

BOARD MEETING UPDATE

DECEMBER 12, 2011

APPROVED:

- November 21st Minutes
- Bills/Claims
- Transfers – Assigned Fund Balance Account Codes for GASB 54
 - Eliminate Parking Fund
 - Eliminate Towel Fee Fund
 - Eliminate Padlock Fund Balance
 - Eliminate 8-9 MS Contributions (Transfer to 6-8 MS Contributions)
 - Eliminate Minburn Contributions (Transfer to DS Contributions)
- Financial Reports
 - November Monthly Reports
- Resignations/Terminations
 - Doug Longman, HS Teacher Associate (1/6/12)
 - Roxanna Smith, DS Teacher Associate (12/23/11)
- Hires
 - Mark Dorr, Shuttle Bus Driver, Step 1 (12/12/11)
 - Trisha Garton, DS Teacher Associate, Step 1 (12/12/11)
- Non-Staff Coaching Contracts
 - Jeff Abbas, Asst HS Girls' Soccer, Step 2
 - Josh Barnes, Asst. HS Golf, Step 2
 - John Begley, MS Girls' Track, Step 4
 - Jason Book, Asst HS Baseball, Step 4
 - Michael Hazel, Asst. HS Baseball, Step 4
 - Al Hofmann, HS Girls' Soccer, Step 4
 - Thomas Horton, Asst. HS Boys' Soccer, Step 4
 - Joe Roth, Asst. HS Boys' Soccer, Step 4
 - Bill Shields, HS Boys' Soccer, Step 4
- Second & Final Reading of Board Policy 707.7, "Governmental Fund Balance Reporting GASB 54"
- First Reading of Board Policy 400 Series- Personnel
- Extended Leave Request – David Zwank
 - David was scheduled to be back to work on January 2nd.
- IASB Board of Directors Ballots
 - Board voted for Julie Walter and Dan Woodin for IASB Board of Directors
- Dallas County Board Representative – Kim Roby
- IDAPT Participation Approved
- Midterm Graduates Approved
 - Jessica Foltz
 - Rees Humels
 - Nate Myers
 - Brandi Ruby
 - Andrew Standley

- Resolution Opting Out of Green Cleaning Requirement Adopted
- Bus Purchase – 2013 from Thomas Bus Sales for \$92,957 (Paid & Delivered After July 1, 2012)
- Suburban Purchase – 2012 from Karl Chevrolet for \$35,526.76 (Immediate)

REPORTS/DISCUSSION

MS Strategic Reading Update – Principal Schlapkohl

Voted PPEL Update

DE Site Visit 2012-13

Written Language Professional Development Report – Principal Erickson

Partnerships in Comprehensive Literacy model PCL

Carole Erickson presented information for this program which is sponsored by UNI.

There is an intensive application process involved with a deadline in April 2012.

Curriculum Revision Updates – Greg Dufoe

2012-13 Calendar Discussion

Open Enrollment In 2011-12

1. Madelynn Hollingsworth, K from Perry to ADM (continuation)
2. Jonathan Saveraid, 11th Grade from WDM to ADM (good cause)
3. Cooper Silverio, K from WDM to ADM (good cause)

Open Enrollment In for 2012-13

1. Madison Conrad, 9th Grade from Perry to ADM (met timeline)

Important Dates

Dec. 22	End 2 nd Qtr/First Semester
Dec. 23	X-mas Vacation
Jan. 2	Teacher Work Day
Jan. 3	Classes Resume
Jan 9-13	9-12 ITEDs
January 16	No School - PD

**Adel Desoto Minburn Board of Education
Regular Meeting – Monday, December 12, 2011
6:00 p.m. @ ADM MS/Board Room**

Attendance:

Present:

Tim Canney

Absent:

Bart Banwart

Kelli Book

Rod Collins

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

Call to Order/Roll Call: President Tim Canney called the meeting to order. Roll call was taken. Present were Vice President Kim Roby, Kelli Book, President Tim Canney, and Rod Collins. Visitors were present.

Agenda: It was moved by Book, seconded by Roby, to adopt the agenda as presented. Motion carried unanimously.

Consent Agenda It was moved by Roby, seconded by Book, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, transfers and financial reports were reviewed and accepted. Resignations were accepted from Doug Longman, teacher associate and Roxanna Smith, teacher associate. Following successful background checks, new contracts were offered to Mark Dorr, bus driver and Trisha Garton, teacher associate. Non-teaching contracts were offered to Jeff Abbas, assistant girls' soccer coach, Josh Barnes, assistant golf coach, John Begley, girls' track coach, Jason Book, assistant baseball coach, Michael Hazel, assistant baseball coach, Al Hofmann, girls' soccer coach, Thomas Horton, assistant boys' soccer coach, Joe Roth, assistant boys' soccer coach, and Bill Shields, boys' soccer coach. The Board had the second and final reading of Board Policy 707.7 "Governmental Fund Balance Reporting GASB 54". The Board had the first reading of Board Policy 400 series. An extended leave request by David Zwank was approved. The Board approved two IASB Board of Director ballots for Julie Walter and Dan Woodin. Kim Roby was appointed as the Dallas County Board Representative. The district will participate in the Iowa Drug and Alcohol Testing Program for bus drivers for 2011. The list of mid-term graduating students was accepted, pending successful completion of all courses and credits.

Welcome of Visitors/Open Forum: President Canney welcomed visitors and invited public comments during Open Forum.

Green Cleaning Opt-Out Resolution: It was moved by Collins, seconded by Roby to adopt the Green Cleaning Opt-Out Resolution. Pursuant to Iowa Code 8A.318, the Adel Desoto Minburn Community School District, after an evaluation and assessment of its needs, facilities, and finances has made the decision it will not participate in the Environmentally Preferable Cleaning Mandate. The District will use environmentally preferable products when it is feasible for the District to do so. Motion carried unanimously.

Bus Purchase: It was moved by Roby, seconded by Book to purchase a 2013 Thomas bus for \$92,957 to be delivered and paid in July 2012. This bus will be purchased with PPEL funds. Motion carried unanimously.

Suburban Purchase: It was moved by Book, seconded by Roby to purchase a 2012 Suburban for \$35,526.76 from Karl Chevrolet to be purchased in this fiscal year with current PPEL Funds. Motion carried unanimously.

Administrative Reports:

Middle School Strategic Reading Update: Principal Carole Schlapkohl and teachers Ann Heitz and Stacy LaFollette presented information on the District's middle school strategic reading program, which was modeled on the high school program that demonstrated so much success.

Physical Plant and Equipment Levy Update: Superintendent updated the Board on the recent presentations and discussions regarding the voted PPEL. A public forum was held prior to this Board meeting and another will be scheduled in January. He stated that all of the PPEL documents are on the website (<http://ppel.adm.k12.ia.us>). The public will vote on the PPEL on February 7, 2012.

DE Site Visit in 2012-13: Jim DePue reported on preparations and plans in process for the Department of Education site visit in 2012-13.

Written Language Professional Development Report: Principal Carole Erickson presented an interview video with three teachers from Adel Elementary sharing their observations/experience with the PK-12 Written Language Program.

Partnerships in Comprehensive Literacy Model: Principal Carole Erickson provided information on the Partnerships in Comprehensive Literacy Model program, which is sponsored by the University of Northern Iowa. The PCL model is based on seven principles of apprenticeship learning and would require a Literacy Coach. Applications are due in April 2012.

Curriculum Revision Updates: Superintendent updated the Board on the curriculum revision process and progress in Science and Math.

Open Enrollment for 2011-12: Superintendent announced approval of open enrollment requests from Madelyn Hollingsworth from Perry to ADM, Jonathan Saveraid from West Des Moines to ADM, and Cooper Silverio, from West Des Moines to ADM.

Open Enrollment for 2012-13: Superintendent announced approval of open enrollment requests for Madison Conrad from Perry to ADM.

Superintendent called the Board's attention to several important calendar dates.

Adjournment:

It was moved by Book, seconded by Roby, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 7:25 p.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary

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.

5:00 p.m. – PPEL INFORMATIONAL MEETING

"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 12th day of December 2011, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA
DISTRICT BOARD ROOM

December 12, 2011
6:00 P.M.

OPENING:

6:00 P.M.

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

6:15

Consent agenda
Approval of minutes
Approval of bills/claims and transfers
Secretary/Treasurer financial reports
Personnel contracts
Second reading of Board Policy 707.7 "Governmental Fund Balance Reporting GASB 54"
First reading of Board Policy 400 series
Extended leave approval
IASB Board of Directors ballots
Dallas County Board Representative
IDAPT participation
Approve midterm graduates
Welcome of visitors and open forum

ACTION ITEMS:

6:25 Green Cleaning – opt out resolution
6:35 Bus purchase – 2012-13
6:40 Suburban purchase

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:

6:45 Middle School strategic reading update
7:00 Physical Plant and Equipment Levy update
7:15 DE site visit in 2012-13
7:25 Written Language professional development report
7:40 Partnerships in Comprehensive Literacy Model PCL
8:00 Curriculum revision updates
8:15 2012-13 school calendar development process
8:25 Open enrollment
8:30 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 December 12, 2011

5:00 – 6:00 pm – Public Forum – PPEL and Technology

Adam and I will be hosting a public forum regarding the voted PPEL election and technology at 5:00 pm. The administrative team and Board members are certainly welcome, but it is not essential that you attend. I will provide a quick introduction, Adam will follow with the PowerPoint presentation and equipment demonstrations, and we will end with questions.

Approval of bills/claims and transfers (Exhibit 1):

Enclosed in your packet is a list of accounts that will be affected by the GASB 54 policy.

Personnel contracts:

I recommend the following resignation/termination:

Doug Longman, HS teacher associate, effective 1/6/12

I recommend the following new contracts:

Mark Dorr, shuttle bus driver, step 1, effective 12/12/11

Trisha Garton, DS teacher associate, step 1, effective 12/12/11

Non-teaching December issued contracts

Jeff Abbas, Ass't. HS girls soccer coach, step 2

Josh Barnes, Ass't. HS golf coach, step 2

John Begley, MS girls track coach, step 4

Jason Book, Ass't. HS baseball coach, step 4

Michael Hazel, Ass't. HS baseball coach, step 4

Al Hofmann, HS girls soccer coach, step 4

Thomas Horton, Ass't. HS boys soccer coach, step 4

Joe Roth, Ass't. HS boys soccer coach, step 4

Bill Shields, HS boys soccer coach, step 4

Pending resignation:

Della Weems, Mock Trial coach

Second reading Board Policy 707.7 "Governmental Fund Balance Reporting GASB 54" (Exhibit 2):

The Governmental Accounting Standards Board (GASB) released Statement 54 – "Fund Balance Reporting and Governmental Fund Type Definitions" on March 11, 2009 which became effective for fiscal year ending June 30, 2011. This new statement is intended to improve the usefulness of the amount reported in fund balance by providing more structured classification. The hierarchy of five possible GASB 54 classifications is as follows:

Non-spendable Fund Balance, Restricted Fund Balance, Committed Fund Balance, Assigned Fund Balance, Unassigned Fund Balance

"Experiencing Success Today, Achieving Dreams Tomorrow"

Since we have multiple fund balance accounts in our General Fund, the auditors recommended we adopt a Fund Balance Policy that directs the action for committed or assigned fund balance.

First reading of Board Policy 400 series (Exhibit 3):

We are bringing the first reading of Board policy series 400 to you. This is the "Personnel" series and is one set of policies that is crucial to review adequately. We had an attorney from Ahlers and Cooney provide guidance on any and all suggested changes. The changes are not dramatic for any of the policies and most have no changes at all.

We will discuss the major changes on Monday night. Please call me with questions.

Extended leave approval

I am recommending an extended leave request from David Zwank. Mr. Zwank has been on military leave upon his return from active duty and was scheduled to start teaching again on January 2. He is requesting this unpaid extended leave in order to pursue graduate level coursework. Below is the pertinent clause in our master contract that speaks to extended leaves.

"Extended Leave Without Pay

Extended leaves, up to ninety (90) school days without pay, may be granted by the Board for the following reasons:

1. For work on an advanced degree;
2. For medical reasons, e.g. recovery from a heart attack;
3. To care for a member of the immediate family who has a serious illness;
4. To care for a newborn baby.

While on extended leave an employee shall not be entitled to any employee benefits and shall not be given credit for vertical advancement on the salary schedule. The employee shall have the opportunity to continue participation in the health insurance program at the employee's own expense by notifying the superintendent in writing of his/her intention and making remittances for premiums when due. The employee shall retain accumulated sick leave, seniority, and placement on the salary schedule upon return to work.

When appropriate, health insurance coverage will continue to be paid by the district according to the FMLA law."

I recommend approval of Mr. Zwank's request contingent upon his acceptance into the graduate college.

Adam Plummer, the long-term substitute for Mr. Zwank, is already scheduled to continue in this capacity if the leave request is approved.

IASB Board of Directors ballots (Exhibit 4):

I recommend approval of the two IASB Board of Director ballots included in your materials. The ballots are for Julie Walter from Johnston (two-year term) and Dan L. Woodin from Ames (one-year term).

Dallas County Board Representative:

Kim has been our representative on the Dallas County Board and is willing to continue in this capacity unless there is interest from another board member. This board meets a few times a year to provide input in the county budget, hiring, etc.

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IDAPT participation:

ADM participates in the Iowa Drug and Alcohol Testing Program sponsored by the Iowa Association of School Boards. Federal regulations require that employers have a federally approved program in place on a calendar year basis. I recommend continued participation in IDAPT to meet this requirement.

Approve midterm graduates

Lee Griebel and I recommend the following students for mid-term graduation pending successful completion of all courses and credits. They are eligible to participate in the May graduation ceremony.

1. Jessica Foltz
2. Rees Hummels
3. Nate Myers
4. Brandi Ruby
5. Andrew Standley

GREEN CLEANING – OPT OUT RESOLUTION (Exhibit 5)

I recommend approval of the resolution to opt-out of the Green Cleaning requirement. We discussed at last month's meeting our study of current green supplies being used. We are in really good shape and will continue to seek ways to improve in this area.

BUS PURCHASE – 2012-13 (Exhibit 6)

I recommend purchase of a 2013 Thomas bus for \$92,957.00. This bus would be delivered after July 1, 2012 and will be funded through our 2013 PPEL. As communicated prior, the option to purchase an additional 2012 bus with immediate delivery but not billed until July was deemed inappropriate by our attorney due to the lien that would be placed on the bus.

SUBURBAN PURCHASE (Exhibit 6)

I recommend approval of the 2012 Suburban for \$35,526.76 from Karl Chevrolet. Each year the State of Iowa solicits bids from car dealerships in the state for certain vehicles and option levels. The DAS chooses the winning bid based on the price for the options on those vehicles. Karl Chevrolet won the bid this year. Therefore, any state or municipal entity can take advantage of those vehicles and option levels at the prices quoted by Karl Chevrolet and selected by the DAS.

Administrative Reports/Discussion items:

Middle School strategic reading update:

Carole Schlackohl will be presenting some information on our middle school strategic reading program started this year. We modeled this program on our high school strategic reading program that demonstrated so much success last year. Carole may have some middle school teachers on hand to share with the Board. (Short Range Goal #1)

Physical Plant and Equipment Levy update (Exhibit 7):

We will update the Board on our campaign and discuss upcoming components of our strategy. We will also take just a few minutes to review the information available on our website. (Short Range Goal #8)

DE site visit in 2012-13 (Exhibit 8):

Jim DePue will be presenting the Board with information regarding preparations and plans for our Department of Education site visit in 2012-13. Jim is tasked with leading this effort and we have already gotten started. We will be

providing the Board with periodic updates as we move closer to our site visit date (date yet to be determined in 2012-13).

Written Language professional development report:

Carole Erickson will share a video interview with Adel Elementary teachers pertaining to the written language professional development efforts. This work continues PK-12 and Carole and her team are ramping up for full implementation in 2012-13.

Partnerships in Comprehensive Literacy Model PCL

Carole Erickson and I will present information on a program sponsored by the University of Northern Iowa called the "Partnerships in Comprehensive Literacy Model" or PCL. There is an intensive application process involved with a deadline in April 2012. With our rich history with Reading Recovery at Adel Elementary, ADM is a viable candidate for this program.

We need to start the discussion early with the Board so we can determine support for submitting an application. If Carole would be selected as a PCL literacy coach, the requirements would be of a nature that additional support would be necessary for her principal responsibilities at AE.

Curriculum revision updates

I will take some time to review progress with the math and science curriculum revision teams. The PK-12 science group is really focusing their efforts on identifying resources for adoption. The 6-12 math team is working on improving our secondary math sequence (especially for our most struggling math students) and selecting resources for further study.

2012-13 school calendar development process

We will discuss our plans for development of our 2012-13 district calendar. I have shared with you two options that we have developed to this point. I won't discuss detailed specifics of each plan at this meeting, but we will discuss and we will also present our plans for bringing a recommendation to the Board in the coming months.

Open Enrollment In for 2011-12

Madelynn Hollingsworth, K, from Perry to ADM (continuation)
Jonathan Saveraid, 11th grade, from WDM to ADM (good cause)
Cooper Silverio, K, from WDM to ADM (good cause)

Open Enrollment In for 2012-13

Madison Conrad, 9th grade, from Perry to ADM (met timeline)

Important dates:

December 22	End 2 nd Quarter/First Semester
December 23	Christmas vacation begins
January 2	Teacher work day
January 3	Classes resume
January 9-13	Grades 9-12 ITEDs
January 16	No school – PD

**Adel Desoto Minburn Board of Education
Regular Meeting – Monday, November 21, 2011
6:00 p.m. @ ADM MS/Board Room**

Attendance:

Present:

Absent:

Tim Canney

Bart Banwart

Kelli Book

Rod Collins

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

Call to Order/Roll Call: President Tim Canney called the meeting to order. Roll call was taken. Present were Bart Banwart, Vice President Kim Roby, Kelli Book, and President Tim Canney. Rod Collins arrived at 6:02. Visitors were present.

Agenda: It was moved by Roby, seconded by Banwart, to adopt the agenda as presented. Motion carried unanimously.

Honoring Excellence: Administrative Assistant Kathleen Hein was introduced by Principal Carole Schlapkohl, who wrote the nomination letter that detailed Kathleen's service for going above and beyond expectations in her profession. Kathleen accepted a paperweight with the inscription "ADM Honoring Excellence" noting her honor and spoke a few words.

