOL

DEDUCTIBLE PER OCCURRENCE: \$ 1,000 ON ALL COVERED CAUSES OF LOSS
FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE

ITEM	COVERAGE	LIMIT OF INSURANCE	COVERED CAUSES OF LOSS	SPEC* INT COINS	OPTIONAL COVERAGES
03	GREEN UPGRADES - INCREASED COST OF LOSS APPLIES TO ITEM 01 BUILDING	\$ 25,000	!	! ! ! !	INCREASED COST OF LOSS 50%
04	GREEN UPGRADES - RELATED EXPENSES	\$ 10,000	!	! ! !	!

LOC 002 1608 GROVE ST
ADEL, IA.
50003-1029

DESCRIPTION: 1 STORY MAS NONCOM BLDG
IN PROTECTION CLASS 06
OCCUPANCY: ADEL ELEMENTARY SCHOOL

DEDUCTIBLE PER OCCURRENCE: \$ 1,000 ON ALL COVERED CAUSES OF LOSS
FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE

ITEM	COVERAGE	LIMIT OF INSURANCE	COVERED CAUSES OF LOSS	SPEC* INT COINS	OPTIONAL COVERAGES
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DATE OF ISSUE: 07/14/11 (BPP)

(CONTINUED)

FORM: CP7001A ED. 1-86

BPP

07/01/11

114

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0A81782 1201

EMC Insurance Companies

PAGE NO: 2

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

EFF DATE: 07/01/11

POLICY NO: 0A8-17-82---12
EXP DATE: 07/01/12

COMMERCIAL PROPERTY SCHEDULE

04	!GREEN UPGRADES -	!\$	25,000!	!	!	!	INCREASED COST OF
	!INCREASED COST OF LOSS	!	!	!	!	!	LOSS 50%
	!APPLIES TO ITEM 01	!	!	!	!	!	
	!BUILDING	!	!	!	!	!	
05	!GREEN UPGRADES -	!\$	10,000!	!	!	!	
	!RELATED EXPENSES	!	!	!	!	!	

LOC 003 317 W SPRUCE ST
DE SOTO, IA.
50069-1047

DESCRIPTION: 2 STORY FIRE RES BLDG
IN PROTECTION CLASS 07
OCCUPANCY: DESOTO ELEMENTARY SCHOOL

DEDUCTIBLE PER OCCURRENCE: \$ 1,000 ON ALL COVERED CAUSES OF LOSS
FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE

ITEM	COVERAGE	LIMIT OF INSURANCE	COVERED CAUSES OF LOSS	SPEC* INT COINS	OPTIONAL COVERAGES		
04	!GREEN UPGRADES -	!\$	25,000!	!	!	!	INCREASED COST OF
	!INCREASED COST OF LOSS	!	!	!	!	!	LOSS 50%
	!APPLIES TO ITEM 01	!	!	!	!	!	
	!BUILDING	!	!	!	!	!	
05	!GREEN UPGRADES -	!\$	10,000!	!	!	!	
	!RELATED EXPENSES	!	!	!	!	!	

MISCELLANEOUS POLICY COVERAGES

EQUIPMENT PROTECTION ENDORSEMENT

SEE COVERAGE FORM

SCHOOLS - PROPERTY OFF
PREMISES & IN TRANSIT

	LIMIT	DED
\$	50,000	\$1,000

*SPECIAL INTEREST

SPEC.
INT. NO. 01 LOSS PAYEE - LOSS PAYABLE
ROCHON CORP OF IOWA, INC.
3401 106TH CIR
URBANDALE, IA. 50322-3700

SPEC.
INT. NO. 02 LOSS PAYEE - LOSS PAYABLE
DE LAGE LANDEN
INSURANCE DEPARTMENT
1111 OLD EAGLE SCHOOL RD
WAYNE, PA. 19087-1453
REFERENCE NO: 24872232

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DATE OF ISSUE: 07/14/11 (BPP)

FORM: CP7001A ED. 1-86

BPP

07/01/11

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0A81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

POLICY NO: 0A8-17-82---12
EFF DATE: 07/01/11 EXP DATE: 07/01/12

SCHEDULE OF LOCATIONS

BLANKET NO: 01

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 001 215 N 11TH ST
ADEL, IA 50003-1406
MIDDLE SCHOOL

SPECIAL INTERESTS
ITEM 02 - 01 02

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 002 1608 GROVE ST
ADEL, IA 50003-1029
ADEL ELEMENTARY SCHOOL

SPECIAL INTERESTS
ITEM 02 - 02

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 003 317 W SPRUCE ST
DE SOTO, IA 50069-1047
DESOTO ELEMENTARY SCHOOL

SPECIAL INTERESTS
ITEM 02 - 02

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 004 1608 GROVE ST
ADEL, IA 50003-1029
BUS BARN

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 005 317 W SPRUCE ST
DE SOTO, IA 50069-1047
BUS BARN

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 006 801 NILE KINNICK DR S
ADEL, IA 50003-2024
HIGH SCHOOL/VARIOUS PROPERTY IN THE OPEN

PROTECTIVE SAFEGUARDS: AUTOMATIC SPRINKLER SYSTEM

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 007 801 NILE KINNICK DR S
ADEL, IA 50003-2024
STORAGE BUILDING

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE

DATE OF ISSUE: 07/14/11 (BPP)

(CONTINUED)

FORM: CP7003A ED. 1-86

BPP

07/01/11

114

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0A81782 1201

EMC Insurance Companies

PAGE NO: 2

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

POLICY NO: 0A8-17-82---12
EFF DATE: 07/01/11 EXP DATE: 07/01/12

SCHEDULE OF LOCATIONS

LOC NO: 008 801 NILE KINNICK DR S
ADEL, IA 50003-2024
CONCESSION STAND

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 009 618 5TH ST
MINBURN, IA 50167
SCHOOL COMPLEX

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 010 628 5TH ST
MINBURN, IA 50167
RESIDENCE NO. 3 - DWELLING

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 011 618 5TH ST
MINBURN, IA 50167
BUS BARN