Consent Agenda: It was moved by Banwart, seconded by Book, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, and financial reports were reviewed and accepted. Resignations were accepted from Deb Bone, teacher associate, Elizabeth Downing, teacher associate, Ashley Mayer, teacher associate, LaVerne Moody, bus driver and Cole Van Vark, coach. Following successful background checks, new contracts were offered to Todd Cook, coach, Pamela James, teacher associate, Jodi Jensen, coach, Deb Smith, teacher associate, and Carroll Snyder, bus driver. The Board accepted the following transfers: Jessica McFarland from .5 FTE associate to .88 associate; Tena McNeal from .75 central office staff assistant to .75 payroll specialist; Cassandra Mueller from middle school girls' basketball coach to assistant high school girls' basketball coach; and Nic Rasmussen from assistant high school girls' basketball coach to middle school girls' basketball coach. The Board had the first reading of Board Policy 707.7 "Governmental Fund Balance Reporting GASB 54". The Board approved the Project Lead the Way Memorandum of Understanding, which changed the grant status from

\$30,000 to \$20,000. This change reduces the number of required units taught at the middle school from five to two. The Board approved the cooperative agreement with DMACC for the nurse aide program. An agreement with GovDeals, an online auction service for local and state governments was approved. This service provides another avenue to sell unwanted/obsolete equipment.

Welcome of Visitors/Open Forum: President Canney welcomed visitors and invited public comments during Open Forum.

Bus Purchase for 2012-13: Mike Chapman, Director of Transportation reported on the current fleet inventory and needs for the transportation department. Superintendent recommended approval of the bid from Thomas Bus Sales for purchasing a 2012 seventy-seven passenger bus at \$91,358. The bus will be purchased with PPEL Funds this current fiscal year. It was moved by Book, seconded by Roby to approve the bid from Thomas Bus Sales. Motion carried unanimously.

Resolution Ordering Election on the Question of Levying a Voter Approved Physical Plant and Equipment Property Tax: Director Book introduced the Resolution and moved its adoption. Director Roby seconded the motion to adopt. The Resolution states:

WHEREAS, this Board has determined that an election should be called on the question of levying a voter approved physical plant and equipment property tax.

NOW, THEREFORE, IT IS RESOLVED BY THE BOARD OF DIRECTORS OF THE ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT, IN THE COUNTIES OF DALLAS AND MADISON, STATE OF IOWA:

Section 1. That an election is called of the qualified electors of the Adel-DeSoto-Minburn Community School District, in the Counties of Dallas and Madison, State of Iowa, on Tuesday, February 7, 2012. The following Proposition is approved, and the Secretary is authorized and directed to submit and file the Proposition for the Ballot with the Dallas County Commissioner of Elections at least 46 days prior to the election.

SHALL THE FOLLOWING PUBLIC MEASURE BE ADOPTED?

PROPOSITION A

Shall the Board of Directors of the Adel-DeSoto-Minburn Community School District, in the Counties of Dallas and Madison, State of Iowa, for the purpose of purchasing and improving grounds; constructing schoolhouses or buildings and opening roads to schoolhouses or buildings; purchasing of buildings; purchase, lease or lease-purchase of technology and equipment; paying debts contracted for the erection or construction of schoolhouses or buildings, not including interest on bonds; procuring or acquisition of libraries; repairing, remodeling, reconstructing, improving, or expanding the

schoolhouses or buildings and additions to existing schoolhouses; expenditures for energy conservation; renting facilities under Chapter 28E; purchasing transportation equipment for transporting students; lease purchase option agreements for school buildings or equipment; purchasing equipment authorized by law; or for any purpose or purposes now or hereafter authorized by law, be authorized for a period of ten (10) years, to levy annually, a voter-approved physical plant and equipment property tax not to exceed One Dollar (\$1.00) per One Thousand Dollars (\$1,000) of the assessed valuation of the taxable property within the school district commencing with the levy for collection in the fiscal year ending June 30, 2013, or each year thereafter?

Superintendent Dufoe and Technology Director Kurth presented the revised PPEL Technology Plan which included current technology inventory and proposed equipment goals. A tentative revenue and expenditure projection spreadsheet through 2022 was presented. Superintendent updated the Board on the PPEL timeline. An informational brochure was reviewed.

A roll call vote was taken: Banwart, yes; Roby, yes; Book, yes; Canney, yes; and Collins, yes.

Motion carried unanimously.

Administrative Reports:

Parent/Teacher Conferences: Superintendent reported on parent/teacher conference attendance. The percentage of attendance was as follows: Adel Elementary, 100%, DeSoto, 98%, MS, 93%, and HS 89%.

Activities Director Quarterly Report: Activity Director Doug Gee reported on fall sport outcomes and a winter preview.

Enrollment Update: Superintendent reported that the certified budget enrollment increased by 27 students from the previous year. Total enrollment is up by 40 students (includes open enrolled students).

DMACC Perry Career Center Update: Guidance Counselor Kim Timmerman gave the Board an update on the DMACC Career Center in Perry. Thirty-two students are participating in the Perry DMACC Career Center and sixty-eight students are in the Project Lead the Way program.

Advanced Placement Results for 2010-11: Jim DePue reported on the 2011 AP results and the increased participation in Advanced Placement classes for the current year.

PK-12 Written Language: Principal Carole Erickson presented an interview video with three teachers from DeSoto Intermediate sharing their observations/experience with the PK-12 Written Language Program.

DeSoto Professional Learning Communities: Principal Jodi Banse presented information on their Professional Learning Community (PLC) process.

Curriculum Revision Updates: Superintendent presented the curriculum revision process and progress in Science, Math, and Physical Education.

Green Cleaning Requirement: Superintendent shared information with the Board on the "Green Cleaning Requirement". Per Iowa Code, all Iowa schools are required to participate in the green cleaning requirements or "opt-out" by July 1, 2012.

Open Enrollment for 2011-12: Superintendent announced approval of open enrollment requests from Alexander Dvorak, from Waukee to ADM, Nicholas Dvorak, from Waukee to ADM, and Katie Gering, from Woodward Granger to ADM.

Open Enrollment for 2012-13: Superintendent announced approval of open enrollment requests for Abigail Stonehocker, from West Central Valley to ADM.

Superintendent called the Board's attention to several important calendar dates.

Adjournment:

It was moved by Banwart, seconded by Roby, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 8:20 p.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary

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schoolhouses or buildings and additions to existing schoolhouses; expenditures for energy conservation; renting facilities under Chapter 28E; purchasing transportation equipment for transporting students; lease purchase option agreements for school buildings or equipment; purchasing equipment authorized by law; or for any purpose or purposes now or hereafter authorized by law, be authorized for a period of ten (10) years, to levy annually, a voter-approved physical plant and equipment property tax not to exceed One Dollar (\$1.00) per One Thousand Dollars (\$1,000) of the assessed valuation of the taxable property within the school district commencing with the levy for collection in the fiscal year ending June 30, 2013, or each year thereafter?

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Parent/Teacher Conferences: Superintendent reported on parent/teacher conference attendance. The percentage of attendance was as follows: Adel Elementary, 100%, DeSoto, 98%, MS, 93%, and HS 89%.

Activities Director Quarterly Report: Activity Director Doug Gee reported on fall sport outcomes and a winter preview.

Enrollment Update: Superintendent reported that the certified budget enrollment increased by 27 students from the previous year. Total enrollment is up by 40 students (includes open enrolled students).

DMACC Perry Career Center Update: Guidance Counselor Kim Timmerman gave the Board an update on the DMACC Career Center in Perry. Thirty-two students are participating in the Perry DMACC Career Center and sixty-eight students are in the Project Lead the Way program.

Advanced Placement Results for 2010-11: Jim DePue reported on the 2011 AP results and the increased participation in Advanced Placement classes for the current year.

PK-12 Written Language: Principal Carole Erickson presented an interview video with three teachers from DeSoto Intermediate sharing their observations/experience with the PK-12 Written Language Program.

DeSoto Professional Learning Communities: Principal Jodi Banse presented information on their Professional Learning Community (PLC) process.

Curriculum Revision Updates: Superintendent presented the curriculum revision process and progress in Science, Math, and Physical Education.

Green Cleaning Requirement: Superintendent shared information with the Board on the "Green Cleaning Requirement". Per Iowa Code, all Iowa schools are required to participate in the green cleaning requirements or "opt-out" by July 1, 2012.

Open Enrollment for 2011-12: Superintendent announced approval of open enrollment requests from Alexander Dvorak, from Waukee to ADM, Nicholas Dvorak, from Waukee to ADM, and Katie Gering, from Woodward Granger to ADM.

Open Enrollment for 2012-13: Superintendent announced approval of open enrollment requests for Abigail Stonehocker, from West Central Valley to ADM.

Superintendent called the Board's attention to several important calendar dates.

Adjournment:

It was moved by Banwart, seconded by Roby, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 8:20 p.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary

12/08/2011 10:21 AM

Posted; Check Date 4 Records Selected; Fund 10, 33, 40

User ID: NGEE

Check #	Vendor Name	Vendor Description	Amount
Checking Account: 1	Fund: 10	GENERAL FUND	
89538	ACCESS SYSTEMS	SUPP.	74.99
89539	ADEL ROTARY CLUB	FEES	270.00
89540	ADEL TIRE	SERV.	382.00
89541	ADEL TV & APPLIANCE	SUPP.	6.59
89542	AIM SUPPLY CO.	SUPP.	487.28
89544	AMAZON.COM	SUPP.	693.06
89545	APPLE COMPUTER	SUPP.	586.23
89546	ARCHER TV	SUPP.	33.70
89547	AREA 11	SUPP.	5.89
89548	ARNOLD MOTOR SUPPLY	SUPP.	13.74
89549	A-TEC RECYCLING INC.	SERV.	51.53
89550	ATI	SUPP.	1,057.66
89551	BALDON HARDWARE	SUPP.	1,748.48
89553	BARNES & NOBLE	SUPP.	9.58
89554	BARRETT, JONATHAN	TRAVEL	73.00
89556	BELLER DISTRIBUTING	SUPP.	138.48
89557	BLICK ART MATERIALS	SUPP.	671.81
89558	BORST, RICK	SERV.	5,232.00
89504	BP	SUPP.	9,408.80
89559	BRAUN, RUSSELL	TRAVEL	88.80
89560	BREADEAUX PIZZA	SUPP.	56.95
89562	CAPITAL SANITARY	SUPP.	1,266.17
89563	CENTURYLINK	SERV.	1,164.52
89566	CIT CHARTERS, INC	SERV.	1,866.00
89567	CITY OF ADEL	UTIL.	2,548.97
89568	CITY OF DESOTO	UTIL.	793.58
89569	CONTINENTAL CLAY CO.	SUPP.	410.23
89570	CREATIVE PRODUCT SOURCING, INC.	SUPP.	442.11
89571	CROWD CONTROL WAREHOUSE	SUPP.	76.95
89505	CUMMINS CENTRAL POWER LLC	SUPP.	937.58
89572	DALLAS COUNTY NEWS	PUBL.	700.00
89575	DMACC	TUITION	25.00
89576	DUFOE, GREGORY	TRAVEL	30.00
89506	EDUCATIONAL RESEARCH NEWSLETTER&WEBINARS	SUPP.	204.50
89577	ERICKSON, CAROLE	TRAVEL	92.80
89578	EXCEL MECHANICAL CO., INC.	SERV.	889.68
89515	FARROW, JAY	SERV.	287.50
89580	FOLLETT LIBRARY RESOURCE	SUPP.	534.94
89581	FULLERS STANDARD	FUEL	16.69
89585	HIGHSMITH CO	SUPP.	345.50
89586	HILLYARD/DES MOINES SANITARY SUPPLY CO.	SUPP.	1,043.99
89531	IHSMA	FEES	260.00
89590	INLAND TRUCK PARTS & SERVICE	SUPP.	845.03
89591	IOWA COMMUNICATIONS NETWORK	SERV.	520.90
89592	IOWA DEPT OF HUMAN SERVICES	FEES	11,226.96
89517	IOWA DNR	SERV.	95.00

12/08/2011 10:21 AM

Posted; Check Date 4 Records Selected; Fund 10, 33, 40

User ID: NGEE

Check #	Vendor Name	Vendor Description	Amount
89594	IOWA WORKFORCE DEVELOPMENT	FEES	600.00
89518	J A SEXAUER	SUPP.	351.01
89596	JAYMAR BUSINESS FORMS, INC	SUPP.	230.89
89597	KUHNS, RIKKI	REIMB	10.00
89598	LAKESHORE	SUPP.	114.71
89600	LOWE'S	SUPP.	1,538.75
89509	MEDIACOM	SERV.	179.95
89603	MENARD, INC.	SUPP.	402.65
89604	METRO WEST LEARNING CENTER	SERV.	14,000.00
89521	MIDAMERICAN	UTIL.	10,814.93
89606	MINBURN TELEPHONE	TEL.	33.09
89607	NAPA AUTO PARTS	SUPP.	408.45
89609	OFFICE DEPOT	SUPP.	791.92
89534	PAYMENT REMITTANCE CENTER	SUPP.	451.22
89510	POSTMASTER	POSTAGE	355.82
89614	QUILL	SUPP.	14.79
89615	RIEMAN MUSIC	SUPP.	345.75
89522	RIVERSIDE PUBLISHING CO.	SUPP.	816.79
89536	SC-ICDA	FEES	40.00
89617	SEABURY & SMITH, INC. IOWA FIDUCIARY	INSURANCE	100,301.46
89618	SEMINOLE ENERGY SERVICE, L.L.C	SERV.	2,600.75
89619	SHIFFLER EQUIPMENT SALES INC.	SUPP.	133.44
89621	SHUGAR'S SUPERVALU	SUPP.	258.46
89622	SIMPSON COLLEGE BANDS	FEES	112.10
89623	SOFTCHOICE CORPORATION	SERV.	302.58
89626	STANDARD STATIONERY	SUPP.	65.27
89627	STEINHOUSE PUBLISHERS	SUPP.	295.00
89511	SUMMIT PROFESSIONAL EDUCATION	SERV.	318.00
89630	T & T SPRINKLER SERVICES INC	SERV.	476.96
89631	TARGET STORES	SUPP.	74.81
89632	THOMAS BUS SALES	BUS	310.02
89635	URBANDALE CSD	TUITION	5,883.00
89525	US CELLULAR	TEL.	112.83
89526	WASTE MANAGEMENT	DISPOSAL	1,046.12
89636	WAUKEE CSD	FEES	23,532.00
89638	WHISNER, MICHAEL	TRAVEL	87.00
89527	WINDSTREAM	SERV.	171.99
Fund Total:			215,297.68
Checking Account: 1 Fund: 33 CAPITAL PROJECTS SILO FUND			
89578	EXCEL MECHANICAL CO., INC.	SERV.	1,382.00
Fund Total:			1,382.00

12/08/2011 10:22 AM

Posted; Check Date 4 Records Selected; Fund 21, 22, 36

User ID: NGEE

Check #	Vendor Name	Vendor Description	Amount
Checking Account: 1	Fund: 21	STUDENT ACTIVITY FUND	
89543	AMAZON.COM	SUPP.	64.11
89545	APPLE COMPUTER	SUPP.	1,417.00
89552	BALKE, DAVID	OFFICIAL	65.00
89555	BEGLEY, JOHN	OFFICIAL	275.00
89561	BURG, ANDREW	OFFICIAL	130.00
89564	CHAMPIONSHIP BOOKS & VIDEO PRODUCTIONS	SUPP.	194.00
89565	CHRISTENSEN, JIM	OFFICIAL	100.00
89566	CIT CHARTERS, INC	SERV.	933.00
89513	CLAYTON, DAN	OFFICIAL	95.00
89529	COMFORT INN	SERV.	497.00
89573	DANCEWEAR SOLUTIONS	SUPP.	553.62
89574	DECKER SPORTING GOODS	SUPP.	75.00
89579	FINE ART PHOTOGRAPHY & GALLERY	SUPP.	585.68
89582	GRAPHIC EDGE, THE	SUPP.	1,723.65
89583	GRAY, BRIAN	OFFICIAL	100.00
89584	HARADA, JOHN	OFFICIAL	275.00
89587	HOPKINS	SUPP.	137.07
89588	HORIZON PRINTING CO.	SUPP.	268.00
89589	HY-VEE FOOD STORES	SUPP.	124.36
89507	INSTITUTE FOR CHARACTER DEVELOPMENT	SERV.	0.00
89593	IOWA FARM FAMILIES	SUPP.	248.40
89595	ITALIAN VILLAGES	SUPP.	260.00
89533	KELSEY, KEVIN	OFFICAL	95.00
89599	LAWRENCE, JOSH	SUPPS.	67.35
89601	LYNCH, CHRIS	OFFICIAL	155.00
89519	MADREN, MIKE	OFFICIAL	95.00
89602	MARTIN BROS.	SUPP.	2,275.36
89608	OFFICE DEPOT	SUPP.	69.04
89534	PAYMENT REMITTANCE CENTER	SUPP.	496.14
89611	PEPSI	SUPP.	384.91
89612	PHYSIOTHERAPY ASSOCIATES	SERV.	120.00
89613	PUBLISHERS MARKETING SERVICE	SERV.	99.60
89535	RENAUD, KURT	OFFICIAL	95.00
89616	SAM'S CLUB	SUPP.	809.58
89523	SHEFFIELD, BRIAN	OFFICIAL	95.00
89620	SHUGAR'S SUPERVALU	SUPP.	68.93
89524	SIMPSON COLLEGE	SERV.	220.00
89624	SOMETHING UNIQUE	SUPP.	117.80
89628	STUDYVIN, RONNA	TRAVEL	147.40
89629	SUBWAY #12091	SUPP.	250.00
89631	TARGET STORES	SUPP.	148.19
89633	THOMAS, CHRIS	OFFICIAL	155.00
89634	TROPHIES PLUS	SUPP.	1,313.07
89637	WELLS FARGO ARENA	FEES	320.00
89537	WILSON, JIM	OFFICIAL	95.00
89639	WINTERSET CSD	TUITION	300.00