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 012 801 NILE KINNICK DR S
ADEL, IA 50003-2024
PORTABLE CLASSROOM

FOR INSPECTION CONTACT: SEE AGENT ON DEC PAGE
LOC NO: 013 801 NILE KINNICK DR S
ADEL, IA 50003-2024
PORTABLE CLASSROOM

DATE OF ISSUE: 07/14/11 (BPP)

FORM: CP7003A ED. 1-86

BPP

07/01/11

114

JI

0A81782 1201

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR POLICY: CD8-17-82

GENERAL LIABILITY DECLARATIONS

POLICY PERIOD: FROM 07/01/11 TO 07/01/12

* POLICY NUMBER *
* 0 D 8 - 1 7 - 8 2 ---12 *

NAMED INSURED:

PRODUCER:

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439

AGENT PHONE: 515-993-3515

INSURED IS: NOT FOR PROFIT ORG

BUSINESS DESC: EDUCATION

LIMITS OF INSURANCE

EACH OCCURRENCE LIMIT	\$	1,000,000	
DAMAGE TO PREMISES RENTED TO YOU LIMIT	\$	100,000	ANY ONE PREMISES
MEDICAL EXPENSE LIMIT	\$	5,000	ANY ONE PERSON
PERSONAL AND ADVERTISING INJURY LIMIT	\$	1,000,000	ANY ONE PERSON OR ORGANIZATION
GENERAL AGGREGATE LIMIT	\$	2,000,000	
PRODUCTS/COMPLETED OPERATIONS AGGREGATE LIMIT	\$	2,000,000	

COVERAGES PROVIDED

PREMIUM

OTHER THAN PRODUCTS/COMPLETED OPERATIONS	\$	7,290.00
TOTAL ESTIMATED POLICY PREMIUM	\$	7,290.00

SEE ATTACHED SCHEDULE FOR LOCATION
OF ALL PREMISES OWNED, RENTED OR OCCUPIED.

FORMS APPLICABLE:

CG0001(12/07), CG0068(05/09), CG2026(07/04), CG2147(12/07),
CG2167(12/04), CG2170(01/08), CG2176(01/08), CG2240(01/96),
CG2271(10/01), CG2409(07/98), CG7001A(04/10)*, CG7003(10/08),
CG7117(10/01), CG7144(08/99), CG7175(11/93), CG7229(01/06),
CG7472(10/08), CG7549.1(12/09), CG7551(10/08), CG7584(10/08),
CG7626.2(10/08), IL0021(09/08), IL0276(09/08), IL7028(10/05),
IL7131A(04/01)*, IL8383.2(01/08), IL8384A(01/08), IL8576(09/09)*

Refer to prior distribution(s) for any forms not attached

AUDIT PERIOD: ANNUAL

DATE OF ISSUE: 07/14/11 BPP

FORM CG7000A ED. 08-99 BPP 07/01/11

114

JI

OD81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

POLICY NUMBER: 0D8-17-32---12

ADEL-DESOTO-MINBURN

EFF DATE: 07/01/11

EXP DATE: 07/01/12

GENERAL LIABILITY POLICY DECLARATIONS

ENDORSEMENT SCHEDULE

FORM	EDITION DATE	DESCRIPTION/ADDITIONAL INFORMATION	PREMIUM
CG0001	12-07	COMMERCIAL GEN LIABILITY COV FORM	
CG0068	05-09	RECORD/DISTR MATRL INFO VIOL LAW EXC	
CG2026	07-04	AI-DESIGNATED PERSON OR ORGANIZATION NAME/CONCESSIONAIRES/JOB TITLES/ POLITICAL ENTITY/ASSOC. OR ORG./ETC. FIRST SOUTHERN BAPTIST CHURCH	
CG2147	12-07	EXCL-EMPLOYMENT RELATED PRACTICES	
CG2167	12-04	FUNGI OR BACTERIA EXCLUSION	
CG2170	01-08	CAP/LOSSES FROM CERT ACTS/TERRORISM	
CG2176	01-08	EXCL PUNITIVE DMGS ACTS OF TERRORISM	
CG2240	01-96	EXCL-MED PAYMENTS-DAY CARE CENTERS	
CG2271	10-01	COLLEGES/SCHOOLS LIMITED FORM	
CG2409	07-98	GOVERNMENTAL SUBDIVISIONS	
*CG7001A	04-10	GENERAL LIABILITY SCHEDULE	
CG7003	10-08	GL QUICK REFERENCE (OCCURRENCE)	
CG7117	10-01	TORT LIAB OF GOV SUBDIVISIONS - IOWA	
CG7144	08-99	POLLUTION EXCLUSION AMENDMENT	
CG7175	11-93	AI SCHOOL DIST OR AEA	
CG7229	01-06	CAMP OR CLINIC DESCRIPTION OF CAMP OR CLINIC: ANY CAMP OR CLINIC OPERATED WITH THE CONSENT OF THE NAMED INSURED. DATE(S): TBD NO. OF PARTICIPANTS: ANY	
CG7472	10-08	INTELLECTUAL PROP RIGHTS/COMPUTER LI	
CG7549.1	12-09	COMMERCIAL GL AMENDMENT - SCHOOLS	
CG7551	10-08	ABUSE OR MOLESTATION LIABILITY	
CG7584	10-08	MOBILE EQUIPMENT/AUTO AMENDMENT	
CG7626.2	10-08	EMPLOYEE BENEFITS LIABILITY COVERAGE EACH EMPLOYEE \$ 1,000,000 AGGREGATE \$ 2,000,000 DEDUCTIBLE EACH EMPLOYEE \$ 1,000	
IL0021	09-08	NUCLEAR ENERGY LIAB EXCL/BROAD FORM	
IL0276	09-08	IA CHANGES - CANCELLATION/NONRENEWAL	
IL7028	10-05	ASBESTOS EXCLUSION	
*IL7131A	04-01	COMM'L POLICY ENDORSEMENT SCHEDULE	
IL8383.2	01-08	DISCL PURSUANT TERRSM RISK INS. ACT	\$ 58
IL8384A	01-08	TERRORISM NOTICE	
*IL8576	09-09	MEDICARE IMPT NOTICE TO POLICYHOLDER	

DATE OF ISSUE: 07/14/11

FORM: IL7131A (ED. 04-01)