**ADEL DESOTO MINBURN CSD
DECEMBER 2011 PAYROLL**

<u>MENTORING</u>		
S. BOESEN		\$500.00
C. TILLEY		\$1,000.00
K. WOLF		\$500.00
D. WEEMS		\$500.00
M. FULLER		\$500.00
J. MCADON		\$500.00
S. KNUTE		\$500.00
M. SIEFKEN		\$500.00
N. KRUMWIEDE		\$500.00
M. KRUMWIEDE		\$500.00
A. SCHMITZ		\$500.00
K. COURTNEY		\$500.00
N. WEAVER		\$500.00
J. SEIDL		\$500.00
	TOTAL	\$ 7,500.00
<u>TUTORING</u>		
C. HRADEK	032-3 HRS	\$ 48.00
D. LEWIS	032-8 HRS	\$ 128.00
C. MILLER	032-8 HRS	\$ 128.00
J. NICHOLS	032-4 HRS	\$ 64.00
E. PAGLIA	032-14.50	\$ 232.00
C. STEPHENSON	032-5.25 HRS	\$ 84.00
S. STORM	032-1.5 HRS	\$ 24.00
O. STUMP	032-7.25	\$ 116.00
	TOTAL	\$ 824.00
<u>WEBSITE DEV.</u>		
C. TILLEY	038-66 HRS	\$ 1,584.00
	TOTAL	\$ 1,584.00
<u>CLOTHING ALLOWANCE</u>		
B. NYDEGGER		\$ 75.00
	TOTAL	\$ 75.00
	GRAND TOTAL	\$ 9,983.00

To The Board of Directors
ADM Community School District
General Fund - Monthly Revenue and Expense Comparison (Cash Basis)
November 30, 2011

FISCAL YEARS										
MONTH	2007-08		2008-09		2009-10		2010-11		2011-12	
	Monthly Revenue	% of Budget	Monthly Revenue	% of Budget	Monthly Revenue	% of Budget	Monthly Revenue	% of Budget	Monthly Revenue	% of Budget
JULY	\$ 210,350	1.68%	\$ 219,364	1.71%	\$ 103,613	0.81%	\$ 190,423	1.37%	\$ 93,425	0.65%
AUGUST	84,555	2.35%	54,496	2.14%	231,374	2.62%	127,878	2.30%	167,235	1.82%
SEPT	813,456	8.84%	911,729	9.27%	1,100,680	11.22%	1,161,947	10.68%	1,060,284	9.24%
OCT	2,050,231	25.20%	2,247,446	26.83%	2,169,650	28.18%	2,378,012	27.85%	2,602,241	27.44%
NOV	1,883,431	40.23%	1,557,170	39.00%	1,319,763	38.49%	1,293,463	37.18%	1,403,740	37.26%
ACTUAL	\$ 5,042,024		\$ 4,990,204		\$ 4,925,080		5,151,721		5,326,925	
BUDGET	\$ 12,532,051		\$ 13,280,264		\$ 12,794,789		\$ 13,856,194		\$ 14,294,742	
FISCAL YEARS										
MONTH	2007-08		2008-09		2009-10		2010-11		2011-12	
	Monthly Expense	% of Budget	Monthly Expense	% of Budget	Monthly Expense	% of Budget	Monthly Expense	% of Budget	Monthly Expense	% of Budget
JULY	\$ 777,752	6.31%	\$ 789,010	1.39%	\$ 852,011	6.66%	\$ 800,977	6.18%	\$ 871,499	6.45%
AUGUST	888,155	13.21%	883,363	3.37%	918,234	13.83%	905,255	13.17%	942,287	13.73%
SEPT	876,110	20.01%	943,680	10.87%	972,087	21.42%	959,739	20.58%	947,993	21.05%
OCT	938,140	27.30%	955,441	27.04%	936,108	28.74%	925,999	27.73%	955,399	28.42%
NOV	1,498,083	38.94%	1,046,195	35.21%	988,028	36.45%	967,990	35.29%	1,069,921	36.78%
ACTUAL	\$ 4,978,240		\$ 4,617,689		\$ 4,666,468		4,559,960		4,787,099	
BUDGET	\$ 12,329,336		\$ 12,871,822		\$ 12,800,686		\$ 12,952,506		\$ 13,508,649	

Adel DeSoto Minburn Community School District
Revenue Totals
November 2011

	<u>PREVIOUS</u>	<u>THIS MONTH</u>	<u>TO DATE</u>	<u>BUDGET</u> (Preliminary)	<u>% OF</u> <u>BUDGET</u>
<u>GOVERNMENTAL FUNDS REVENUE</u>					
<u>GENERAL FUND</u>					
LOCAL SOURCES	\$2,446,197.38	\$663,659.87	\$3,109,857.25	\$6,398,471.00	48.60%
STATE SOURCES	1,432,366.57	710,835.41	2,143,201.98	7,571,735.00	28.31%
FEDERAL SOURCES	<u>44,620.73</u>	<u>29,244.85</u>	<u>73,865.58</u>	<u>324,536.00</u>	22.76%
SUBTOTAL	\$3,923,184.68	\$1,403,740.13	\$5,326,924.81	\$14,294,742.00	37.26%
<u>SAVE (SILO) FUND</u>	360,923.20	84,277.25	445,200.45	1,076,506.00	41.36%
<u>DEBT SERVICE FUND</u>	437,654.70	93,822.94	531,477.64	1,474,527.00	36.04%
<u>SPECIAL REVENUE FUNDS</u>					
<u>MANAGEMENT FUND</u>	218,921.95	43,985.47	262,907.42	491,075.00	53.54%
<u>PHYSICAL PLANT & EQUIPMENT FUND</u>	52,874.00	10,483.57	63,357.57	121,155.00	52.29%
<u>STUDENT ACTIVITY FUND</u>	151,057.52	37,630.33	188,687.85	355,000.00	53.15%
<u>PROPRIETARY FUNDS REVENUE</u>					
<u>SCHOOL NUTRITION FUND</u>	156,862.64	111,006.24	267,868.88	762,371.00	35.14%
<u>DAY CARE FUND</u>	22,797.96	7,451.24	30,249.20	58,500.00	51.71%
<u>FIDUCIARY FUNDS REVENUE</u>					
<u>SCHOLARSHIP TRUST FUND</u>		0.00	0.00		
<u>AGENCY FUND</u>	<u>14,273.00</u>	<u>39,326.98</u>	<u>53,599.98</u>		
TOTAL ALL FUNDS	<u>\$5,338,549.65</u>	<u>\$1,831,724.15</u>	<u>\$7,170,273.80</u>	<u>\$18,633,876.00</u>	

Adel DeSoto Minburn Community School District
Expenditure Totals
November 2011

	<u>PREVIOUS</u>	<u>THIS MONTH</u>	<u>TO DATE</u>	<u>BUDGET</u> (Preliminary)	<u>% OF</u> <u>BUDGET</u>
<u>GOVERNMENTAL FUNDS EXPENDITURE</u>					
<u>GENERAL FUND</u>					
DISTRICT WIDE	\$987,067.33	\$347,594.76	1,334,662.09	\$4,504,965.00	29.63%
HIGH SCHOOL	820,423.59	217,467.21	1,037,890.80	2,764,695.00	37.54%
OLD 6-7 BUILDING	8,889.49	1,559.96	10,449.45	32,050.00	32.60%
MIDDLE SCHOOL 6-8	624,436.68	163,239.99	787,676.67	2,031,266.00	38.78%
DESOTO INTERMEDIATE	583,744.61	145,236.22	728,980.83	1,890,957.00	38.55%
MINBURN ELEMENTARY	4,822.41	986.52	5,808.93	34,750.00	16.72%
ADEL ELEMENTARY	<u>687,794.03</u>	<u>193,836.27</u>	881,630.30	<u>2,249,966.00</u>	39.18%
SUBTOTAL	\$3,717,178.14	\$1,069,920.93	\$4,787,099.07	\$13,508,649.00	35.44%
<u>SAVE (SILO) FUND</u>	194,649.44	46,852.00	241,501.44	1,075,000.00	22.47%
<u>DEBT SERVICE FUND</u>	240,967.50	0.00	240,967.50	1,472,835.00	16.36%
<u>SPECIAL REVENUE FUNDS</u>					
<u>MANAGEMENT FUND</u>	193,092.60	-6,938.00	186,154.60	239,759.00	77.64%
<u>PHYSICAL PLANT & EQUIPMENT FUND</u>	91,429.20	0.00	91,429.20	185,000.00	49.42%
<u>STUDENT ACTIVITY FUND</u>	128,235.74	38,645.22	166,880.96	330,000.00	50.57%
<u>PROPRIETARY FUNDS</u>					
<u>SCHOOL NUTRITION FUND</u>	201,622.54	75,855.94	277,478.48	720,311.00	38.52%
<u>DAY CARE FUND</u>	8,160.56	3,771.76	11,932.32	56,352.00	21.17%
<u>FIDUCIARY FUNDS REVENUE</u>					
<u>SCHOLARSHIP TRUST FUND</u>	2,500.00	0.00	2,500.00		
<u>AGENCY FUND</u>	3,435.00	50,164.98	53,599.98		
TOTAL ALL FUNDS	<u>\$4,781,270.72</u>	<u>\$1,278,272.83</u>	<u>\$6,059,543.55</u>	<u>\$17,587,906.00</u>	

To The Board of Directors
ADM Community School District
Statement of Current Assets
For Month Ending November 30, 2011

	Governmental Funds						Proprietary Funds		Fiduciary Funds		ALL FUNDS
	10 General Operating	21 Student Activity	22 Management	36 Physical Plant & Equipment	33 Cap Projects Sales Tax	40 Debt Service	61 School Nutrition	62 Day Care	81 Scholarship	91 Agency	TOTALS
Previous Month Balance	\$ 3,949,272.42	\$ 261,198.93	\$ 792,439.43	\$ 113,166.71	\$ 743,892.28	\$ 466,151.12	\$ 114,059.55	\$ 59,361.38	\$ 550.00	\$ 10,838.00	\$ 6,510,929.82
Receipts	1,403,740.13	37,630.33	43,985.47	10,483.57	84,277.25	93,822.94	111,006.24	7,451.24	-	39,326.98	1,831,724.15
Previous Month Ins W/H	(2,531.81)						(289.27)	212.33			(2,608.75)
Total Funds Available	\$ 5,350,480.74	\$ 298,829.26	\$ 836,424.90	\$ 123,650.28	\$ 828,169.53	\$ 559,974.06	\$ 224,776.52	\$ 67,024.95	\$ 550.00	\$ 50,164.98	\$ 8,340,045.22
Disbursements	1,069,920.93	38,645.22	(6,938.00)	-	46,852.00	-	75,855.94	3,771.76	-	50,164.98	1,278,272.83
Ending Balance	\$ 4,280,559.81	\$ 260,184.04	\$ 843,362.90	\$ 123,650.28	\$ 781,317.53	\$ 559,974.06	\$ 148,920.58	\$ 63,253.19	\$ 550.00	\$ -	\$ 7,061,772.39
Cash in Bank	\$ 4,278,790.02	\$ 255,564.04	\$ 843,362.90	\$ 123,650.28	\$ 505,950.32	\$ 185,055.36	\$ 84,100.22	\$ 62,338.47	\$ 550.00	\$ -	\$ 6,339,361.61
Cash Change Funds	-	-	-	-	-	-	200.00	-	-	-	\$ 200.00
ISJIT	2,699.61	4,620.00	-	-	-	-	90,309.89	915.00	-	-	\$ 98,544.50
Investments	-	-	-	-	275,367.21	374,918.70	-	-	-	-	\$ 650,285.91
Deferred Revenue	-	-	-	-	-	-	(21,936.57)	-	-	-	\$ (21,936.57)
LT Liability	-	-	-	-	-	-	(3,737.00)	-	-	-	\$ (3,737.00)
Current Month Ins W/H	(929.82)	-	-	-	-	-	(15.96)	(0.28)	-	-	\$ (946.06)
Total Current Assets	\$ 4,280,559.81	\$ 260,184.04	\$ 843,362.90	\$ 123,650.28	\$ 781,317.53	\$ 559,974.06	\$ 148,920.58	\$ 63,253.19	\$ 550.00	\$ -	\$ 7,061,772.39
PRIOR YEAR											
Cash in Bank	\$ 2,833,969.28	\$ 254,394.29	\$ 544,014.91	\$ 14,645.15	\$ 352,396.64	\$ 173,272.52	\$ 53,184.27	\$ 54,014.61	\$ 550.00	\$ 710.00	\$ 4,281,151.67
Cash Change Funds	-	-	-	-	-	-	200.00	-	-	-	\$ 200.00
ISJIT	83,501.05	2,940.00	-	-	-	-	47,321.10	-	-	-	\$ 133,762.15
Investments	-	-	-	-	275,339.61	367,062.01	-	-	-	-	\$ 642,401.62
Deferred Revenue	-	-	-	-	-	-	(27,812.33)	-	-	-	\$ (27,812.33)
Liability/Auditor Adj	-	-	-	-	-	-	(2,347.00)	-	-	-	\$ (2,347.00)
Total Current Assets	\$ 2,917,470.33	\$ 257,334.29	\$ 544,014.91	\$ 14,645.15	\$ 627,736.25	\$ 540,334.53	\$ 70,546.04	\$ 54,014.61	\$ 550.00	\$ 710.00	\$ 5,027,356.11

Activity Fund Balance Report - Summary - Exclude Encumbrances

11/2011 - 11/2011

Excluding Zeros; Beginning Month 11/2011; Processing Month 11/2011; Fund 10 ; Fund Balance Account 34 Records Selected

10 GENERAL FUND

<u>Account Number</u>	<u>Account Name</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
10 721 000 8010 000	ADULT ED FUND BALANCE	2,999.61	0.00	0.00	0.00	2,999.61
10 721 000 8011 000	ACT PREP FUND BALANCE	280.00	99.00	520.00	0.00	701.00
10 721 000 8090 000	INSTRUMENT RENTAL FUND BALANCE	5,870.70	347.80	105.00	0.00	5,627.90
10 721 000 8180 000	PADLOCKS FUND BALANCE	190.81	0.00	0.00	0.00	190.81
10 721 000 8190 000	TOWELS FUND BALANCE	14,221.67	0.00	0.00	0.00	14,221.67
10 721 000 8200 000	NURSE DONATIONS FUND BALANCE	658.26	317.00	0.00	0.00	341.26
10 721 172 8020 000	HS ART RESALE FUND BALANCE	(761.17)	0.00	0.00	0.00	(761.17)
10 721 172 8025 000	HS ADVISORY PROGRAM FUND BALANCE	405.44	0.00	0.00	0.00	405.44
10 721 172 8035 000	HS CONTRIBUTIONS FUND BALANCE	2,564.47	351.96	661.35	0.00	2,873.86
10 721 172 8040 000	HS BAND RESALE FUND BALANCE	(740.80)	469.11	0.00	0.00	(1,209.91)
10 721 172 8050 000	HS MUSIC FEES FUND BALANCE	7,757.29	1,212.75	60.00	0.00	6,604.54
10 721 172 8070 000	HS METALS RESALE FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 172 8080 000	HS WOODS RESALE FUND BALANCE	(2,586.11)	31.07	0.00	0.00	(2,617.18)
10 721 172 8110 000	HS STAFF LOUNGE FUND BALANCE	1,985.17	198.81	239.22	0.00	2,025.58
10 721 172 8160 000	HS STUDENT PARKING FUND BAL	1,362.69	0.00	0.00	0.00	1,362.69
10 721 172 8170 000	HS CLASS COMPOSITE FUND BAL	2,385.00	0.00	25.00	0.00	2,410.00
10 721 209 8035 000	8-9 MS CONTRIBUTIONS FUND BALANCE	90.00	0.00	0.00	0.00	90.00
10 721 409 8030 000	AE PACT FUND BALANCE	792.88	0.00	0.00	0.00	792.88
10 721 409 8035 000	AE CONTRIBUTIONS FUND BALANCE	6,156.05	1,828.78	495.39	0.00	4,822.66
10 721 409 8060 000	AE BOOK FAIR FUND BALANCE	3,628.18	1,852.79	2,493.09	0.00	4,268.48
10 721 409 8110 000	AE STAFF LOUNGE FUND BALANCE	522.93	143.95	0.00	0.00	378.98
10 721 412 8035 000	6-8 MS CONTRIBUTIONS FUND BALANCE	5,928.07	152.52	0.00	0.00	5,775.55
10 721 412 8040 000	6-8 MS BAND RESALE FUND BALANCE	690.52	145.12	87.00	0.00	632.40
10 721 412 8060 000	6-8 MS BOOK FAIR FUND BALANCE	3,384.49	0.00	0.00	0.00	3,384.49
10 721 412 8110 000	6-8 MS STAFF LOUNGE FUND BALANCE	5,808.65	17.94	7.81	0.00	5,798.52
10 721 418 8035 000	DS CONTRIBUTIONS FUND BALANCE	11,404.00	479.52	662.85	0.00	11,587.33
10 721 418 8040 000	DS BAND RESALE FUND BALANCE	734.67	142.54	127.00	0.00	719.13
10 721 418 8060 000	DS BOOK FAIR FUND BALANCE	1,713.21	0.00	0.00	0.00	1,713.21
10 721 418 8110 000	DS STAFF LOUNGE FUND BALANCE	881.07	75.98	0.00	0.00	805.09
10 721 421 8035 000	ME CONTRIBUTIONS FUND BALANCE	125.00	0.00	0.00	0.00	125.00
10 721 421 8040 000	ME BAND RESALE FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 421 8060 000	ME BOOK FAIR FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 421 8100 000	ME RIF FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 421 8110 000	ME STAFF LOUNGE FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 Total:		78,452.75	7,866.64	5,483.71	0.00	76,069.82

Activity Fund Balance Report - Summary - Exclude Encumbrances
11/2011 - 11/2011
Excluding Zeros; Beginning Month 11/2011; Processing Month 11/2011; Fund 21

21 STUDENT ACTIVITY FUND

Account Number	Account Name	Beginning Balance	Expenses	Revenues	Balance Change	Balance
21 729 000 7200 950	INTEREST FUND BALANCE	255.26	0.00	70.52	0.00	325.78
21 729 172 6000 920	HS ATHLETIC FUND BALANCE	72,463.13	0.00	0.00	0.00	72,463.13
21 729 172 6645 920	HS CC FUND BALANCE	351.48	932.56	0.00	0.00	(581.08)
21 729 172 6660 920	HS GOLF FUND BALANCE	4,695.25	45.00	0.00	0.00	4,650.25
21 729 172 6675 920	HS CO-ED WEIGHT PROG FUND BAL	0.00	0.00	0.00	0.00	0.00
21 729 172 6710 920	HS BBB FUND BALANCE	4,874.81	420.00	2,138.00	0.00	6,592.81
21 729 172 6720 920	HS FB FUND BALANCE	12,080.57	15,897.58	13,181.50	0.00	9,364.49
21 729 172 6725 920	HS BSC FUND BALANCE	1,841.46	117.75	439.31	0.00	2,163.02
21 729 172 6730 920	HS BSB FUND BALANCE	889.97	129.88	0.00	0.00	760.09
21 729 172 6740 920	HS BTR FUND BALANCE	2,622.25	0.00	1,258.00	0.00	3,880.25
21 729 172 6790 920	HS WR FUND BALANCE	9,779.72	4,902.62	0.00	0.00	4,877.10
21 729 172 6810 920	HS GBB FUND BALANCE	268.40	842.00	1,143.00	0.00	569.40
21 729 172 6815 920	HS VB FUND BALANCE	4,919.33	470.76	126.00	0.00	4,574.57
21 729 172 6825 920	HS GSC FUND BALANCE	1,968.61	119.40	743.97	0.00	2,593.18
21 729 172 6835 920	HS SB FUND BALANCE	5,975.34	0.00	0.00	0.00	5,975.34
21 729 172 6840 920	HS GTR FUND BALANCE	4,397.74	0.00	0.00	0.00	4,397.74
21 729 172 7010 950	BUTTON CLUB FUND BALANCE	63.38	0.00	0.00	0.00	63.38
21 729 172 7055 950	HS PROM FUND BALANCE	3,320.94	0.00	0.00	0.00	3,320.94
21 729 172 7060 950	SPECIAL EVENTS FUND BALANCE	84,090.01	8,387.59	12,095.75	0.00	87,798.17
21 729 172 7065 950	FACILITIES PLANNING COMM FUND BAL	24,696.00	0.00	0.00	0.00	24,696.00
21 729 172 7070 950	DRAMA FUND BALANCE	9,729.84	1,565.64	1,694.00	0.00	9,858.20
21 729 172 7075 950	SPEECH CONTEST FUND BALANCE	981.03	0.00	0.00	0.00	981.03
21 729 172 7080 950	INTERNATIONAL CLUB FUND BALANCE	911.63	52.96	0.00	0.00	858.67
21 729 172 7100 950	NATIONAL HONOR SOCIETY FUND BALANCE	666.58	281.05	297.00	0.00	682.53
21 729 172 7110 950	HS DANZ TEAM FUND BALANCE	1,109.94	0.00	0.00	0.00	1,109.94
21 729 172 7120 950	SADD FUND BALANCE	1,265.40	0.00	0.00	0.00	1,265.40
21 729 172 7140 950	THESPIAN CLUB FUND BALANCE	681.15	220.00	163.35	0.00	624.50
21 729 172 7150 950	HS STUDENT COUNCIL FUND BAL	1,914.20	0.00	21.93	0.00	1,936.13
21 729 172 7170 950	TSA FUND BALANCE	241.26	0.00	1,350.00	0.00	1,591.26
21 729 172 7180 950	YEARBOOK FUND BALANCE	(225.74)	0.00	0.00	0.00	(225.74)
21 729 172 7210 950	HALL OF FAME FUND BALANCE	2,600.00	0.00	0.00	0.00	2,600.00
21 729 172 7230 950	HS CHEERLEADING FUND BALANCE	(652.86)	1,401.00	0.00	0.00	(2,053.86)
21 729 172 7240 950	ADACEMIC DECATHLON FUND BALANCE	535.10	0.00	0.00	0.00	535.10
21 729 209 7155 950	8-9 MS STUDENT COUNCIL FUND BAL	0.00	0.00	0.00	0.00	0.00
21 729 412 7160 950	MS STUDENT COUNCIL FUND BAL	1,214.37	2,334.43	0.00	0.00	(1,120.06)
21 729 412 7180 950	MS YEARBOOK FUND BALANCE	673.38	0.00	2,908.00	0.00	3,581.38
21 729 418 7190 950	DS STUDENT COUNCIL FUND BAL	0.00	0.00	0.00	0.00	0.00
21 Total:		261,198.93	38,120.22	37,630.33	0.00	260,709.04



Adel DeSoto Minburn

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

SUMMARY OF DECEMBER 12 2011, BOARD OF DIRECTORS MEETING

PERSONNEL CONTRACTS

I recommend the following resignations/terminations:

Doug Longman, HS teacher associate, effective 1/6/12

***Roxanna Smith, DS teacher associate, effective 12/23/11**

I recommend the following new contracts:

Mark Dorr, shuttle bus driver, step 1, effective 12/12/11

Trisha Garton, DS teacher associate, step 1, effective 12/12/11

Non-teaching December issued contracts

Jeff Abbas, Ass't. HS girls soccer coach, step 2

Josh Barnes, Ass't. HS golf coach, step 2

John Begley, MS girls track coach, step 4

Jason Book, Ass't. HS baseball coach, step 4

Michael Hazel, Ass't. HS baseball coach, step 4

Al Hofmann, HS girls soccer coach, step 4

Thomas Horton, Ass't. HS boys soccer coach, step 4

Joe Roth, Ass't. HS boys soccer coach, step 4

Bill Shields, HS boys soccer coach, step 4

Pending resignation:

Della Weems, Mock Trial coach

Open Enrollment In for 2011-12

Madelynn Hollingsworth, K, from Perry to ADM (continuation)

Jonathan Saveraid, 11th grade, from WDM to ADM (good cause)

Cooper Silverio, K, from WDM to ADM (good cause)

Open Enrollment In for 2012-13

Madison Conrad, 9th grade, from Perry to ADM (met timeline)

***Kendra Smith, K, from Earlham to ADM (met timeline)**

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

"Experiencing Success Today, Achieving Dreams Tomorrow"

GASB 54 Assigned Fund Balance

Old Account #	Description	New Account #	OR	Transfer to New Account #	Description
10 721 000 8010 000	ADULT ED FUND BALANCE	10 741 000 8010 000			
10 721 000 8090 000	INSTRUMENT RENTAL FUND BALANCE	10 741 000 8090 000			
10 721 000 8180 000	PADLOCKS FUND BALANCE			10 759 000 0000 000	UNASSIGNED FUND BALANCE ✓
10 721 000 8190 000	TOWELS FUND BALANCE			10 759 000 0000 000	UNASSIGNED FUND BALANCE ✓
10 721 000 8200 000	NURSE DONATIONS FUND BALANCE	10 741 000 8200 000			
10 721 172 8020 000	HS ART RESALE FUND BALANCE	10 741 172 8020 000			
10 721 172 8025 000	HS ADVISORY PROGRAM FUND BALANCE	10 741 172 8025 000			
10 721 172 8035 000	HS CONTRIBUTIONS FUND BALANCE	10 741 172 8035 000			
10 721 172 8040 000	HS BAND RESALE FUND BALANCE	10 741 172 8040 000			
10 721 172 8050 000	HS MUSIC FEES FUND BALANCE	10 741 172 8050 000			
10 721 172 8080 000	HS WOODS RESALE FUND BALANCE	10 741 172 8080 000			
10 721 172 8110 000	HS STAFF LOUNGE FUND BALANCE	10 741 172 8110 000			
10 721 172 8160 000	HS STUDENT PARKING FUND BALANCE			10 759 000 0000 000	UNASSIGNED FUND BALANCE ✓
10 721 172 8170 000	HS CLASS COMPOSITE FUND BALANCE	10 741 172 8170 000			
10 721 209 8035 000	8-9 MS CONTRIBUTIONS FUND BALANCE			10 741 412 8035 000	6-8 MS CONTRIBUTIONS FUND BALANCE
10 721 409 8030 000	AE PACT FUND BALANCE	10 741 409 8030 000			
10 721 409 8035 000	AE CONTRIBUTIONS FUND BALANCE	10 741 409 8035 000			
10 721 409 8060 000	AE BOOK FAIR FUND BALANCE	10 741 409 8060 000			
10 721 409 8110 000	AE STAFF LOUNGE FUND BALANCE	10 741 409 8110 000			
10 721 412 8035 000	6-8 MS CONTRIBUTIONS FUND BALANCE	10 741 412 8035 000			
10 721 412 8040 000	6-8 MS BAND RESALE FUND BALANCE	10 741 412 8040 000			
10 721 412 8060 000	6-8 MS BOOK FAIR FUND BALANCE	10 741 412 8060 000			
10 721 412 8110 000	6-8 MS STAFF LOUNGE FUND BALANCE	10 741 412 8110 000			
10 721 418 8035 000	DS CONTRIBUTIONS FUND BALANCE	10 741 418 8035 000			
10 721 418 8040 000	DS BAND RESALE FUND BALANCE	10 741 418 8040 000			
10 721 418 8060 000	DS BOOK FAIR FUND BALANCE	10 741 418 8060 000			
10 721 418 8110 000	DS STAFF LOUNGE FUND BALANCE	10 741 418 8110 000			
10 721 421 8035 000	ME CONTRIBUTIONS FUND BALANCE			10 741 418 8035 000	DS CONTRIBUTIONS FUND BALANCE

ENVIRONMENTALLY PREFERABLE CLEANING PRODUCTS MANDATE

OPT-OUT RESOLUTION

Pursuant to Iowa Code 8A.318, the Adel Desoto Minburn Community School District, after an evaluation and assessment of its needs, facilities and finances has made the decision it will not participate in the Environmentally Preferable Cleaning Mandate for the following reasons:

Capital Sanitary Supply conducted a Green Cleaning Audit in the summer of 2011 and found that the District is currently using several "green" products already. Although, Capital Sanitary Supply suggested changes to improve our percentage of "green" product usage, our District does not feel the need to make immediate changes as custodial staff are satisfied with some current products.

The Adel DeSoto Minburn Community School District will use environmentally preferable products when it is feasible for the District to do so.

Passed and Approved: _____

(Board President)

(Board Secretary)

GOVERNMENTAL FUND BALANCE REPORTING GASB 54

Inasmuch as GASB54, Fund Balance Reporting and Governmental Fund Type Definitions, which establishes accounting and financial reporting standards for all governments that report governmental funds requires the District to disclose certain requirements, the District identifies the following as District operating policy. The fund balance identified as "committed fund balance" will be determined by the Board of Directors and will require formal board action. An identified committed fund balance should be for a specific purpose pursuant to constraints imposed by the formal action of the Board of Directors. The Board of Directors will take action to 'commit' a fund balance prior to year-end (June 30) of the year the original committed amount is determined. The exact amount of the committed balance may be determined after the year-end; however, in compliance with GASB 54 the intended committed purpose must be identified, prior to year-end (June 30).

In the event that a committed fund balance is identified subsequent to year-end (June 30), the amount will be reflected on the balance sheet as assigned for that year. The committed amounts cannot be used for any other purpose unless the Board of Directors at a public meeting by formal action makes changes or rescind the committed balance.

The Board of Directors authorizes the Business Manager to assign amounts to a specific purpose in compliance with GASB 54. An assigned Fund Balance should be reported for constraints by the District's intent to be used for specific purpose, but are not restricted or committed.

In accordance with the GASB 54 the District identifies that when an expenditure is incurred, it is applied to the highest level of classification of fund balance and then subsequently applied to honor constraints on the specific purposes for which amounts in those fund balances can be spent.

Approved 12/12/11Reviewed 12/12/11

Revised

Thomas Bus Sales Inc. Proposed Price to Adel-DeSoto-Minburn Community School District

Thomas Bus Sales Inc. hereby agrees to furnish and deliver the following completed
Thomas Built Bus to Adel-DeSoto-Minburn Community Schools, Adel

2013 Thomas C2 77 passenger \$92,957.00 each

Option:

2012 Thomas C2 77 passenger \$91,358.00 each

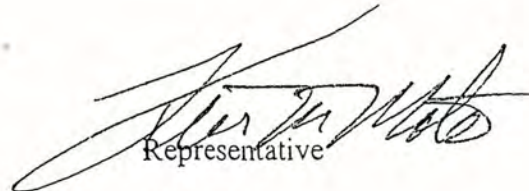
Thomas Bus Sales has two 2012 units meeting ADM bus specifications. We will allow
ADM schools to take delivery of these units 11/15/2011. Thomas Bus Sales will defer the
payment on one or two units until 7/5/2012 at a purchase price of \$91,358.00 each.

Respectfully Submitted,

Thomas Bus Sales
Company Name

5636 NE 14th Street
Company Address

Des Moines, IA 50313
City, State, Zip


Representative

11-11-11
Date

1-800-362-2092
Phone

Prepared For:
State of Iowa
Adel Schools
Requested Quantity: 1

Prepared By:
administrator

2012 Fleet/Non-Retail Chevrolet Suburban 4WD 4dr 2500 Commercial CK20

WINDOW STICKER

2012 Chevrolet Suburban 4WD 4dr 2500 Commercial		Interior: - No color has been selected:
6.0L/366 CID Gas V8		Exterior 1: - No color has been selected.
* 6-Speed Automatic		Exterior 2: - No color has been selected.
CODE	MODEL	MSRP
CK20906	2012 Chevrolet Suburban 4WD 4dr 2500 Commercial	\$46,365.00
OPTIONS		
FE9	EMISSIONS, FEDERAL REQUIREMENTS	\$0.00
L96	ENGINE, VORTEC 6.0L VARIABLE VALVE TIMING V8 SFI	\$0.00
MYD	TRANSMISSION, 6-SPEED AUTOMATIC, HEAVY-DUTY, ELECTRONICALLY CO	\$0.00
GT4	REAR AXLE, 3.73 RATIO	\$0.00
1FL	COMMERCIAL PREFERRED EQUIPMENT GROUP	-\$1,295.00
QB5	WHEELS, 4 - 16" X 6.5" (40.6 CM X 16.5 CM) STEEL DISC	\$0.00
QIZ	TIRES, LT245/75R16E ALL-SEASON, BLACKWALL	\$0.00
ZY1	SOLID PAINT	\$0.00
50U	SUMMIT WHITE	\$0.00
AZ3	SEATS, FRONT 40/20/40 SPLIT-BENCH, 3-PASSENGER	\$0.00
19V	EBONY, VINYL SEAT TRIM	\$0.00
US8	AUDIO SYSTEM, AM/FM STEREO WITH MP3 COMPATIBLE CD PLAYER	\$0.00
VYU	SNOW PLOW PREP PACKAGE	\$255.00
G80	DIFFERENTIAL, HEAVY-DUTY LOCKING REAR	\$295.00
KW1	ALTERNATOR, 160 AMPS	INC
TRW	PROVISION FOR CAB ROOF-MOUNTED LAMP/BEACON	INC
G63	LUGGAGE RACK, DELETE	-\$25.00
DPN	MIRRORS, OUTSIDE HEATED POWER-ADJUSTABLE VERTICAL CAMPER, MA	\$240.00
VK3	LICENSE PLATE BRACKET, FRONT	\$0.00
UE0	ONSTAR, DELETE	-\$85.00

Report content is based on current data version referenced. Any performance-related calculations are offered solely as guidelines. Actual unit performance will depend on your operating conditions.

GM AutoBook, Data Version: 193.0, Data updated 10/4/2011 3:01:00 PM

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Customer File:

Prepared For:
State of Iowa
Adel Schools
Requested Quantity: 1

Prepared By:
administrator

2012 Fleet/Non-Retail Chevrolet Suburban 4WD 4dr 2500 Commercial CK20

WINDOW STICKER

VQ2	FLEET PROCESSING OPTION	\$0.00
	SUBTOTAL	\$45,750.00
	Advert/Adjustments	\$0.00
	Destination Charge	\$950.00
	TOTAL PRICE	\$46,700.00
Est City: 10.00 mpg		
Est Highway: 15.00 mpg		
Est Highway Cruising Range: 585.00 mi		

Report content is based on current data version referenced. Any performance-related calculations are offered solely as guidelines. Actual unit performance will depend on your operating conditions.

GM AutoBook, Data Version: 193.0, Data updated 10/4/2011 3:01:00 PM

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Customer File:

Prepared For:
State of Iowa
Adel Schools
Requested Quantity: 1

Prepared By:
administrator

2012 Fleet/Non-Retail Chevrolet Suburban 4WD 4dr 2500 Commercial CK20

QUOTE WORKSHEET

QUOTE WORKSHEET - 2012 Fleet/Non-Retail CK20906 4WD 4dr 2500 Commercial

MSRP	\$46,365.00
Destination Charge	\$950.00
Optional Equipment	(\$615.00)
Dealer Advertising	\$0.00
Taxable Price	\$46,700.00
Karl and GM Govt Discount	(\$11,173.24)
TOTAL	\$35,526.76

Customer Signature / Date

Dealer Signature / Date

Report content is based on current data version referenced. Any performance-related calculations are offered solely as guidelines. Actual unit performance will depend on your operating conditions.

GM AutoBook, Data Version: 193.0, Data updated 10/4/2011 3:01:00 PM
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Customer File:

October 11, 2011 3:06:16 PM

Page 3



IASB

Iowa Association of
School Boards
6000 Grand Avenue
Des Moines, Iowa 50312-1417
(515) 288-1991
1-800-795-4272
Fax: (515) 243-4992
E-mail: iasb@ia-sb.org
www.ia-sb.org

November 22, 2011

TO: The Boards of Education in IASB District #5

VIA: The Superintendent of Schools
Copy to the President of the Board

FROM: Thomas J. Downs, Executive Director

During the IASB District Caucus held at the Delegate Assembly, Wednesday, November 16, the following person(s) was nominated for a two-year term on the IASB Board of Directors commencing January 2012:

Julie Walter, Johnston Community Schools

The official ballot for your district is enclosed. Please have your board mark the ballot, fold and place in the enclosed self-addressed ballot envelope *without signature or other identification*.

The ballot must be returned in the ballot envelope and postmarked no later than Thursday, December 22, 2011.

TJD/db
Enclosures

cc: Board President
Enclosure: Sample Ballot



IASB

Iowa Association of
School Boards
6000 Grand Avenue
Des Moines, Iowa 50312-1417
(515) 288-1991
1-800-795-4272
Fax: (515) 243-4992
E-mail: iasb@ia-sb.org
www ia-sb.org

November 22, 2011

TO: The Boards of Education in IASB District #5

VIA: The Superintendent of Schools
Copy to the President of the Board

FROM: Thomas J. Downs, Executive Director

During the IASB District Caucus held at the Delegate Assembly, Wednesday, November 16, the following person(s) was nominated for a one-year term on the IASB Board of Directors commencing January 2012:

Dan L. Woodin, Ames Community Schools

The official ballot for your district is enclosed. Please have your board mark the ballot, fold and place in the enclosed self-addressed ballot envelope *without signature or other identification*.