114

J1

0D81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

EFF DATE: 07/01/11

POLICY NO: 0D8-17-82---12
EXP DATE: 07/01/12

GENERAL LIABILITY SCHEDULE

CODE NO./EXPOSURE/CLASSIFICATION	PRODUCTS/COMPL OPS		ALL OTHER	
	RATE	ADVANCE PREM	RATE	ADVANCE PREM
LOCATION 001	!	!	!	!
41716	!	!	4.535!	\$ 308
DAY CARE CENTERS (2) (4)	!	!	!	!
PREMIUM BASIS:	!	!	!	!
EACH	!	!	!	!
EXPOSURE: 68	!	!	!	!
(SUBLINE /334)	!	!	!	!
44194	!	!	567.690!	\$ 568
GRANDSTANDS OR BLEACHERS (2) (4)	!	!	!	!
PREMIUM BASIS:	!	!	!	!
FLAT CHG.	!	!	!	!
EXPOSURE: 1	!	!	!	!
(SUBLINE /334)	!	!	!	!
47469	!	!	3.652!	\$ 639
SCHOOLS - FACULTY LIABILITY FOR	!	!	!	!
CORPORAL PUNISHMENT OF PUPILS (4)	!	!	!	!
PREMIUM BASIS:	!	!	!	!
EA TEACHER	!	!	!	!
EXPOSURE: 175	!	!	!	!
(SUBLINE /334)	!	!	!	!
63010	!	!	34.357!	\$ 34
DWELLINGS - ONE-FAMILY	!	!	!	!
(LESSOR'S RISK ONLY) (4)	!	!	!	!
PREMIUM BASIS:	!	!	!	!
EACH	!	!	!	!
EXPOSURE: 1	!	!	!	!
(SUBLINE /334)	!	!	!	!
87500	!	!	0.000!	\$ 0
EMPLOYEE BENEFITS LIABILITY	!	!	!	!
COVERAGE	!	!	!	!
PREMIUM BASIS:	!	!	!	!
PER EMP	!	!	!	!
EXPOSURE: IF ANY	!	!	!	!
(SUBLINE /EBL)	!	!	!	!
\$ 1000 DEDUCTIBLE APPLIES	!	!	!	!
EACH EMPLOYEE	!	!	!	!
87531	!	!	3.346!	\$ 3,306
SCHOOLS - ELEMENTARY, KINDERGARTEN	!	!	!	!
OR JUNIOR HIGH (4)	!	!	!	!
PREMIUM BASIS:	!	!	!	!
PER PUPIL	!	!	!	!
EXPOSURE: 988	!	!	!	!
(SUBLINE /334)	!	!	!	!

DATE OF ISSUE: 07/14/11 BPP

(CONTINUED)

FORM CG7001A ED.04-10 BPP 07/01/11

114

J1

0D81782 1201

EMC Insurance Companies

PAGE 2

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

EFF DATE: 07/01/11

POLICY NO: 0D8-17-82---12

EXP DATE: 07/01/12

GENERAL LIABILITY SCHEDULE (CONTINUED)

CODE NO./EXPOSURE/CLASSIFICATION	! PRODUCTS/COMPL OPS !		ALL OTHER	
	! RATE	! ADVANCE PREM !	RATE	! ADVANCE PREM
87532	!	!	3.951!	\$ 1,652
SCHOOLS - HIGH (4)	!	!	!	!
PREMIUM BASIS:	!	!	!	!
PER PUPIL	!	!	!	!
EXPOSURE: 418	!	!	!	!
(SUBLINE /334)	!	!	!	!
87703	!	!	!	\$ 300
CAMPS OR CLINICS	!	!	!	!
SEE FORM CG7229	!	!	!	!
PREMIUM BASIS:	!	!	!	!
FLAT CHRG	!	!	!	!
EXPOSURE: IF ANY	!	!	!	!
(SUBLINE /334)	!	!	!	!
87777	!	!	!	\$ 425
ABUSE OR MOLESTATION LIABILITY	!	!	!	!
SEE FORM CG7551	!	!	!	!
PREMIUM BASIS:	!	!	!	!
FLAT CHRG	!	!	!	!
EXPOSURE: IF ANY	!	!	!	!
(SUBLINE /334)	!	!	!	!

PREMIUM FOR CERTIFIED ACTS OF TERRORISM \$ 58.00
TOTAL ESTIMATED POLICY PREMIUM \$ 7290.00

- (1) OTHER THAN NOT FOR PROFIT (2) NOT FOR PROFIT
(3) INCLUDING PRODUCTS AND/OR COMPLETED OPERATIONS UNLESS OTHERWISE EXCLUDED
(4) PRODUCTS-COMPLETED OPERATIONS ARE SUBJECT TO THE GENERAL AGGREGATE LIMIT
(5) A \$250 PD DEDUCTIBLE PER CLAIM APPLIES TO CUSTOMERS AUTOS UNLESS OTHERWISE DESIGNATED BY THIS CLASSIFICATION CODE
(6) FOR SPRAY PAINTING OPERATIONS, A PD DEDUCTIBLE OF \$250 PER CLAIM APPLIES UNLESS A HIGHER DEDUCTIBLE IS OTHERWISE DESIGNATED FOR THIS CLASSIFICATION CODE

LOCATION OF ALL PREMISES OWNED, RENTED OR OCCUPIED:

RATED LOCATIONS:

LOC 001 801 NILE KINNICK DR S
ADEL, IA 50003-2024

ALL OTHER LOCATIONS:

FIRST SOUTHERN BAPTIST CHURCH
702 NILE KINNICK DR S, ADEL, IA. 50003

DATE OF ISSUE: 07/14/11 BPP

FORM CG7001A ED.04-10 BPP 07/01/11

114

J1

0D81782 1201

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR POLICY: 0F8-17-82

G O V E R N M E N T C R I M E D E C L A R A T I O N S

POLICY PERIOD: 07/01/11 TO 07/01/12

* POLICY NUMBER *
* 0 F 8 - 1 7 - 8 2 ---12 *

N A M E D I N S U R E D :

P R O D U C E R :

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439

AGENT PHONE: 515-993-3515

INSURED IS: NOT FOR PROFIT ORG

BUSINESS DESC: EDUCATION

THIS POLICY CONSISTS OF THIS DECLARATIONS FORM, THE CRIME POLICY FORM AND
THE ENDORSEMENTS INDICATED AS APPLICABLE.SEE ATTACHED SCHEDULE FOR DESCRIPTION OF LOCATIONS,
LIMITS, AND DEDUCTIBLES.

C O V E R A G E S P R O V I D E D

P R E M I U M

EMPLOYEE THEFT - BLANKET (PER LOSS)	\$ 1,059.00
FORGERY OR ALTERATION	\$ 239.00
INSIDE THE PREMISES - THEFT OF MONEY & SECURITIES	\$ 176.00
OUTSIDE THE PREMISES	\$ 20.00
COMPUTER FRAUD	\$ 128.00
FUNDS TRANSFER FRAUD	\$ 64.00

TOTAL POLICY PREMIUM \$ 1,686.00

FORMS APPLICABLE:

7650(01/03)*, CR0750(08/08), CR2512(10/10)*, CR2519(10/10)*,
CR7002.7(10/08), CR7010A(09/02), CR7011A(09/02)*, CR7105(10/10)*,
CR7110(10/08), CR8016(10/10)*, IL0276(09/08), IL7131A(04/01)*,
IL7306(08/98)

Refer to prior distribution(s) for any forms not attached

DATE OF ISSUE: 07/14/11 (BPP)

FORM CR7010A (ED. 09/02)

BPP

07/01/11

114

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0F81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

POLICY NUMBER: 0F8-17-82---12

ADEL-DESOTO-MINBURN

EFF DATE: 07/01/11

EXP DATE: 07/01/12

GOVERNMENT CRIME POLICY DECLARATIONS

ENDORSEMENT SCHEDULE

FORM	EDITION DATE	DESCRIPTION/ADDITIONAL INFORMATION	PREMIUM
*7650	01-03	INCLUDE JOINT VENTURE OR PARTNERSHIP	
CR0750	08-08	AMENDMENT-DELETE PROV REGARD TERROR	
*CR2512	10-10	INCL TREAS. OR TAX COLLECT AS EMPLOY TREASURER	
*CR2519	10-10	ADD FAITHFL PERF OF DUTY COV FOR GOV PER LOSS LIMIT: \$150,000	
CR7002.7	10-08	SPECIAL GOVT CRIME QUICK REF (DISC)	
CR7010A	09-02	GOVERNMENT CRIME DECLARATIONS	
*CR7011A	09-02	GOVERNMENT CRIME SCHEDULE	
*CR7105	10-10	INCLUDE BOARD OF EDUCATION	
CR7110	10-08	SPECIAL GOVERNMENT CRIME COV. FORM	
*CR8016	10-10	ADVISORY NOTICE TO POLICYHOLDERS	
IL0276	09-08	IA CHANGES - CANCELLATION/NONRENEWAL	
*IL7131A	04-01	COMM'L POLICY ENDORSEMENT SCHEDULE	
IL7306	08-98	EXC. OF CERT. COMPUTER LOSSES	

DATE OF ISSUE: 07/14/11

FORM: IL7131A (ED. 04-01)

114

JI

0F81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

POLICY NUMBER: 0F8-17-82---12
EFF DATE: 07/01/11

EXP DATE: 07/01/12

GOVERNMENT CRIME SCHEDULE

D E S C R I P T I O N	D E D		L I M I T	
	(PER OCCURRENCE)		(PER OCCURRENCE)	
EMPLOYEE THEFT - BLANKET (PER LOSS)	\$	1,500	\$	150,000
FORGERY OR ALTERATION	\$	250	\$	100,000
INSIDE THE PREMISES - THEFT OF MONEY & SECURITIES	\$	0	\$	2,500
OUTSIDE THE PREMISES	\$	0	\$	2,500
COMPUTER FRAUD	\$	1,000	\$	50,000
FUNDS TRANSFER FRAUD	\$	1,000	\$	50,000

DATE OF ISSUE: 07/14/11 (BPP)

FORM CR7011A (ED. 09/02)

BPP

07/01/11

114

JI

0F81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR POLICY: OC81782

COMMERCIAL INLAND MARINE DECLARATIONS

POLICY PERIOD: FROM 07/01/11 TO 07/01/12

* POLICY NUMBER *
* 0 C 8 - 1 7 - 8 2 ---12 *

NAMED INSURED:

PRODUCER:

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024

RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439

AGENT PHONE: 515-993-3515

INSURED IS: NOT FOR PROFIT ORG

BUSINESS DESC: EDUCATION

SEE ATTACHED SCHEDULE FOR LIMITS AND DESCRIPTION OF COVERAGES

COVERAGES HEADINGS	PREMIUM
SCHEDULED PROPERTY FLOATER	\$ 116.00
TOTAL INLAND MARINE PREMIUM	\$ 116.00

A DEDUCTIBLE MAY APPLY FOR THE COVERAGE PROVIDED. IN THE EVENT A LOSS (OTHER THAN EARTHQUAKE) INVOLVES COVERED PROPERTY AT MORE THAN ONE LOCATION OR IN MORE THAN ONE CLASS, ONLY ONE DEDUCTIBLE, THE LARGEST DEDUCTIBLE SHOWN ON THE SCHEDULE FOR THE LOCATION OR CLASSES INVOLVED IN THE LOSS, WILL APPLY PER OCCURRENCE.