The ballot must be returned in the ballot envelope and postmarked no later than Thursday, December 22, 2011.

TJD/db
Enclosures

cc: Board President
Enclosure: Sample Ballot



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(515) 288-1991
1-800-795-4272
Fax: (515) 243-4992
E-mail: iasb@ia-sb.org
www ia-sb.org

November 22, 2011

TO: The Boards of Education in IASB District #5

VIA: The Superintendent of Schools
Copy to the President of the Board

FROM: Thomas J. Downs, Executive Director

During the IASB District Caucus held at the Delegate Assembly, Wednesday, November 16, the following person(s) was nominated for a two-year term on the IASB Board of Directors commencing January 2012:

Julie Walter, Johnston Community Schools

The official ballot for your district is enclosed. Please have your board mark the ballot, fold and place in the enclosed self-addressed ballot envelope *without signature or other identification*.

The ballot must be returned in the ballot envelope and postmarked no later than Thursday, December 22, 2011.

TJD/db
Enclosures

cc: Board President
Enclosure: Sample Ballot



IASB

Iowa Association of
School Boards
6000 Grand Avenue
Des Moines, Iowa 50312-1417
(515) 288-1991
1-800-795-4272
Fax: (515) 243-4992
E-mail: iasb@ia-sb.org
www.ia-sb.org

November 22, 2011

TO: The Boards of Education in IASB District #5

VIA: The Superintendent of Schools
Copy to the President of the Board

FROM: Thomas J. Downs, Executive Director

During the IASB District Caucus held at the Delegate Assembly, Wednesday, November 16, the following person(s) was nominated for a one-year term on the IASB Board of Directors commencing January 2012:

Dan L. Woodin, Ames Community Schools

The official ballot for your district is enclosed. Please have your board mark the ballot, fold and place in the enclosed self-addressed ballot envelope *without signature or other identification*.

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TJD/db
Enclosures

cc: Board President
Enclosure: Sample Ballot

ENVIRONMENTALLY PREFERABLE CLEANING PRODUCTS MANDATE

OPT-OUT RESOLUTION

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The Adel DeSoto Minburn Community School District will use environmentally preferable products when it is feasible for the District to do so.

Passed and Approved: _____

(Board President)

(Board Secretary)

Thomas Bus Sales Inc. Proposed Price to Adel-DeSoto-Minburn Community School District

Thomas Bus Sales Inc. hereby agrees to furnish and deliver the following completed
Thomas Built Bus to Adel-DeSoto-Minburn Community Schools, Adel

2013 Thomas C2 77 passenger \$92,957.00 each

Option:

2012 Thomas C2 77 passenger \$91,358.00 each

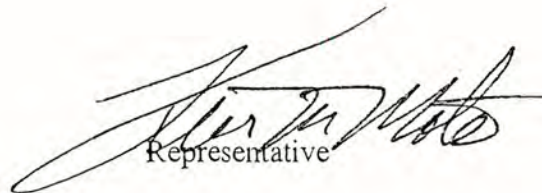
Thomas Bus Sales has two 2012 units meeting ADM bus specifications. We will allow
ADM schools to take delivery of these units 11/15/2011. Thomas Bus Sales will defer the
payment on one or two units until 7/5/2012 at a purchase price of \$91,358.00 each.

Respectfully Submitted,

Thomas Bus Sales
Company Name

5636 NE 14th Street
Company Address

Des Moines, IA 50313
City, State, Zip



Representative

11-11-11
Date

1-800-362-2092
Phone

Prepared For:
State of Iowa
Adel Schools
Requested Quantity: 1

Prepared By:
administrator

2012 Fleet/Non-Retail Chevrolet Suburban 4WD 4dr 2500 Commercial CK20

WINDOW STICKER

2012 Chevrolet Suburban 4WD 4dr 2500 Commercial		Interior: - No color has been selected.
6.0L/366 CID Gas V8		Exterior 1: - No color has been selected.
*6-Speed Automatic		Exterior 2: - No color has been selected.
CODE	MODEL	MSRP
CK20906	2012 Chevrolet Suburban 4WD 4dr 2500 Commercial	\$46,365.00
OPTIONS		
FE9	EMISSIONS, FEDERAL REQUIREMENTS	\$0.00
L96	ENGINE, VORTEC 6.0L VARIABLE VALVE TIMING V8 SFI	\$0.00
MYD	TRANSMISSION, 6-SPEED AUTOMATIC, HEAVY-DUTY, ELECTRONICALLY CO	\$0.00
GT4	REAR AXLE, 3.73 RATIO	\$0.00
1FL	COMMERCIAL PREFERRED EQUIPMENT GROUP	-\$1,295.00
QB5	WHEELS, 4 - 16" X 6.5" (40.6 CM X 16.5 CM) STEEL DISC	\$0.00
QIZ	TIRES, LT245/75R16E ALL-SEASON, BLACKWALL	\$0.00
ZY1	SOLID PAINT	\$0.00
50U	SUMMIT WHITE	\$0.00
AZ3	SEATS, FRONT 40/20/40 SPLIT-BENCH, 3-PASSENGER	\$0.00
19V	EBONY, VINYL SEAT TRIM	\$0.00
US8	AUDIO SYSTEM, AM/FM STEREO WITH MP3 COMPATIBLE CD PLAYER	\$0.00
VYU	SNOW PLOW PREP PACKAGE	\$255.00
G80	DIFFERENTIAL, HEAVY-DUTY LOCKING REAR	\$295.00
KW1	ALTERNATOR, 160 AMPS	INC
TRW	PROVISION FOR CAB ROOF-MOUNTED LAMP/BEACON	INC
G63	LUGGAGE RACK, DELETE	-\$25.00
DPN	MIRRORS, OUTSIDE HEATED POWER-ADJUSTABLE VERTICAL CAMPER, MA	\$240.00
VK3	LICENSE PLATE BRACKET, FRONT	\$0.00
UE0	ONSTAR, DELETE	-\$85.00

Report content is based on current data version referenced. Any performance-related calculations are offered solely as guidelines. Actual unit performance will depend on your operating conditions.

GM AutoBook, Data Version: 193.0, Data updated 10/4/2011 3:01:00 PM

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Customer File:

Prepared For:
State of Iowa
Adel Schools
Requested Quantity: 1

Prepared By:
administrator

2012 Fleet/Non-Retail Chevrolet Suburban 4WD 4dr 2500 Commercial CK20

WINDOW STICKER

VQ2	FLEET PROCESSING OPTION	\$0.00
	SUBTOTAL	\$45,750.00
	Advert/Adjustments	\$0.00
	Destination Charge	\$950.00
	TOTAL PRICE	\$46,700.00
Est City: 10.00 mpg		
Est Highway: 15.00 mpg		
Est Highway Cruising Range: 585.00 mi		

Report content is based on current data version referenced. Any performance-related calculations are offered solely as guidelines. Actual unit performance will depend on your operating conditions.

GM AutoBook, Data Version: 193.0, Data updated 10/4/2011 3:01:00 PM
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Customer File:

Prepared For:
State of Iowa
Adel Schools
Requested Quantity: 1

Prepared By:
administrator

2012 Fleet/Non-Retail Chevrolet Suburban 4WD 4dr 2500 Commercial CK20

QUOTE WORKSHEET

QUOTE WORKSHEET - 2012 Fleet/Non-Retail CK20906 4WD 4dr 2500 Commercial

MSRP	\$46,365.00
Destination Charge	\$950.00
Optional Equipment	(\$615.00)
Dealer Advertising	\$0.00
Taxable Price	\$46,700.00
Karl and GM Govt Discount	(\$11,173.24)
TOTAL	\$35,526.76

Customer Signature / Date

Dealer Signature / Date

Report content is based on current data version referenced. Any performance-related calculations are offered solely as guidelines. Actual unit performance will depend on your operating conditions.

GM AutoBook, Data Version: 193.0, Data updated 10/4/2011 3:01:00 PM

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Customer File:

October 11, 2011 3:06:16 PM

Page 3

Strategic Reading Course

Plugged into Reading

- whole class core novels and nonfiction books
- small group strategy groups (fiction and nonfiction)
- independent reading books (fiction and nonfiction)
- All materials are recently published and of high interest

What is working?

- excellent transition from elementary/intermediate guided reading and workshop model
- power strategies mirror the comprehension strategies across content areas
- teacher guides give multiple learning options and materials
- materials support co-teaching model
- All sections of strategic reading tied to SSR
- Collaboration and team planning time
- PLC time

Concerns:

- 6th grade has noticed student difficulty with vocabulary and test-taking strategies
- 8th grade has felt overwhelmed by sorting through the abundance of resources

Conclusion:

- Thank you for your support for our struggling readers!
- We are confident this quality instruction will positively impact ITBS scores in the spring.

PPEL Timeline and Campaign Outline (November 10)

- October, 2011
 - October 6th: Admin team meeting (impact at building level)
 - October 6th – PPEL plan overview to district ILT
 - October 10th: School board meeting (discussion / directive to draft resolution)
- October 31-November 7
Staff meetings at all four buildings
Dates: DS – Oct 31; AE – Nov 1; HS – Nov 2; MS – Nov 7 7:45-8:10 am
Agenda
 - Greg – Introduce – brief background, no tax rate increase, needs Adam's PowerPoint
 - Question/Answers (notecards and verbal)Survey staff following meetings??
- November, 2011
 - November 14th (or 21st) : School board meeting (presentation of campaign plan / board considers PPEL resolution)
 - November 15th: SIAC Meeting (PPEL presentation) agenda includes Introduction, PowerPoint, Feedback, Interest in serving on campaign committee, distribute brochure
 - November 21st (or 28th): AE and DS PACT meetings (PPEL presentation)
 - Consider hosting a 6-12 parent night (determine date) Jan 19th
- November, 2011 to February 6, 2012
 - PPEL Campaign
 - Written Communications (brochure*, Tiger Trib, Newsletter, building newsletters, website communications, etc.)
 - *Brochure – tri-fold and multi-page. Being developed by November 2, to printer by Nov 7; for meetings, direct mail to all patrons in early January, posted on website, distribute at home basketball and wrestling meets, etc.
 - Dallas County News – articles prior to vote
 - Community Forums (prior to Dec and Jan board meetings)
 - Community Groups (Rotary, Kiwanis, Lions, Chamber of Commerce, City Councils, etc.)
 - On marquee at 801 Nile Kinnick Dr.
 - Local businesses – on signs/marqueses??
 - Demonstrations / video demonstrations of equipment
 - Demonstrations of equipment to ADM Staff – January – three meetings (AE, DS, MS/HS)
 - Presentations to 6-11 grade students.
 - Feb 3 – mail “get out and vote” postcards to all district patrons
 - Feb 6 – phone bank – call all parents – need total of 50-60 people to make 30 calls, approximately. Could meet at each building as headquarters. This is ok if there is not a “vote yes or no” solicitation.
 - Consider postcards from each building to all parents – “get out and vote”

- February 7, 2012
 - PPEL Vote
 - Celebrate successful vote!!
- February-June
 - Vendor bids/quotes
 - Develop professional development plan
- July 1st, 2012
 - PPEL Funds Available
 - Funds generated through loan available earlier (May or June)
- August, 2012
 - Equipment in place

Document Review Checklist and Non-Regulatory Guidance for School Districts 2011-2012 Comprehensive Site Visits

Documents for Desk Audit

Several documents previously reviewed on-site during the site visit are now included within the "Desk Audit" sections of this checklist. **Items included within the "Desk Audit: Items for Electronic Submission" section are to be submitted by the district in electronic format to the site visit team leader for review at the Department.**

- The electronic documents can be submitted via a flash drive, upload to a dedicated Google site, a link to items available on the district's website, email as an attachment, or by other means.
- The due date for submission of the Desk Audit materials will be determined by the site visit team leader and communicated to the district.
- Whether or not the submitted items meet compliance requirements will be determined as of the date of submission.

Preparing for the On-Site Visit

Documentation pertaining to all items not submitted as part of the Desk Audit should be made available in the site visit team's designated workroom (as applicable) for review during the site visit. It is expected the documentation be organized by using notebooks, folders, or other means coded by the item numbers/letters listed (e.g., 1a and 1b) in a way that is efficient for the district and easy to follow by team members.

- Whether or not the documentation provided for these items meets compliance requirements will be determined as of the final day of the visit.

All Accreditation Requirements Versus Items Reviewed During the On-Site Visit

Chapter 12 of Iowa Administrative Code contains the accreditation requirements for schools and school districts. Although all requirements contained within Chapter 12 are not specifically monitored during the on-site visit process, this does not absolve the LEA from addressing these items. **It is the responsibility of LEA leadership to assure ALL accreditation requirements are met on an ongoing basis.** If the site visit team becomes aware of areas of Chapter 12 non-compliance regarding issues not contained on this checklist, these items will be included within the citations contained in the site visit report. For additional guidance, the LEA is advised to obtain a copy of the Chapter 12 Rule Interpretation Matrix from the Department of Education website at:

http://educateiowa.gov/index.php?option=com_content&task=view&id=1558&Itemid=2342.

Desk Audit: Items for Electronic Submission

1. Board adopted policies that address the following content:

Guidance Regarding All Board Policies:

The Iowa Association of School Boards (IASB) sample policies indicated below are provided as a reference only. While it is common to find districts that use this service from IASB, there is no requirement that a district do so. If a district does use the IASB samples, care should be taken to "localize" the content to assure alignment with district practices.

- _____ a. Accessibility (SR7) and confidentiality (SR8) of student records in compliance with FERPA (34 CFR §99), Iowa Code Chapter 22, and 281—IAC 12.3(4)

Guidance:

IASB Sample Policy: 506.1 (Last updated, 12/4/08)

FERPA requirements can be accessed online at:

http://www.access.gpo.gov/nara/cfr/waisidx_04/34cfr99_04.html. Specific requirements regarding the documentation required for requests and disclosures of student record information is contained in 34 CFR §99.32.

_____ b. Graduation requirements **(GR1)** 281—IAC 12.3(5)

Guidance:

District policy must be consistent with requirements contained in 281—IAC 12.5(5), which state, "Beginning with the 2010-2011 school year graduating class, all students in schools and school districts shall satisfactorily complete at least four units of English and language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education as conditions of graduation. The three units of social studies may include the existing graduation requirements of one-half unit of United States government and one unit of United States history."

IASB Sample Policies: 505.5 (last updated, 12/4/08) and 505.6

_____ c. Student responsibility and discipline, including the following:

Guidance:

The student responsibility and discipline policies required under this section shall ensure due process rights for students and parents.

SF 588 of 2007 added section 279.66 to the Code of Iowa. This section (Discipline and Personal Conduct Standards) requires the board of directors to review and to modify existing student discipline and conduct policies. **"The policy shall specify the responsibilities of students, parents and guardians, and practitioners in creating an atmosphere where all individuals feel a sense of respect, safety, and belonging, and shall set forth the consequences for unacceptable behavior. The policy shall be published in the student handbook."**

_____ 1. Use of tobacco **(RD1.2)** 281—IAC 12.3(6), *Title IV-A NCLBA Sec. 4114(d)(7)(E)*

Guidance:

IASB Sample Policy: 502.7 (last updated, 8/31/91) and 905.2 (Tobacco Free Environment- last updated, 7/28/08)

_____ 2. Use or possession of alcoholic beverages or any controlled substances **(RD1.3)**
281—IAC 12.3(6), *Title IV-A NCLBA Sec. 4114(d)(7)(A) and (E)*

Guidance:

IASB Sample Policy: 502.7 (last updated, 8/31/91)

_____ 3. Violent, destructive, and seriously disruptive behavior **(RD1.5)**
281—IAC 12.3(6), *Title IV-A NCLBA Sec. 4114(d)(7)(A) and (E)*

Guidance:

IASB Sample Policy: 503.1 (last updated, 10/10/02)

_____ 4. Suspension and expulsion **(RD1.6)** 281—IAC 12.3(6)

Guidance:

IASB Sample Policies: 503.1 (last updated, 10/10/02), 503.2 (last updated, 3/31/89), 503.5 (last updated, 12/4/08)

_____ 5. Weapons **(RD1.7)** 281—IAC 12.3(6), *Iowa Code 280.17B and 280.21B, Title IV-A NCLBA Sec. 4114(d)(7)(A)*

Guidance:

IASB Sample Policy: 502.6 (last updated, 10/10/02)

- _____ d. Selection and reconsideration of school library materials (**LP11.1**); confidentiality of student library records (**LP11.2**); and legal and ethical use of information resources, including plagiarism and intellectual property rights (**LP11.3**)
281—IAC 12.3(12)(c)

Guidance:

IASB Sample Policies: 506.1 (last updated, 12/4/08), 506.2, 506.4, 605.1, 605.3, 605.4, 605.7 (all last updated, 8/31/07)

- _____ e. Policy prohibiting harassment and bullying of or by students, staff, and volunteers (**RD1.4**) which is based on actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status and which creates an objectively hostile school environment (**HBP1**). 281—IAC 12.3(13), Title IX Section 106.31, Iowa Code 280.28(3) and 729A.1

Guidance:

Harassment and bullying is construed to mean any electronic, written, verbal, or physical act related to the specified traits or characteristics stated above. The local board policy must contain all of these 17 traits or characteristics, but does not need to be limited to these 17.

According to Iowa Code 280.28(3): On or before September 1, 2007, the board of directors of a school district and the authorities in charge of each accredited nonpublic school shall adopt a policy declaring harassment and bullying in schools, on school property, and at any school function, or school sponsored activity regardless of its location, in a manner consistent with this section, as against state and school policy. The board and the authorities shall make a copy of the policy available to all school employees, volunteers, students, and parents or guardians and shall take all appropriate steps to bring the policy against harassment and bullying and the responsibilities set forth in the policy to the attention of school employees, volunteers, students, and parents or guardians.

If a single policy is used, a reasonable person must be able to interpret the policy as covering student vs. student, student vs. staff, staff vs. staff, and staff vs. student issues.

There is a sample policy available on the Department website which addresses the legislated requirements at: http://educateiowa.gov/index.php?option=com_content&task=view&id=1030&Itemid=1293.