FORM IL0017 ON THE COMMON DECLARATIONS DOES NOT APPLY TO THE FOLLOWING:
CL0100(03/99), CL0190(01/01), CL0600(01/08), CL0700(10/06),
CM7001A(09/97)*, CM7004(09/06), IL7131A(04/01)*, IL7306(08/98),
IL8383.2(01/08), IM7500(04/04)

Refer to prior distribution(s) for any forms not attached

DATE OF ISSUE: 07/14/11

(BPP)

FORM: CM7000A ED. 9-97

BPP

07/01/11

114

JI

OC81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

POLICY NUMBER: 0C8-17-82---12

ADEL-DESOTO-MINBURN

EFF DATE: 07/01/11

EXP DATE: 07/01/12

COMM L INLAND MARINE POLICY DECLARATIONS

ENDORSEMENT SCHEDULE

FORM	EDITION DATE	DESCRIPTION/ADDITIONAL INFORMATION	PREMIUM
CL0100	03-99	COMMON POLICY CONDITIONS	
CL0190	01-01	AMENDATORY ENDORSEMENT IOWA	
CL0600	01-08	CERTIFIED TERRORISM LOSS	
CL0700	10-06	VIRUS OR BACTERIA EXCLUSION	
*CM7001A	09-97	COMMERCIAL INLAND MARINE SCHEDULE	
CM7004	09-06	QUICK REFERENCE	
*IL7131A	04-01	COMM'L POLICY ENDORSEMENT SCHEDULE	
IL7306	08-98	EXCLUSION OF CERTAIN COMPUTER LOSSES	
IL8383.2	01-08	DISCL PURSUANT TERRSM RISK INS. ACT	WAIVED
IM7500	04-04	SCHEDULED PROPERTY FLOATER	

DATE OF ISSUE: 07/14/11

FORM: IL7131A (ED. 04-01)

114

JI

0C81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

POLICY NO: 0C8-17-82---12

ADEL DESOTO MINBURN CS

EFF DATE: 07/01/11

EXP DATE: 07/01/12

C O M M E R C I A L I N L A N D M A R I N E S C H E D U L E

LOCATION: 001 801 NILE KINNICK DR S
ADEL, IA 50003-2024

CLASS	DESCRIPTION	SPECIAL* INTEREST	LIMITS
-------	-------------	----------------------	--------

SCHEDULED PROPERTY FLOATER

798 SCHEDULED PROPERTY FLOATER

100% COINSURANCE

COVERAGE EXTENSIONS

ADDITIONAL DEBRIS REMOVAL EXPENSES \$ 5,000

SUPPLEMENTAL COVERAGES

POLLUTANT CLEANUP AND REMOVAL \$ 10,000

\$ 250 DEDUCTIBLE APPLIES PER OCCURRENCE TO THE FOLLOWING ITEMS

REPLACEMENT COST

001 MISC. MECHANICS TOOLS OWNED BY RICK \$ 15,500

BORST, BUS MECHANIC.

PREMIUM \$ 116

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DATE OF ISSUE: 07/14/11

(BPP)

FORM: CM7001A ED. 9-97

BPP

07/01/11

114

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0C81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR POLICY: 0E8-17-82

COMMERCIAL AUTO DECLARATIONS - BUSINESS AUTO COVERAGE FORM

POLICY PERIOD: FROM 07/01/11 TO 07/01/12

* POLICY NUMBER *
* 0 E 8 - 1 7 - 8 2 ---12 *

ITEM ONE:

N A M E D I N S U R E D :

P R O D U C E R :

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439

AGENT PHONE: 515-993-3515

INSURED IS: NOT FOR PROFIT ORG BUSINESS DESC: EDUCATION

ITEM TWO: SCHEDULE OF COVERAGES AND COVERED AUTOS

EACH OF THESE COVERAGES WILL APPLY ONLY TO THOSE 'AUTOS' SHOWN AS COVERED 'AUTOS'. 'AUTOS' ARE SHOWN AS COVERED 'AUTOS' FOR A PARTICULAR COVERAGE BY THE ENTRY OF ONE OR MORE OF THE SYMBOLS FROM THE COVERED AUTO SECTION OF THE COMMERCIAL AUTO COVERAGE FORM NEXT TO THE NAME OF THE COVERAGE.

COVERAGES	COVERED AUTOS	LIMITS/DEDUCTIBLES	P R E M I U M
LIABILITY	01	\$ 1,000,000	.\$ 8,289.00
AUTO MEDICAL PAYMENTS	02 08	\$ 2,000	520.00
UNINSURED AND UNDERINSURED MOTORISTS	02 10	SEE ENDORSEMENT CA7093A	1327.00

PHYSICAL DAMAGE (ACTUAL CASH VALUE OR COST OF REPAIR, WHICHEVER IS LESS, MINUS THE DEDUCTIBLE, FOR EACH COVERED AUTO.)

COMPREHENSIVE	02 08	SEE ITEM THREE FOR DED. FOR ALL LOSS EXCEPT FIRE OR LIGHTNING	1,089.00
COLLISION	02 08	SEE SCHEDULE FOR DED.	2,381.00

PREMIUM FOR ATTACHED ITEMS 4, 5, AND/OR 6 . 483.00

PREMIUM FOR ENDORSEMENTS . \$ 17.00

*ESTIMATED TOTAL POLICY PREMIUM . \$ 14,106.00

*THIS POLICY MAY BE SUBJECT TO FINAL AUDIT.

FORMS APPLICABLE:

3003C(05/10)*, CA0001(10/01), CA0038(12/02), CA0160(02/03),
CA2054(10/01), CA2112(04/05), CA7001A(04/08)*, CA7002A(10/01),
CA7007(10/01), CA7093A(03/09)*, CA7203(12/93), CA7209(07/97),
CA7312(01/11)*, CA7313(10/01), CA7317(12/10)*, CA8112(03/00)*,

DATE OF ISSUE 07/14/11 (BPP)

CONTINUED

CA7000A 04-08

BPP

07/01/11

114

JI

0E81782 1201

EMC Insurance Companies

PAGE 2

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR POLICY: 0E8-17-82

COMMERCIAL AUTO DECLARATIONS - BUSINESS AUTO COVERAGE FORM

CA9903(07/97), CA9915(12/93), CA9948(09/02), CA9954(07/97),
IL0021(09/08), IL0276(09/08), IL7131A(04/01)*, IL8576(09/09)*

Refer to prior distribution(s) for any forms not attached

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DATE OF ISSUE 07/14/11 (BPP)

CA7000A 04-08 BPP 07/01/11 114 JI 0E81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY (15539) PRIOR POLICY: OH8-17-82-11
RENEWAL INFORMATION PAGE WC0000001A
WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY INSURANCE POLICY

THIS INFORMATION PAGE ALONG WITH THE 'POLICY
PROVISIONS' COMPLETES THE NUMBERED POLICY.

* POLICY NUMBER *
* 0 H 8 - 1 7 - 8 2 ---12 *

ITEM 1

N A M E D I N S U R E D :

P R O D U C E R :

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024

RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

INSURED IS: NOT FOR PROFIT ORG
BUS DESC: EDUCATION
INTRASTATE ID: 140108812
FED. EMPLOYER'S ID: 421398258
IA UNEMPLOYMENT ACCOUNT NUMBER: 1043652
SIC CODE: 8211

AGENT: AA 5439

AGENT PHONE: 515-993-3515

ITEM 2 POLICY PERIOD: 12:01 A.M., STANDARD TIME AT THE INSURED'S MAILING ADDRESS
FROM: JUL/01/11 TO: JUL/01/12

ITEM 3

- A. WORKERS' COMPENSATION INSURANCE: PART ONE OF THE POLICY APPLIES TO THE WORKERS' COMPENSATION LAW OF THE STATES LISTED HERE; IA
- B. EMPLOYERS' LIABILITY INS.: PART TWO OF THE POLICY APPLIES TO WORK IN EACH STATE LISTED IN ITEM 3.A. THE LIMITS OF OUR LIABILITY UNDER PART TWO ARE
- | | | | |
|---------------------------|----|---------|---------------|
| BODILY INJURY BY ACCIDENT | \$ | 500,000 | EACH ACCIDENT |
| BODILY INJURY BY DISEASE | \$ | 500,000 | EACH EMPLOYEE |
| BODILY INJURY BY DISEASE | \$ | 500,000 | POLICY LIMIT |
- C. OTHER STATES INS: PART THREE OF THE POLICY APPLIES TO ALL STATES EXCEPT ME, ND, OH, WA, WV, WY, AND STATES DESIGNATED IN ITEM 3.A SHOWN ABOVE.
- D. THIS POLICY INCLUDES THESE ENDORSEMENTS AND SCHEDULES:
- 0405B(02/06)*, 1150(07/10)*, IL7004(10/08), IL7131A(04/01)*,
IL8383.2(01/08), IL8576(09/09)*, WC000000B(07/11)*, WC000303C(10/04),
WC000406A(07/95)*, WC000414(07/90), WC000419(01/01), WC000421C(09/08),
WC000422A(09/08), WC340301C(03/10)*, WC7003(09/86)*, WC7005(07/11)*

Refer to prior distribution(s) for any forms not attached

ITEM 4

THE PREMIUM FOR THIS POLICY WILL BE DETERMINED BY OUR MANUALS OF . ESTIMATED
RULES, CLASSIFICATIONS, RATES AND RATING PLANS. ALL INFORMATION. ANNUAL
REQUIRED BELOW IS SUBJECT TO VERIFICATION AND CHANGE BY AUDIT. . PREMIUM

SEE CLASSIFICATION OF OPERATIONS SCHEDULE ATTACHED

PREMIUM SUBTOTAL - SEE SCHEDULE ATTACHED	.\$	84,795.00
ADJUSTMENT FOR DEBIT/CREDIT SCHEDULE MODIFICATION	.\$	-4,933.00
LESS: ESTIMATED PREMIUM DISCOUNT	.\$	-6,123.00
EXPENSE CONSTANT	.\$	260.00

MINIMUM PREMIUM \$ 650

ESTIMATED POLICY PREMIUM . \$ 73,999.00

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ISSUED FROM: EMC INSURANCE CO, PO BOX 884, DES MOINES, IA 50306

DATE OF ISSUE: 07/14/11 (BPP) COUNTERSIGNED BY:

DATE:

FORM WC7002 ED. 09/86 (BPP) ANN RATING DATE: 07/01/11 114 JI OH81782 1201

EMC Insurance Companies

PAGE 2

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

POLICY NUMBER: OH8-17-82---12
EFF DATE: 07/01/11 EXP DATE: 07/01/12
WC000001A

IOWA

TOTAL ESTIMATED POLICY PREMIUM . \$ 73,999.00

INTERIM ADJUSTMENTS WILL BE MADE: ANNUALLY

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ISSUED FROM: EMC INSURANCE CO, PO BOX 884, DES MOINES, IA 50306
DATE OF ISSUE: 07/14/11 (BPP) COUNTERSIGNED BY:

DATE:

FORM WC7002 ED. 09/86 (BPP) ANN RATING DATE: 07/01/11 114 JI OH81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS
INTRASTATE ID: 140108812

POLICY NUMBER: OH8-17-82---12
EFF DATE: 07/01/11 EXP DATE: 07/01/12

EXTENSION OF INFORMATION PAGE

WC000001A

ITEM 4 - CLASSIFICATION OF OPERATIONS SCHEDULE

I O W A

(001) 215 N 11TH ST
ADEL, IA. 50003-1406

NUMBER OF EMPLOYEES:

MAXIMUM # OF EMPLOYEES EXPOSED AT ANY ONE TIME: 41
FULL TIME: 27 PART TIME: 14

SIC: 8211

(002) 1608 GROVE ST
ADEL, IA. 50003-1029

NUMBER OF EMPLOYEES:

MAXIMUM # OF EMPLOYEES EXPOSED AT ANY ONE TIME: 47
FULL TIME: 28 PART TIME: 19

SIC: 8211

(003) 317 W SPRUCE ST
DE SOTO, IA. 50069-1047

NUMBER OF EMPLOYEES:

MAXIMUM # OF EMPLOYEES EXPOSED AT ANY ONE TIME: 33
FULL TIME: 21 PART TIME: 12

SIC: 8211

(004) 1608 GROVE ST
ADEL, IA. 50003-1029

NUMBER OF EMPLOYEES:

MAXIMUM # OF EMPLOYEES EXPOSED AT ANY ONE TIME: 14
FULL TIME: 1 PART TIME: 13

SIC: 8211

(005) 801 NILE KINNICK DR S
ADEL, IA. 50003-2024

NUMBER OF EMPLOYEES:

MAXIMUM # OF EMPLOYEES EXPOSED AT ANY ONE TIME: 76
FULL TIME: 47 PART TIME: 29

SIC: 8211

(006) 618 5TH ST
MINBURN, IA. 50167

NUMBER OF EMPLOYEES:

MAXIMUM # OF EMPLOYEES EXPOSED AT ANY ONE TIME: 21
FULL TIME: 11 PART TIME: 10

SIC: 8211

CLASSIFICATION PHRASEOLOGY	.CODE .	ESTIMATED .	RATES	ESTIMATED
	. NO. .	ANNUAL	. PER \$100	ANNUAL
		. REMUNERATION.	REMUNERATION	PREMIUM
SCHOOL: PROFESSIONAL EMPLOYEES & C.	8868 .	7,689,671.	0.51 .	\$ 39,217.00
SCHOOL: ALL OTHER EMPLOYEES	.9101 .	653,747.	6.91 .	\$ 45,174.00
DRIVERS NOC	.7380 .	255,762.	5.55 .	\$ 14,195.00
EMPLOYERS LIABILITY	.9807 .	.	.	\$ 1,676.00
PREMIUM FOR INCR LIMITS PART TWO.

ISSUED FROM: DES MOINES, IA
DATE OF ISSUE: 07/14/11 (BPP)

EMC Insurance Companies

COMMERCIAL UMBRELLA DECLARATIONS

Policy Period: From 07/01/11 to 07/01/12

* Policy Number *
* 0 J 8 - 1 7 - 8 2 ---12 *

NAMED INSURED

PRODUCER

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024

RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439
AGENT PHONE: 515-993-3515

Insured is NOT FOR PROFIT ORG Business Desc: EDUCATION

C L A I M S M A D E C O V E R A G E

The Following Claims Made Coverage Applies: Excess and Wrongful Act
(Linebacker) Coverage. Please Read Your Policy Carefully.

L I M I T S O F I N S U R A N C E

Each Occurrence Limit (Liability Coverage) \$ 5,000,000

Personal & Advertising Injury Limit \$ 5,000,000
(Any one person or organization)

Aggregate Limit (Liability Coverage) \$ 5,000,000
(except with respect to "covered autos")

PREMIUM NOT SUBJECT TO AUDIT \$ 7,477.00

A \$100 MINIMUM POLICY PREMIUM APPLIES
IF POLICY IS CANCELLED AFTER THE EFFECTIVE DATE.

Forms Applicable:

CU0001(12/07), CU0004(05/09), CU0220(09/00), CU2123(02/02),
CU2127(12/04), CU2130(01/08), CU2136(01/08), CU7001A(04/05)*,
CU7268.2(08/06), CU7272(08/06), CU7273(12/10)*, CU7276(12/10)*,
CU7290.8(02/08), CU7293(08/06), CU7297(08/06), CU7298(01/08),
CU7432.1(04/09), CU7439(12/09), IL7131A(04/01)*, IL8383.2(01/08),
IL8384A(01/08)

Refer to prior distribution(s) for any forms not attached

Date of Issue 07/14/11 BPP

FORM CU7000A ED. 01-07 BPP 07/01/11

114

JI

OJ81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

Policy Number: 0J81782---12
Eff Date: 07/01/11 Exp Date: 07/01/12

COMMERCIAL UMBRELLA SCHEDULE

RETAINED LIMIT

Self Insured Retention \$10,000

SCHEDULE OF UNDERLYING INSURANCE

Commercial Auto Liability

Company: Employers Mutual Casualty Company
Policy Number: 0E81782 Policy Period: 07/01/11 to 07/01/12

Minimum Applicable Limits

Each Accident \$ 1,000,000

Commercial General Liability

Company: Employers Mutual Casualty Company
Policy Number: 0D81782 Policy Period: 07/01/11 to 07/01/12

Occurrence Basis

Minimum Applicable Limits

General Aggregate	\$ 2,000,000
Products-Completed Operations Aggregate	\$ 2,000,000
Personal and Advertising Injury	\$ 1,000,000
Each Occurrence	\$ 1,000,000
Employee Benefit Liability	\$ 1,000,000 Each Employee
	\$ 2,000,000 Aggregate

Employers Liability

Company: Employers Mutual Casualty Company
Policy Number: 0H81782 Policy Period: 07/01/11 to 07/01/12

Minimum Applicable Limits

Bodily Injury by Accident	\$ 500,000 Each Accident
Bodily Injury by Disease	\$ 500,000 Each Employee
Bodily Injury by Disease	\$ 500,000 Policy Limit

EMC Insurance Companies

Page 2

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

Policy Number: 0J81782---12
Eff Date: 07/01/11 Exp Date: 07/01/12

Public Officials Liability (Claims Made)

Company: Employers Mutual Casualty Company
Policy Number: 0K81782

Policy Period: 07/01/11 to 07/01/12

Minimum Applicable Limits

\$ 1,000,000 Each Loss
\$ 1,000,000 Aggregate

Date of Issue 07/14/11 BPP

FORM CU7001A ED. 04-05 BPP 07/01/11

114

JI

0J81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR POLICY: OK8-17-82

LINEBACKER PUBLIC OFFICIALS AND
EMPLOYMENT PRACTICES LIABILITY
DECLARATIONS

POLICY PERIOD: FROM 07/01/11 TO 07/01/12

* POLICY NUMBER *
* OK8 - 17 - 82 ---12 *

NAMED INSURED

PRODUCER

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
801 NILE KINNICK DR S
ADEL IA 50003-2024

RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439

AGENT PHONE: 515-993-3515

INSURED IS: NOT FOR PROFIT ORG

BUSINESS DESCRIPTION: SCHOOL DISTRICT

* THIS IS A CLAIMS MADE POLICY *
* PLEASE READ CAREFULLY *

L I M I T S O F L I A B I L I T Y

EACH LOSS \$ 1,000,000

AGGREGATE FOR EACH POLICY TERM \$ 1,000,000

INSURED'S DEDUCTIBLE EACH WRONGFUL ACT \$ 1,500
(INCLUDING DEFENSE EXPENSE)

RETROACTIVE DATE AND EXCESS EXTENDED REPORTING PERIOD:

THIS INSURANCE DOES NOT APPLY TO WRONGFUL ACTS WHICH OCCUR
BEFORE THE RETROACTIVE DATE SHOWN BELOW.