IASB Sample Policy: 104 (last updated, 9/27/07)

- _____ f. Policy to ensure that students are free from discriminatory practices in the educational program (MC/GF policy) (**MCGF1**) 281—IAC 12.5(8)

Guidance:

In addition to adopting a MC/GF policy, the district is to incorporate multicultural gender fair goals into its Comprehensive School Improvement Plan (CSIP). This requirement is verified during the Department's review of the CSIP.

Multicultural (MC) approaches to the educational program are defined as those with foster knowledge of, and rest and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, sex, disability, religion, creed, and socioeconomic background. The contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities.

Gender fair (GF) approaches to the educational program are defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society. The program shall reflect the wide variety of roles open to both women and men and which provide equal opportunity to both sexes.

IASB Sample Policy: 603.4 (last updated, 6/8/07)

- _____ g. Provision of special education and related services, including
_____ 1. Provision of a free appropriate public education (**SPEDP1**) 281—IAC 41.404(1)(a)

Guidance:

IASB Sample Policy: 603.3 (last updated, 12/4/08)

Note:

It is not uncommon to find outdated versions of this policy. Versions based on older guidance documents are often missing the word "free" and reference only "appropriate public education".

- _____ 2. Provision of special education and related services (**SPEDP2**)
281—IAC 41.404(1)(b)

Guidance:

IASB Sample Policy: 603.3 (last updated, 12/4/08)

- _____ 3. Provision of special education and related services in the least restrictive environment (**SPEDP3**) 281—IAC 41.404(1)(c)

Guidance:

IASB Sample Policy: 603.3 (last updated, 12/4/08)

- _____ 4. Protecting the confidentiality of personally identifiable information (**SPEDP4**)
281—IAC 41.404(1)(d)

Guidance:

IASB Sample Policy: 506.1 (last updated, 12/4/08)

- _____ 5. Graduation requirements for eligible individuals (**SPEDP5**)
281—IAC 41.404(1)(e)

Guidance:

IASB Sample Policy: 505.5 (last updated, 12/4/08)

- _____ 6. Requirements for administration of medications, including a written medication administration record (**SPEDP6**) 281—IAC 41.404(1)(f), 281—IAC 41.404(3)

Guidance:

IASB Sample Policy: 507.2 (last updated, 12/4/08)

- _____ 7. Special health services (**SPEDP7**) 281—IAC 41.404(1)(g), 281—IAC 41.405(2)

Guidance:

IASB Sample Policy: 507.8 (last updated, 12/4/08)

- _____ h. Policy on non-discrimination in employment on the basis of race, color, national origin, gender, disability, age, religion, creed, sexual orientation, and gender identity (**EQD1**).
Title IX 34CFR 106.9 Section 504 34 CFR 104.8, Iowa Code 216.6

Guidance:

Employment policies must address each of the 10 specified traits/characteristics.

IASB Sample Policies: 102, 302.1, 303.2, 401.1, 405.2, 411.2 (all last updated, 6/8/07)

_____ i. Wellness policy (CNP2)

General Guidance:

The 2004 Reauthorization of the USDA Child Nutrition Programs requires establishment of a wellness policy for schools under the local educational agency that contain the components stated below.

Wellness policy support materials and resources are available at:

http://educateiowa.gov/index.php?option=com_content&view=article&id=499:local-school-wellness-policy&catid=440:nutrition-program-learning-tools&Itemid=446.

IASB Sample Policy: 507.9 and Appendices (last updated 5/27/10)

- _____ 1. The board adopted wellness policy includes goals for: (CNP7)
- _____ a. nutrition education
 - _____ b. physical activity
 - _____ c. other school-based activities

Guidance:

The local educational agency determines what goals are appropriate to promote student wellness. As goals are determined, the district is encouraged to consider connections to the physical activity and cardiopulmonary resuscitation course completion requirements contained within Chapter 12 (281—IAC 12.5(19) and 12.5(20).

- _____ 2. The wellness policy includes guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity (CNP3).

Guidance:

As guidelines are reviewed and revised, the district is reminded to align these guidelines to the nutritional content standards contained in 281—IAC 58.11, effective July 1, 2010. These standards were developed and adopted to meet requirements contained within the Healthy Kids Act (see Iowa Code 256.7(29)).

- _____ 3. Guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of the section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools (CNP4).

Guidance:

Refer to the current reimbursable school meals guidelines.

- _____ 4. The wellness policy establishes a plan for measuring implementation of the policy (CNP5).
- _____ 5. The wellness policy includes designation of one or more person(s) within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy (CNP6).

2. School calendar

- _____ a. Indicates 180 days of instruction (**CL5**) 281—IAC 12.1(7)
- _____ b. Seniors have 175 days scheduled in the calendar (**CL8**) 281—IAC 12.1(7)
- _____ c. Each school day consists of at least 5.5 hours of instructional time unless otherwise allowed per 281—IAC 12.1(9) (**MD1**) (**MD2** [less than 5.5 hours prior to a holiday])

Evidence:

- a copy of the school calendar
- the daily starting and ending times for each attendance center

If the calendar does not indicate the last day of classes for seniors, the district is asked to provide this information.

281—IAC 12.1(9) requires a school day to consist of at least 5 ½ hours of instructional time. If some days contain less than 5 ½ hours of instruction and the remainder of the day is used for professional development as allowed within 281—IAC 12.1(9), the district is asked to provide this information. Supporting evidence, such as professional development agendas for the day(s) in question, may be requested during the on-site visit.

Guidance:

281—IAC 12.1(9) allows schools and school districts to count parent-teacher conferences as instructional time, thus count toward the total days of instruction. If the first four consecutive days equal at least 27 ½ hours of instruction because parent-teacher conferences are held beyond the regular school day, the district may record zero hours of instruction on the fifth consecutive day and still count it as a day of instruction (e.g., conferences are held in the evenings on Tuesday and Thursday, Friday can count as a day of instruction even though school is not in session).

Seniors are not required to make up days that are added to the end of the regular adopted calendar due to inclement weather (i.e., "snow days").

Scheduling early dismissals during the first week of school in *anticipation* of heat is not allowed under Chapter 12. Early dismissal prior to holidays and/or on the last day of a grading period or final day of school are also not allowed under Chapter 12 unless the remainder of the day is used for professional development (see evidence section above). The regularly-scheduled school day may exceed 5-½ hours. If this is the case, it is possible for district to schedule an early dismissal and still meet the 5-½ hour minimum.

3. Evidence the board has adopted

- _____ a. Evaluation criteria for all contracted staff. 281—IAC 12.3(3), Iowa Code 279.14, Iowa Code 279.23A
 - _____ 1. Teachers (**EV1**)
 - _____ 2. Administrators (**PE6**)
- _____ b. Evaluation procedures for all contracted staff. 281—IAC 12.3(3), Iowa Code 279.14, Iowa Code 279.23A
 - _____ 1. Teachers (**EV2**)
 - _____ 2. Administrators (**PE7**)

Evidence:

The criteria and procedures are often found as supporting documents within board policy, but they are not required *policies*. The evaluation tool itself would provide evidence of the criteria, but may not indicate the procedures (e.g., who is responsible, frequency, etc.).

Guidance:

Related IASB Sample Policies: 302.5, 303.6, 405.8, 411.7 (last all updated, 7/11/08)

4. _____ Evidence that personnel evaluation criteria and procedures contain an option for intensive assistance is provided to teachers identified as not meeting the district's expectations related to the Iowa Teaching Standards and Criteria (**EVIA**). 281—IAC 83.5(3) and Iowa Code 284.8

5. For districts providing early childhood special education instructional services for preschool children on an Individualized Education Plan (IEP), *Iowa Code 279.49, 280.3A*
- _____ a. Indicate which of the following preschool program standards, as defined by the Iowa Department of Education, are being implemented.
1. Iowa Quality Preschool Program Standards (IQPPS);
 2. Head Start Program Performance Standards; or
 3. National Association for the Education of Young Children (NAEYC) Accreditation.
- _____ b. For districts implementing IQPPS, provide a summary of the activities the district has conducted to implement the Iowa Quality Preschool Program Standards and Criteria.

Guidance:

Activities to implement the IQPPS might include completing the IQPPS self-assessment, developing an IQPPS quality improvement plan, and providing professional development for preschool staff serving children on an IEP.

6. Documents pertaining to vocational (career and technical) education programs that provide evidence of the following requirements:
- _____ a. Each program offered is articulated with at least one post-secondary institution (i.e., community college or apprenticeship program) (**VED5**).
281—IAC 12.5(5)(i), 281—IAC 46.7(3)

Evidence:

The district must provide an articulation agreement for each program. The articulation agreement must be dated within the last five years and reflect current program offerings. Concurrent enrollment agreements with a community college and/or statewide agreements* (when provided by the district) can also fulfill this requirement. Copies of these agreements should be available to the visiting team for review. Providing evidence of how the agreements are publicized to students/parents is also helpful. A completed Program of Study will also be accepted as an articulation agreement. (See DE Program of Study Guidance document at: http://www.educateiowa.gov/index.php?option=com_content&task=view&id=265&Itemid=1428.)

Guidance:

If an articulation agreement is outdated, it provides no benefit to the students. If the courses listed on the agreement are no longer offered by the district and/or college, the agreement is not valid as it would no longer benefit students within the program.

*Statewide articulation agreements exist for the following areas:

- Nutrition
- Child Development
- Accounting
- Marketing Field Experience

For more information visit:

http://educateiowa.gov/index.php?option=com_content&task=view&id=263&Itemid=1423

- _____ b. An advisory committee/council designed to assist vocational education (Career and Technical education) planning and evaluation composed of public members with emphasis on persons representing business, agriculture, industry, and labor (appointed by the board and meets at least once a year) is in place (**VED6**). *281—IAC 12.5(5)(i)*
- Please provide the following evidence:
- _____ 1. Committee/council minutes that reflect assistance with CTE planning and evaluation (**VED7**)
- _____ 2. List of advisory committee members and their representation as it relates to the CTE service areas (**VED8**)
- _____ 3. List of advisory committee members by gender and race/ethnicity (**VED9**)
Iowa Code section 69.16A and section 258.9

Guidance:

The CTE advisory committee/council could be incorporated into the SIAC. If this is done, SIAC membership must reflect the representation required for CTE advisory committees/councils. In addition, SIAC minutes must reflect

that the agenda(s) included issues related to each/all of the district's CTE service areas. The district's CTE teachers can serve as ex-officio members of the advisory committee but should not be counted toward meeting the committee's required representation (e.g., the district's Ag Ed instructor should not be the only person on the committee representing agriculture). If the SIAC also serves as the CTE Advisory Committee, subject-area subcommittees should be established to address Program of Study requirements. It is recommended that the subcommittee consist of 6-8 subject-area experts. (See DE Program of Study Guidance document at: http://www.educateiowa.gov/index.php?option=com_content&task=view&id=265&Itemid=1428.)

Districts are advised to pay close attention to gender balancing of the CTE advisory committee. Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for "all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law." This requirement, which applies to the CTE advisory committee, defines gender balance as half male and half female for even-numbered committees or half plus one for odd-numbered committees.

The district is also advised to maintain documentation of its efforts to seek CTE membership representation with regard to race/ethnicity.

7. Documents which address the following provisions related to gifted and talented student programming, pursuant to 281—IAC 12.5(12)

- _____ a. Valid and systematic procedures (**GT3**), including multiple selection criteria (**GT4**) for identifying gifted and talented students from the total student population

Evidence:

- Describe the identification criteria and procedures used for each grade level served by the district
- Provide the number of identified gifted and talented students served in elementary (grades 1-6), junior high (grades 7-8), and high school (grades 9-12)

Guidance:

No single criteria should eliminate the student from participation. Criteria should combine subjective and objective data, including data with direct relevance to program goals, objectives, and activities (see 281—IAC 59.5(5)).

- _____ b. Goals and performance measures (**GT1**)

Evidence:

Provide program-level goals and performance measures.

Guidance:

Program goals are not synonymous with goals for individual-identified students' activities (see 281—IAC 59.5(1)).

- _____ c. A qualitatively differentiated gifted and talented program to meet the students' cognitive and affective needs (**GT5**)

Evidence:

Documentation describing the gifted and talented program for each grade level. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident.

Guidance:

"Qualitatively differentiated" means learning activities that are beyond the scope of the regular classroom, introduce advanced concepts and contents, and offer students greater latitude of inquiry. This may include, but is not limited to, a specialized curriculum supplementing the regular curriculum, flexible instructional arrangements such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and research centers (see 281—IAC 59.5(2)).

Best practice dictates that the services provided for each student placed in a gifted and talented program be contained in a written, personalized gifted and talented plan (see 281—IAC 59.5(4)).

- _____ d. Staffing provisions (**GT6**)

Evidence:

A description of how the gifted and talented program will be staffed on an ongoing basis. This could include information such as whether the gifted and talented program will be provided by multiple teachers or by one teacher providing support/ instructional services at all levels (see 281—IAC 59.5(7)).

_____ e. In-service design (GT7)

Evidence:

A description of how the instructional staff is provided information about, and skills for, individualizing programs for identified gifted and talented learners.

Guidance:

Periodic professional development shall be offered for all classroom teachers to maintain and update understandings and skills about individualizing programs for identified G/T students (see 281—IAC 59.5(8)). This could be through stand alone in-services or integrated within district-wide professional development activities. If integrated, evidence should clearly indicate *how* the G/T aspect is intentionally addressed. Information for this item also provides partial evidence for item #23.a.1.

8. Documents which address the following provisions for meeting the needs of at-risk students, pursuant to 281—IAC 12.5(13):

_____ a. Valid and systematic procedures (AR1) and criteria (AR2) to identify at-risk students throughout the district's school age population

Evidence:

A description of the criteria used and the procedures followed to identify students for each grade level served by the district. This could be evidenced through staff handbooks, response to intervention plans at a core, targeted and intensive level and at risk procedures manuals.

Guidance:

A minimum of **two** criteria in the areas of academics, personal/social and career/vocational are required and are locally defined. Districts should be able to show multiple data points that are collected which are valid and reliable and not based on one criterion, biases, perception or assumptions prior to referral for programming. Districts should be able to provide the number of students who are identified as at risk (EASIER Coding – At Risk 1s and 2s) and whether these students are identified and served in early elementary (PK-3), upper elementary (grades 4-5-6), junior high/middle school (grades 6-7-8), and high school (grades 9-12). **Note: At risk indicates a failure to meet goals, not a permanent label.

_____ b. Determination of appropriate ongoing educational strategies for alternative options education programs provided as required in Iowa Code 280.19A (AR3)

Evidence:

Appropriate on-going strategies could be listed as services, supports, strategies and/or programs at a targeted (some students) and intensive (few students) level. Evidence could be in the form of intervention plans and response data (actual names concealed). **Note: Districts could have a manual in regards to their local RTI process. Districts could also include their Tier I interventions/ strategies that are provided at a preventative level (all students), but that would be considered their general program, since it would be available for all students (an example of this could be Character Counts).

Alternative options could be listed in a middle/high school handbook, flyers, information brochures, etc and can be offered at the comprehensive school site or off site. Referral criteria should be a part of this information. A one-size-fits-all alternative program/school or online Plato for any identified students should not be the only option. Districts need to provide options that match the need identified in the identification process.

Guidance:

Strategies, level of service, and supports provided should match the areas of need identified and the level of need for each student. Alternative options should be in the form of extended learning where the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited to, apprenticeships, community service, independent study, online units/courses, internships, work based, and performing groups.

Note: **Districts that use a Learning Supports framework and have completed resource mapping to identify all

services and supports available at all levels for students in need of supports would have a frame of reference for this.

_____ c. Evaluation of the effectiveness of provisions for at-risk students (**AR4**)

Evidence: Evaluation should include individual student programming evaluation and overall program evaluation. The interview process of those who provide services and coordinate programs should be able to provide evidence of evaluations. Written documents might include a more detailed overall program evaluation of students (individual plans with results listed) and programs (programming plans with results listed for each program, with subgroups broken down, reviewed and overall effectiveness of programming). Note: **Districts that print a copy of their Modified Allowable Growth (MAG) service summary would only be reporting their service summary for a single funding source. Districts must have a comprehensive *At Risk* Program for any student identified at a local level, therefore the MAG report would only be a portion of the plan.

Guidance:

Individual Evaluation: If a student needed to earn credits toward graduation because he was overaged/undercredited then that student's individual program should be evaluated, simply is he on track for graduation, is there a plan, transcript analysis. Program Evaluation: To evaluate a credit recovery program, the district would look at the number of credits earned, how long to complete each credit, did students graduate, etc.

A document entitled "Guidelines for Serving At-Risk Students" is available for download from the DE website at the following link:

http://educateiowa.gov/index.php?option=com_content&view=article&id=418&Itemid=1389

This document contains information regarding how districts could address the requirements contained within 281—IAC 12.5(13). In addition, a variety of resources related to dropout prevention is available at:

http://educateiowa.gov/index.php?option=com_content&view=article&id=1543&Itemid=2440

Information regarding alternative education programs/alternative schools is available at:

http://educateiowa.gov/index.php?option=com_content&task=view&id=727&Itemid=1388

9. Documentation regarding the School Improvement Advisory Committee (SIAC) provides evidence of the following:

_____ a. A board appointed SIAC exists (**SIAC1**). 281—IAC 12.8(1)(a)(2)

Evidence:

Board minutes showing appointment of the SIAC should be provided.

Guidance:

Chapter 12 does not require the SIAC to be appointed annually; however, each time membership changes (including student representative), board action is required.

281—IAC 12.8(1)(a)(2) also sets the SIAC's responsibility for analyzing needs assessment data to make recommendations to the board regarding major educational needs, student learning goals, long-term goals, and harassment or bullying prevention goals, programs, training, and other initiatives. Maintaining a summary of the information reviewed by the SIAC and recommendations made to the board regarding these areas is recommended (see the Additional Reference Documents for Site Visit Team section).

Note: Meetings of the SIAC fall within Open Meetings requirements.

_____ b. Membership includes students, parents, teachers, administrators, and representatives from the local community (**SIAC2**). To the extent possible, committee membership has balanced representation of the following: race, gender, national origin, and disability (**SIAC6**).
281—IAC 12.2, Iowa Code 280.12

Evidence:

A list of SIAC members indicating the required membership representation should be provided. If the school district uses the SIAC for other mandated committees (i.e., CTE advisory), the required representation for these committees must also be clearly indicated on the SIAC membership roster.

Guidance:

Districts are advised to maintain documentation of efforts to seek membership representation with regard to race, national origin, and disability. Local boards are also advised to pay close attention to gender balancing of the SIAC. Current administrative rules state, "[t]o the extent possible, committee membership shall have balanced representation with regard to race, gender, national origin, and disability." However, Iowa Code 69.16A, as amended in 2009, places a strict gender balance requirement, effective January 1, 2012, for "all appointive boards, commissions, committees, and councils of a political subdivision of the state that are established by the Code, if not otherwise provided by law." This requirement, which applies to the SIAC, defines gender balance as half male and half female for even-numbered committees or half plus one for odd-numbered committees.

- _____ c. At least annually (**SIAC3**), the SIAC makes recommendations to the board with regard to progress achieved with annual improvement goals for the state indicators that address reading, mathematics, and science, progress achieved with other locally determined indicators, and annual improvement goals for the state indicators that address reading, mathematics, and science (**SIAC4**). 281—IAC 12.8(1)(a)(3)

Evidence:

Presentation of the SIAC's recommendations to the board should be reflected on board agenda(s) and/or within meeting minutes. Provide a copy of the most recent recommendations addressing the required content that has been presented to the Board.

Guidance:

Providing evidence of recommendations from multiple years is encouraged as it would help assure they are made annually.

281—IAC Chapter 12: General Accreditation: Items for Review On-site

10. Attendance center, program, and course enrollment data demonstrating the following:

- _____ a. Attendance center and course enrollment data, disaggregated by gender, racial/ethnic background, and disability (**EQ4**) are reviewed annually (**EQ3**). 281—IAC 12.1(1)

Evidence:

The district must provide the following:

- a summary of attendance center, program, and course enrollment-related trends noted over the past three years; and
- a description of how these data are collected and used, with what frequency, by whom, and for what purposes.

The intent is to provide greater clarity regarding how the district is addressing the "reviewed annually" requirement.

Guidance:

Collection of "count" data for the indicated categories is most likely completed through the district's student management system and partially reported through BEDS. It is appropriate for districts offering multiple sections of content-specific courses at other levels (e.g., grade 8) to provide these data as well as this would help determine equity in student placement practices. It is not uncommon for districts to provide course-level disaggregated data for sex only as this is a common report feature on student management systems, but the requirement is for data to be collected and reviewed for each stated category (i.e., sex, race, and disability).

- _____ b. Equal opportunity in programs is provided to all students regardless of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed (**EQ5**). 281—IAC 12.1(1), Iowa Code 280.3

Evidence:

The district must provide the following items:

- district and administrative policies regarding student access to educational programs (policies must address each of the 11 traits/characteristics)
- civil rights grievance procedures

- evidence that a district equity coordinator has been appointed
- a summary of activities conducted by the district's equity coordinator

Guidance:

If any of the listed evidence pieces is missing, the district will be considered out of compliance with this item.

Related IASB Sample Policies: 102 and 500 (both last updated, 6/8/07)

11. _____ The board policy manual provides evidence policies are reviewed at least every five years
(**PM3**). 281—IAC 12.3(2)

Evidence:

Provide a copy of the board policy manual (or directions for electronic access).

Guidance:

While many districts include the adoption, review, and revision dates on each individual policy, it is not required. These dates might appear on a separate page, such as an index page for each policy series.

Related IASB Sample Policy: 209.6 (last updated, 11/12/99)

12. School counseling program (**SCP1**) 281—IAC 12.3(11):

- _____ a. program is regularly reviewed and revised and designed to provide
_____ 1. curriculum that is embedded throughout the district's overall curriculum (**SCP5**)

Evidence:

Evidence might include a written guidance curriculum for the grade levels served by the district, a summary of guidance activities by grade level, or similar documentation.

- _____ 2. individual student planning designed to help students establish educational and career goals (**SCP6**)

Evidence:

Evidence might include a summary of guidance activities related to individual student planning, such as completion of core curriculum plans, individual student meetings, and parent/student planning sessions.

- _____ 3. responsive services through intervention and curriculum that meet students' immediate and future needs (**SCP7**)

Evidence:

Evidence might include a summary of guidance activities such as crisis response, individual or group counseling, and response to referrals.

- _____ 4. management activities that establish, maintain, and enhance the total school counseling program (**SCP8**)

Evidence:

Evidence might include a summary of counselors' professional development participation, agendas/minutes of guidance advisory meetings, counseling program goals and action plans, and evidence of meetings with instructional and administrative staff.

Guidance:

A reference document entitled "Iowa School Counseling – A Program Framework" is available for download from the DE website at:

http://educateiowa.gov/index.php?option=com_content&task=view&id=716&Itemid=1549

13. Library program (**LP1**) 281—IAC 12.3(12):

- _____ a. program is regularly reviewed and revised and designed to provide
_____ 1. methods to improve library collections to meet student and staff needs (**LP4**)

Evidence:

Evidence might include a plan that provides a collection that supports the curriculum, that seeks recommendations from students and teachers for the school library collection, and that includes the teacher librarian in curriculum review committees.

_____ 2. connections with parents and the community (LP5)

Evidence:

Evidence might include newsletter or newspaper articles about services the school library provides, a link to the school library web page, or agendas from school board meetings where presentations were made about the school library program.

_____ 3. support for the district's school improvement plan (LP6)

Evidence:

Evidence might include a narrative about how the school library program supports the district's school improvement plan, a climate survey that includes student and teacher feedback about the school library program, or a completed school library program audit form.

_____ 4. access to or support for professional development for the teacher librarian (LP7)

Evidence:

Evidence might include a list of professional development activities related to the school library program that the teacher librarian has attended. This might include conferences, professional development offered by the AEA, or professional development offered by the district.

_____ 5. current technology and electronic resources (LP8)

Evidence:

Evidence might include data or promotional materials about the use of AEA Online materials or local resources, evidence of instruction on AEA Online or local resources, or a school library web page with links to available online resources.

_____ 6. current and diverse collection of fiction and nonfiction materials in a variety of formats (LP9)

Evidence:

Evidence might include a selection plan containing procedures to select materials that support district curriculum and to provide diverse opinions, as well as procedures to keep the collection current.

_____ 7. a plan for annually updating and replacing library materials, supports, and equipment (LP10)

Evidence:

Evidence might include an analysis of the school library materials and age of computers and other technology located in the school library, a report of the average copyright date of nonfiction and fiction books, and an action plan for updating materials and equipment.

Guidance:

The DE website includes several reference documents available for download related to school library programs, including the following:

- "Iowa School Library Program Guidelines: Libraries, Literacy, and Learning for the 21st Century"
http://educateiowa.gov/index.php?option=com_content&task=view&id=959&Itemid=1503
- "Iowa School Library Program Guidelines - Audit Form with Evidence"
http://educateiowa.gov/index.php?option=com_content&view=article&id=959&catid=838&Itemid=2524

14. Elementary program, grades 1-6 (EPRO1). 281—IAC 12.5(3)

Documentation that show(s) the following areas are taught in grades 1-6. **Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.**

- ☐ a. Health
- ☐ b. Physical education
- ☐ c. Music
- ☐ d. Visual art

Evidence:

Master schedules for each grade (1-6) should be provided. Each schedule should be clearly labeled to indicate the grade level. If a required subject area is not specified on the master schedule (e.g., Health), evidence of where the concepts are taught (in EACH grade, 1-6) should be provided. For example, if health content is integrated into science and/or physical education instruction, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the district's curriculum documents (e.g., standards/benchmarks).

Guidance:

The health content area is often a difficult area to verify as the required concepts are commonly integrated into other subject areas, such as physical education and science. Care must be taken to assure all subject areas are included in each grade, 1-6. 281—IAC 12.5(3)(a)-(i) contains the list of content specifications for each elementary program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum, by 2014, for all students in grades K-8. The Iowa Core provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students. The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science, and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills). The skill sets for literacy, mathematics, and science for the primary and intermediate elementary grades are available at: <http://www.corecurriculum.iowa.gov/Home.aspx>.

15. Junior high program, grades 7 and 8 (JHP1). 281—IAC 12.5(4)

Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8.

Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.

- ☐ a. Health
- ☐ b. Physical education
- ☐ c. Music
- ☐ d. Visual art
- ☐ e. Family and consumer education
- ☐ f. Career education
- ☐ g. Technology education

Evidence:

Master schedules for each grade (7 and 8) should be provided. If a required subject area is not specified on the master schedule (e.g., career education), evidence of where the concepts are taught (in EACH grade, 7 and 8) should be provided. For example, if career education content is integrated into multiple courses, this information should be provided to the team. This could be done by identifying the content specifications for the content areas in question within the district's curriculum documents (e.g., standards/benchmarks).

Guidance:

Health, family and consumer education, career education, and technology education are often difficult areas to verify as the required concepts are commonly integrated into other subject areas versus being offered as stand-alone courses. Care must be taken to assure all subject areas are included at both grade 7 and 8. 281—IAC 12.5(4)(a)-(k) contains the list of content specifications for each junior high program subject area.

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students by 2014, in grades K-8. The Iowa Core provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging, and meaningful content to students. The curriculum identifies the essential concepts and skill sets for literacy, mathematics, science, and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills). The skill sets for literacy, mathematics, and science for the middle school level are available at: <http://www.corecurriculum.iowa.gov/Home.aspx>.

16. _____ Evidence the district has worked with publishers to address Accessible Instructional Materials (AIM) requirements (**SPEDAIM1**). 281—IAC 12.5(9), 281-41.210(256B,34CFR300)

Evidence:

Copy of materials purchase agreements addressing AIM requirements.

Guidance:

AIM requirements apply regardless of whether the district has students who are blind or who have print disabilities. Numerous reference materials, including a comprehensive reference packet, are available from Iowa's True AIM website (<http://trueaim.iowa.gov/>).

17. Physical activity requirement 281—IAC 12.5(19)
_____ a. Documentation that pupils are being provided support to complete the physical activity requirement (**PA4**) 281—IAC 12.5(19)(d)

Evidence:

Evidence might include printed schedules, district policies, student handbooks, and similar means.

Guidance:

Pupils in kindergarten through grade 5 must engage in physical activity for a minimum of 30 minutes each school day. Pupils in grades 6 through 12 must engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school.

18. Documentation regarding implementation of the District Professional Development Plan

Preparation/Evidence:

The items for this section will be reviewed to ensure connection between current practice and the content approved in the district's CSIP. If the professional development plan has changed since the district's CSIP was last approved, the district is asked to provide the rationale for this decision.

General Guidance:

A document entitled "Workbook for Describing the District Professional Development Plan" is available for download from the DE website at:

http://educateiowa.gov/index.php?option=com_content&view=article&id=296&Itemid=1282

This document includes information for the requirement listed below as well as those required to be included within the district's CSIP.

- _____ a. To meet the professional development needs of all staff (**PD1**), professional development activities:
_____ 1. prepare employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program (**PD4**)
281—IAC 12.7(1)(a)

Evidence:

A description of how this requirement is addressed within the district's professional development program.

Guidance:

This requirement can be met through stand alone in-services or integrated within district-wide professional development activities. If integrated, evidence should clearly indicate *how* these aspects are intentionally addressed.

- _____ b. Attendance center professional development plans are in place (**ACPD1**) that address:
281—IAC 12.7(1)(b)
_____ 1. the needs of the teachers in that center (**ACPD2.1**)
_____ 2. the Iowa teaching standards (**ACPD2.2**)
_____ 3. the district professional development plan (**ACPD2.3**)
_____ 4. the student achievement goals of the attendance center and the school district as set forth in the CSIP (**ACPD2.4**)

Evidence:

A copy of the professional development plan for each attendance center (building) should be provided.

Guidance:

A document entitled "Building Level Professional Development Plan Workbook" is available from the DE website at:

http://educateiowa.gov/index.php?option=com_content&view=article&id=296&Itemid=1282

Requirements Outside of Chapter 12: Items for On-Site Review

Documents Pertaining to the Education of Homeless Children and Youth

19. _____ Post information, at community shelters and other locations in the district where services or assistance is provided to the homeless, regarding the educational rights of homeless children and youth and encouraging homeless children and youth to enroll in the public school (HCY2). 281—IAC 33.3(2)

Evidence:

A copy of the posting and list of locations where they have been placed within the community should be provided.

Guidance:

The format of the posting is a local decision. Sample postings can be downloaded from the DE website at http://educateiowa.gov/index.php?option=com_content&task=view&id=422&Itemid=654 (included within the "Documents" section).

20. _____ Locate and identify homeless children or youth within the district, whether or not they are enrolled in school 281—IAC 33.3(1)
_____ a. Evidence the definition of "homeless" is communicated in staff, parent, and student documents (e.g., newsletters and handbooks) (HCY4)

Guidance:

Chapter 33 of Iowa Administrative Code defines "Homeless child or youth" as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;
2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs "1" through "3" above.

The district shall designate an appropriate staff person to serve as the district's liaison for homeless children and youth to carry out the duties specified in 281—IAC 33.3(7).

Documents Pertaining to Career and Technical (Vocational) Education

21. _____ Evidence the district has addressed Iowa Department of Education comments provided through PlusCTE regarding the district's CTE programs. (**PERKREP**) 281—IAC 12.5(5)(i) and PL109-270, Title I, Sec. 113(b)(2)(A)

Evidence:

Evidence could include documentation such as minutes from advisory committee meetings noting discussion of IDOE consultant comments and plans to address these comments or correspondence with IDOE consultants regarding resolution of PlusCTE issues.

Guidance:

IDOE CTE consultants enter comments, as needed, regarding CTE program information provided annually by districts through PlusCTE. Districts are asked to work with the CTE program consultant(s) to address these comments. In addition to providing evidence of meeting Chapter 12 "offer and teach" requirements, information provided in Section 2 of PlusCTE provides the link to CTE student data used to meet federal and state reporting requirements.

Note: If no CTE consultant comments are present in PlusCTE, no further action is needed by the district.

22. _____ Evidence that Perkins activities and expenditures are reviewed or monitored throughout the year. (**EDGAR1**)

Evidence:

Accounting statements and invoices for Perkins expenditures.

Guidance:

Any purchases should reflect expenses allowed under Perkins (see EDGAR rules below). If the district is part of a consortium, documentation provided to the Perkins fiscal agent regarding expenditures should be provided.

23. _____ An inventory list that identifies the equipment purchased with Perkins funds and the equipment's location. (**EDGAR2**)

Guidance:

The Education Department General Administrative Regulations (EDGAR) Section 74.26(b) requires that "State and local governments shall be subject to the audit requirements contained in the Single Audit Act Amendments of 1996 (31 U.S.C. 7501-7507) and revised OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations." Section 74.21(a)(b)(1-7) of EDGAR outlined the standards of financial management systems for Perkins.

Documents Pertaining to English Language Learners

24. _____ Documentation of identification procedures (**ELL1**), program placement options (**ELL2**), and exit criteria (**ELL3**) for limited English proficient students. 281—IAC 60.3

Evidence:

Provide a copy of the district's ESL plan.

Guidance:

This requirement applies regardless of whether the district's student population includes limited English proficient students. Reference documents regarding education of English language learners are available at: http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391

Documents Pertaining to Equity

These items will be reviewed for all districts receiving site visits, not just those with focused equity visits.

25. _____ Non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks (**EQD2**). *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*

Guidance:

The non-discrimination notification statement must reflect the protected classes included within the district's equal opportunity in programs (student) and non-discrimination in employment policies, which also address Iowa Civil Rights legislation requirements. These include race, color, age, national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed.

26. _____ Nondiscrimination notification in major written publications: Parent, student, employee handbooks, registration handbook, coaches' handbooks, brochures about the district, web site, and school newsletters (**EQD3**). *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*

Guidance:

The non-discrimination notification statement must reflect the protected classes included within the district's equal opportunity in programs (student) and non-discrimination in employment policies, which also address Iowa Civil Rights legislation requirements. These include race, color, age, national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed.

27. _____ Plan that addresses equal employment opportunity and affirmative action in employment (**EQD4**). *Iowa Code 19B.11, 281—IAC Chapter 95*

Guidance:

EEO/AA plans must include the following components:

- **Board policy on non-discrimination** in employment and personnel practices on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation and gender identity
- **Board policy on affirmative action** to hire and retain persons from underrepresented groups in the workforce on the basis of race, national origin, sex, and disability
- **Board policy on harassment and bullying** by/of employees and students on the basis of race, national origin, color, language, sex, sexual orientation, gender identity, marital status, familial status, physical and mental ability or disability, age, religion, creed, physical attributes, ancestry, socioeconomic status, political party preference and political beliefs.
- **Name, position, phone number and e-mail address** of Equal Employment Opportunity/Affirmative Action Coordinator
- **An Administrative statement**, signed and dated by the chief administrative officer, which provides staff with the rationale for the plan, the responsibilities of staff for its implementation, and the internal system for monitoring the implementation of the plan
- **Qualitative Analyses** or periodic self-evaluation of employment and personnel policies and practices for fairness on the basis of race, creed, color, religion, sex, age, national origin, sexual orientation, gender identity, or disability
- **Qualitative goals** which specify actions with timelines for modifying employment /personnel practices or conditions which have been identified in the self evaluation to contribute to less than equitable access and treatment.
- **Workforce analyses** or profile of the current workforce by race, sex and disability within each major job category
- **Quantitative Analyses** or comparison of the representation of diverse racial/ethnic groups, women, men and persons with disabilities within each major job category in the workforce with their availability in the relevant labor market
- **Numerical goals**, not rigid and inflexible quotas, which reflect realistic aspirations for increasing the numbers of persons from underrepresented groups in the workforce

A document containing a summary of EEO/AA requirements is available for download from the DE website at http://educateiowa.gov/index.php?option=com_content&task=view&id=485&Itemid=1213.
(IASB Sample Policies: 102, 104, 302.1, 303.2, 401.1, 405.2, 411.2 (all last updated, 6/8/07))

28. _____ Initial student registration form that includes identification of students' primary home language (**EQD5**). *Title VI Civil Rights Act, 281—IAC Chapter 60*

Guidance:

281—IAC 60.3(1) states, "In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, ascertain the place of birth of each student and whether there is a prominent use of any language(s) other than English in the home." Identification of the students' primary home language also ties to ESL program requirements (e.g., identification procedures) (see item #33).