RETROACTIVE DATE: 07/01/87

AVAILABLE EXTENDED REPORTING PERIOD: (5 YEARS)

TOTAL ADVANCE PREMIUM \$ 3,701.00

COVERAGE IS PROVIDED FOR BOARD AND ALL EMPLOYEES

(THE ADVANCE PREMIUM IS A MINIMUM PREMIUM FOR THE POLICY TERM)

A \$ 100 MINIMUM POLICY PREMIUM APPLIES

IF POLICY IS CANCELLED AFTER THE EFFECTIVE DATE

DATE OF ISSUE: 07/14/11 BPP

CONTINUED

FORM CL7000A (01-08)

BPP 07/01/11

114

J1

OK81782 1201

EMC Insurance Companies

PAGE 2

EMPLOYERS MUTUAL CASUALTY COMPANY

POLICY NUMBER: OK8-17-82

ADEL DESOTO MINBURN CS

EFF DATE: 07/01/11

EXP DATE: 07/01/12

FORMS APPLICABLE:

CL7001(01/08), CL7110(01/08), CL7119.1(01/08), CL7125.2(01/08),
CL7128(01/08), CL7153(01/08), CL7156(01/10)*, CL7161(01/10)*,
CL7181(06/08), CL7182(05/09), CL7184(07/09), IL7123(01/08),
IL7131A(04/01)*, IL7149(01/08), IL7326(01/08), IL8383.2(01/08)*,
IL8384A(01/08)

Refer to prior distribution(s) for any forms not attached

DATE OF ISSUE: 07/14/11 BPP

FORM CL7000A (01-08)

BPP 07/01/11

114

JI

OK81782 1201

EMC Insurance Companies

EMPLOYERS MUTUAL CASUALTY COMPANY

PRIOR NUMBER: 0Y8-17-82

CERTIFICATE OF GROUP EXCESS LIABILITY INSURANCE

CERTIFICATE PERIOD: FROM 07/01/11 TO 07/01/12

* CERTIFICATE NUMBER *
* 0 Y 8 - 1 7 - 8 2 ---12 *

NAMED INSURED:

PRODUCER:

IOWA ASSOCIATION OF SCHOOL BOARDS
ON BEHALF OF THE IASB AND SCHOOLS
PARTICIPATING IN THE IASB SAFETY
PROGRAM

RIVER VALLEY INSURANCE LLC
819 MAIN ST
ADEL IA 50003-1450

AGENCY BILL

AGENT: AA 5439

AGENT PHONE: 515-993-3515

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS
NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND,
EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

TYPE OF INSURANCE: GROUP EXCESS LIABILITY

POLICY NUMBER	POLICY EFF DATE	POLICY EXP DATE	LIMITS
2R07461	07-01-2011	07-01-2012	EACH OCCURRENCE \$ 15,000,000 SHARED AGGREGATE \$ 15,000,000

INSURED AND CERTIFICATE HOLDER: ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT
INSURER AFFORDING COVERAGE: EMPLOYERS MUTUAL CASUALTY COMPANY

TYPE OF INSURANCE: UNDERLYING COMMERCIAL UMBRELLA

POLICY NUMBER	POLICY EFF DATE	POLICY EXP DATE	LIMITS
0J81782	07-01-2011	07-01-2012	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000

PREMIUM \$ 2,384.00

THE POLICIES OF INSURANCE LISTED ABOVE HAVE BEEN ISSUED TO THE
INSUREDS NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING
ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT
WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN,
THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO
ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE
LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

SEE SPECIAL PROVISIONS ON REVERSE SIDE

DATE OF ISSUE: 07/14/11 BPP AUTHORIZED REPRESENTATIVE:

FORM GE8000A ED.07-00 BPP 07/01/11 114 JI 0Y81782 1201

EMC Insurance Companies

PAGE 2

EMPLOYERS MUTUAL CASUALTY COMPANY
ADEL DESOTO MINBURN CS

EFF DATE: 07/01/11

POLICY NUMBER: 0Y81782
EXP DATE: 07/01/12

CERTIFICATE OF GROUP EXCESS LIABILITY INSURANCE (cont.)

DESCRIPTION OF SPECIAL PROVISIONS FOR GROUP LIABILITY EXCESS

THE MINIMUM EMPLOYERS MUTUAL CASUALTY COMPANY'S UNDERLYING COMMERCIAL UMBRELLA LIMITS YOU MUST MAINTAIN DURING THE TERM OF THIS POLICY TO AVOID A SELF-INSURED LOSS UNDER THE GROUP EXCESS LIABILITY POLICY ARE \$ 5,000,000 EACH OCCURRENCE/\$ 5,000,000 AGGREGATE.

IF YOUR EMPLOYERS MUTUAL CASUALTY COMPANY'S UNDERLYING COMMERCIAL UMBRELLA LIMITS ARE LESS THAN THE MINIMUM SHOWN ABOVE, YOU WILL BE RESPONSIBLE FOR EXPENSES ASSOCIATED WITH THE INVESTIGATION, DEFENSE AND SETTLEMENT OF A CLAIM OR SUIT. EMPLOYERS MUTUAL CASUALTY COMPANY'S DUTY TO PARTICIPATE IN A CLAIM OR SUIT UNDER THE GROUP EXCESS LIABILITY POLICY WOULD ONLY BEGIN AFTER YOU PAY DAMAGES (NOT INCLUDING YOUR SELF-INSURED INVESTIGATION AND DEFENSE EXPENSES) UP TO YOUR MINIMUM UNDERLYING COMMERCIAL UMBRELLA LIMITS SHOWN ABOVE.

THE GROUP EXCESS LIABILITY AGGREGATE LIMIT OF INSURANCE IS SHARED BY ALL INSUREDS AND WILL BE REDUCED BY ALL PAID CLAIMS.

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED ABOVE, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

INCLUDES COPYRIGHTED MATERIAL OF ACORD CORPORATION WITH ITS PERMISSION

DATE OF ISSUE: 07/14/11 BPP AUTHORIZED REPRESENTATIVE:

FORM GE8000A ED.07-00 BPP 07/01/11 114 JI 0Y81782 1201