Documents Pertaining to Title II-D (if applicable to the district)

29. _____ Description of how the district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration (**T2D1**) *Title II-D NCLBA Sec. 2414(b)(7)*

Evidence:

Evidence could include the district's technology plan or other documentation addressing the required content.

30. _____ Locally adopted definition of technological literacy (**T2D2**) *Title II-D NCLBA Sec. 2414(b)(1)*

Guidance:

There are no specific requirements regarding the district definition of technological literacy; this is a local decision.

31. _____ Assessment method to measure students' technological literacy by the end of 8th grade (**T2D3**). *Title II-D NCLBA Sec. 2402(b)(2)(A)*

Evidence:

Provide a description or copy of the assessment method used by the district to measure students' technological literacy. The information provided must indicate how proficiency is determined (e.g., cut point or percentage correct).

Guidance:

There are no specific requirements regarding the content of the district's assessment; this is determined locally. Results of the student assessment are reported annually via Spring BEDS.

Documents Pertaining to Title IV-A (if applicable to the district)

Information regarding Title IV-A is available at
http://educateiowa.gov/index.php?option=com_content&task=view&id=680&Itemid=554.

32. _____ A crisis management plan and security procedures for the time when students are at school and on their way to and from school (**T4A1**). *Title IV-A NCLBA Sec. 4114(d)(7)(B)*, *Title IV-A NCLBA Sec. 4114(d)(7)(D)*

Evidence:

A copy of the district's crisis plan and procedures should be provided.

Guidance:

It is not uncommon to have difficulty finding security procedures for the time when students are on their way to school. Suggestions for areas that could be covered include:

- Coordination with local police to ensure that there are safe walking routes to and from school (information shared with students and parents)
- Emergency bus evacuation procedures and drills and procedures in the event of a bus accident
- Emergency communication procedures between bus drivers and central office
- Bicycle and traffic safety instruction

Documents Pertaining to Unsafe School Choice Option

(Applicable only if the district has multiple attendance centers at the elementary, middle school, and/or high school levels and a center identified as "persistently" dangerous and/or individual student victims of a violent criminal offense while in or on school grounds)

33. _____ A public elementary or secondary district with multiple attendance centers provides notice of the school transfer option that a student attending a persistently dangerous school or who becomes a victim of a violent criminal offense while in or on the school grounds that the student attends, be allowed to attend a safe school within the district. In addition, the documentation shows verification that the victims' parents were notified and whether a transfer was offered, accepted, and completed (**USCO**). *NCLB Part E, Sec. 9532, Unsafe School Choice Option 281—IAC Chapter 11*

Evidence:

Provide a copy of the notification used to inform parents of the school transfer option, the date of the notification, and the actions taken by the parent(s).

Guidance:

281—IAC 11.3(1) provides guidelines for determining a persistently dangerous school ("Whole school option"). The Iowa Department of Education, based on district-reported data, provides notification regarding this classification.

281—IAC 11.4 provides guidelines for individual student situations ("Individual student option"). For purposes of this rule, a victim of a violent criminal offense is a student who is physically injured or threatened with physical injury as a result of the commission of one or more of the following crimes against the student while the student is in the school building or on the grounds of the attendance center:

1. A forcible felony as defined in Iowa Code chapter 702.11 (this includes felonious child endangerment, assault, murder, sexual abuse, kidnapping, robbery, arson in the first degree, or burglary in the first degree);
2. Offenses, excluding simple misdemeanors, involving physical assault under Iowa Code chapter 708;
3. Offenses, excluding simple misdemeanors, involving sexual assault under Iowa Code chapter 709;
4. Extortion under Iowa Code section 711.4.

Within ten calendar days following the date of the request, a local school district shall offer an opportunity to transfer to the parent/guardian of a student who meets the definition of a victim of a violent crime.

A letter regarding procedures for meeting the Unsafe School Choice requirements was issued to superintendents by the Department in May 2006. A sample letter and a sample notification form are available on the DE website at: http://educateiowa.gov/index.php?option=com_content&view=article&id=680:titleivparta&catid=523:title-iv&Itemid=1663 (see "Supporting Documents" section).

Additional Reference Documents for Site Visit Team

- Building-level school improvement plans, if applicable
- Examples/copies of data reviewed/analyzed by the SIAC when forming recommendations regarding major educational needs, student learning goals, long-term goals, and harassment or bullying prevention goals, programs, training, and other initiatives
- Student achievement data for areas in addition to reading, mathematics, and science, if available
- Trendline data from district-wide assessments other than Iowa Tests
- ACT trendline data, if available
- Data regarding the percentage of students participating in extracurricular and co-curricular activities, if available
- Special Education indicator data
- District curriculum materials, including content standards, benchmarks, grade level indicators, and curriculum maps for all available curricular areas

Note: In previous years, districts have been asked to provide evidence of adoption of benchmarks for at least reading, mathematics, and science that apply to the grade levels served by the district (281—IAC 12.8(1)(c)(2)) as well as evidence that career education

(281—IAC 12.5(7), multicultural, gender fair approaches (281—IAC 12.5(8), and global education (281—IAC 12.5(11)) are incorporated into the educational program. In light of work currently being undertaken by districts to implement the Iowa Core, review of these items will not occur during this year's site visits. The district is reminded to address these requirements as it continues its curriculum work.

- High school course handbook/registration guide
- High school master schedule
- Staff, parent, and student handbooks

Information or Documents Accessible Only to the Site Visit Team Leader Items for Review On-site
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34. Personnel files for all staff members (**LEF1**) 281—IAC 12.4(11)
_____ a. Personnel files for all non-instructional professional staff, as defined in 281—IAC 12.4(2), contain legal license/certificate or statement of professional recognition (**RPL1**)

Evidence:

Licenses for school nurses, bus drivers (if the district provides its own transportation), paraeducators assigned to work in Title I classrooms or Title I school-wide programs, educational sign language interpreters/translators, and coaching certificates for non-teaching coaches should be on file. A random sample of non-instructional professional staff personnel files will be reviewed. This requirement applies to full and part-time staff.

35. _____ Employee health files contain evidence that at the beginning of employment each employee files a certificate of fitness in the form of a written physical examination conducted by appropriately licensed medical personnel (**PE1**) 281—IAC 12.4(14)

Evidence:

A copy of a completed physical for each employee should be on file. A random sample of staff personnel files will be reviewed.

Guidance:

It may be difficult to determine if evidence of a written physical examination was in place "at the beginning of employment" as some of the original documentation may have been culled from the file (past guidance required that physicals be updated at three-year intervals). As long as the file contains a completed physical, the requirement has been met. Health files may or may not be in the same area as the other personnel files. It is not uncommon for these files to be held by the school nurse or in a separate file in the district's central office.

"Employee" means any person who receives a W-2 from the district. This includes, but is not limited to, teachers, custodians, bus drivers, food service workers, secretaries, non-teaching coaches, and substitutes (both for teachers and non-certified staff).

36. Personnel evaluation materials contain **evidence** that:
_____ a. All contracted staff members are evaluated per local criteria and procedures (**EV3**). 281—IAC 12.3(3), Iowa Code 279.14, Iowa Code 284.8
_____ 1. Evidence that performance review for career (non-beginning) teachers:
a. occurs at least once every three years
b. directly links to the Iowa Teaching Standards and Criteria
c. incorporates classroom observations and review of implementation of teachers' individual professional development plans
d. includes supporting information from multiple sources

Evidence:

- A copy of the district's evaluation cycle, if established
- A copy of the district's evaluation tool (not sure if this is needed in addition to access to the evaluations)

- Access to teacher evaluation documents should be provided to the site visit team leader to verify date(s) of completion. If copies are not kept within the personnel files, please provide information to the team leader on whom to contact for access.

- _____ b. Some form of evaluation of administrators occurs annually (**PE8**). 281—IAC 12.3(3), 281—IAC 83.12(3), Iowa Code 279.23A.7
- _____ 1. Evidence the administrator's evaluator meets annually with the administrator to review progress on the administrator's professional development plan
- _____ 2. Evidence that (summative) evaluation for administrators:
- a. occurs at least once every three years
 - b. assesses the administrator's competence in the Iowa standards for school administrators and the goals of the individual administrator's professional development plan

Evidence:

Documentation of administrative (principal and superintendent) evaluation activities (e.g., summative evaluations, board minutes, evidence of annual meetings to review administrator individual professional development plan goals) should be provided to the site visit team leader to verify date(s) of completion. If copies are not kept within the personnel files, please provide information to the team leader on whom to contact for access.

Guidance:

Iowa Code 284A.3 states, "By July 1, 2008, each school board shall provide for evaluations for administrators under individual professional development plans developed in accordance with section 279.23A, and the Iowa standards for school administrators and related criteria adopted by the state board in accordance with section 256.7, subsection 27 (note: these are found in 281—IAC 83.10). A local school board may establish additional administrator standards and related criteria."

Additional information and guidance regarding administrator evaluation requirements is available at:
http://educateiowa.gov/index.php?option=com_content&task=view&id=1447&Itemid=2448.

37. Documentation regarding implementation of the District Professional Development Plan
- _____ a. Individual teacher professional development plans (for those other than beginning teachers) are in place (**IPDP.1**) that meet the expectations in 281—IAC 83.6(1) 281—IAC 12.7(1)(c)
- _____ 1. based on relevant Iowa teaching standards that support the student achievement goals of the attendance center and district (**IPDP2.1**)
- _____ 2. based on the needs of the teacher (**IPDP2.2**)
- _____ 3. goals go beyond those required under the attendance center plan (**IPDP2.3**)
- _____ 4. are developed by the teacher in collaboration with the teacher's evaluator (**IPDP2.4**)
- _____ 5. an annual meeting is held between the teacher's evaluator and the teacher to review the goals and refine the plan (**IPDP2.5**)

Evidence:

If copies of individual teacher professional development plans are not kept within employee personnel files, please provide information to the team leader on whom to contact for access.

Guidance:

A listing of all instructional staff indicating when each individual's plan was completed would also be helpful. Sample individual PD plans are available for download at:
http://educateiowa.gov/index.php?option=com_content&view=article&id=296&Itemid=1282.

38. _____ The system of maintaining student permanent records (**SR1**) provides evidence of attendance (**SR10**) and educational progress (**SR11**). 281—IAC 12.3(4)
- _____ a. Student permanent records are stored in a fire-resistant safe/vault or maintained and stored electronically with a secure backup file (**SR3**). 281—IAC 12.3(4)

Evidence:

Attendance and educational progress information should reflect the date the student entered the district and the date the student left as a result of graduation, dropping out, and/or moving. Record of educational progress (i.e., grades) should be evident from the date the student entered through the date they exited the district.

Guidance:

The district is required to adopt a policy regarding accessibility and confidentiality of student records in compliance with FERPA (34 CFR §99) (see item #1a). It is the school's responsibility to ensure this policy is publicized and enforced.

39. _____ The system of maintaining student cumulative records (SR2) provides a continuous and current record of significant information on student progress and growth (SR12).

281—IAC 12.3(4)

_____ a. Student records include a core curriculum plan (SR13) Iowa Code 279.61

Evidence:

Continuous and current student records should be evident for each student currently enrolled in the district. Cumulative records, including core curriculum plans, can be maintained electronically as long as access to these records is available to the appropriate individuals (e.g., teachers with legitimate educational need).

Student core curriculum plans have been required for each student enrolled in grade eight since the 2007-2008 school year. These plans are to be included in the student's cumulative records. At a minimum, plans should be in place within the cumulative records for current ninth through eleventh grade students.

Guidance:

"Continuous and current record" implies information in the files (e.g., grades) should be included from the time the student entered the district (and prior information as applicable). With the exception of core curriculum plans, a check of student files at the highest level served by the district (e.g., high school) usually provides sufficient evidence of maintenance of cumulative files at other levels.

Iowa Code 279.61 states, "For the school year beginning July 1, 2007, and each succeeding school year, the board of directors of each school district shall cooperate with each student enrolled in grade eight to develop for the student a core curriculum plan to guide the student toward the goal of successfully completing, at a minimum, the core curriculum developed by the state board of education pursuant to section 256.7, subsection 26, by the time the student graduates from high school. The plan shall include career options and shall identify the coursework needed in grades nine through twelve to support the student's postsecondary education and career options. ... The student's parent or guardian shall sign the core curriculum plan developed with the student and the signed plan shall be included in the student's cumulative records."

**Desk Audit: Items Available Without Additional Submission
Items Reviewed Off-Site by the Team Leader**

40. _____ Evidence reviewed in Fall BEDS verifies the district employs a qualified school counselor (SCP3) 281—IAC 12.3(11)
41. _____ Evidence reviewed in Fall BEDS verifies the district employs a qualified teacher librarian (LP2) 281—IAC 12.3(12)
42. _____ Evidence reviewed in Fall BEDS verifies the district employs a licensed school nurse (SN1) 281—IAC 12.4(12)
43. _____ Evidence reviewed in Fall BEDS verifies all teachers are endorsed/certified for the appropriate grade level (TL1) 281—IAC 12.4(8)

44. _____ Evidence reviewed in Fall BEDS verifies all teachers are endorsed/certified for the appropriate content area (**TL2**) 281—IAC 12.4(8)
45. _____ Evidence reviewed in Fall BEDS verifies principals are properly licensed (**PR1**) 281—IAC 12.4(7)
46. _____ Evidence reviewed in Fall BEDS verifies superintendent holds the proper endorsement license/certificate (**SPT2**) 281—IAC 12.4(4)
47. High school program, grades 9-12 (**HSP1**) 281—IAC 12.5

Source of Evidence: BEDS and Project EASIER

Guidance:

A "unit of instruction" is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction. With "regular" scheduling, a year-long course is normally the equivalent of one unit of instruction. A semester-length course is normally the equivalent of ½ unit of instruction. With block scheduling, a "block-length" course taught for one semester is usually the equivalent of one unit. The same course taught in two different semesters does not count as two separate partial or full units of instruction.

Courses offered through concurrent enrollment CANNOT be used to meet a district's minimum program requirements (exception: Career and Technical Education).

On May 1, 2008, Governor Culver signed a bill mandating the Iowa Core Curriculum for all students in grades 9-12 by 2012. The Iowa Core provides local school districts and nonpublic schools a guide to delivering instruction based on consistent, challenging and meaningful content to students. The essential concepts and skill sets for literacy, mathematics, science, and social studies (including civic literacy), as well as 21st century learning skills (financial literacy, technology literacy, health literacy, and employability skills) for high school are available at <http://www.corecurriculum.iowa.gov/Home.aspx>.

- _____ a. English-language arts, six units (**HSELA2**) 281—IAC 12.5(5)(a)
- _____ b. Social studies, five units (**HSPSS2**) 281—IAC 12.5(5)(b)

Guidance:

All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government, one unit of United States history, and receive instruction in the government of Iowa.

- _____ c. Mathematics, six units 281—IAC 12.5(5)(c)
- _____ 1. Four sequential units preparatory to postsecondary educational programs (**HSPM2**) 281—IAC 12.5(5)(c)
- _____ 2. Two additional units (**HSPM3**) 281—IAC 12.5(5)(c)
- _____ d. Science, five units (**HSPS2**) 281—IAC 12.5(5)(d)
- _____ 1. Full unit of Chemistry (**HSPS3**) 281—IAC 12.5(5)(d)
- _____ 2. Full unit of Physics (**HSPS4**) 281—IAC 12.5(5)(d)

Guidance:

Full units of chemistry and physics shall be taught but may be offered in alternate years.

- _____ e. Health, one unit (**HSPH2**) 281—IAC 12.5(5)(e)

Guidance:

It is not uncommon to find a one-semester (1/2 unit) health course (e.g., Health I) offered each semester. This would not meet the "offer and teach" requirement (see the general guidance for item #13).

Note:

General Health courses are not the same as Health Occupations Education courses (item #8.i.); there is a difference in licensure requirements.

- _____ f. Physical education, one unit (**HSPPE2**) 281—IAC 12.5(5)(f)
 - _____ 1. A minimum of 1/8 unit of PE is offered and taught each semester (**HSPPE3**) 281—IAC 12.5(5)(f)

Guidance:

All physically able students shall be required to participate in the program for a minimum of 1/8 unit each semester they are enrolled except as otherwise provided in 281—IAC 12.5(5)(f). 1/8 unit equates to 900 minutes (50 minutes per week over an 18 week semester). If the district is not providing physical education during each term (semester) and does not have a Department approved physical education waiver, the district is out of compliance. There is no requirement that physical education be taught each period of the day.

- _____ g. Fine arts, three units (**HSPFA2**) 281—IAC 12.5(5)(g)
 - _____ 1. Fine arts instruction includes at least two of the following: dance, music, theater, and visual arts (**HSPFA3**) 281—IAC 12.5(5)(g)

- _____ h. Foreign language, four units (**HSPFL2**) 281—IAC 12.5(5)(h)

Guidance:

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the Department of Education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board.

If the district is not teaching the third and/or fourth year of a foreign language and does not have a Department-approved foreign language waiver, the district is out of compliance (**HSPFL3**).

- _____ i. Vocational education (Career and Technical education [CTE]), three units (**VED2**) in at least four of the six service areas (**VED1**) 281—IAC 12.5(5)(i)
 - _____ Agricultural education
 - _____ Business and office education
 - _____ Health occupations education
 - _____ Home economics education
 - _____ Industrial education
 - _____ Marketing education
 - _____ 1. A maximum of one "core unit" of instruction is included within the district's minimum unit count (**VED3**) 281—IAC 12.5(5)(i)

Evidence:

This information can be obtained from Project Easier Plus CTE. See the Program List and the Courses within a Program – Section 2.

Guidance:

Whether the courses offered and taught for each service include those identified by the district within Project EASIER +CTE to meet Perkins requirements will be verified.

The district must have three units worth of courses (equivalent of three year-long courses) that are clearly related to the CTE areas offered (at least four of the six service areas). Offering two strands in the same service area, such as Drafting and Carpentry within Industrial Education, counts as meeting requirements for just one service area. The courses reported as meeting the program requirement must be offered *and* taught. If courses are offered within the district, at least one student must be enrolled in each; if courses are offered outside of the district (i.e., via a sharing agreement) at least one student from either district must be enrolled. There is no minimum number of courses that must be taught on-site.

A "core" course can be used to meet a maximum of one of the three minimum unit requirements. A core course is one that can be applied to multiple CTE programs (e.g. Agricultural Education and Business Education). In general, any certified vocational instructor may teach a core course (e.g., Workplace Readiness); however, if Multi-occupations (MOC) is used as a core course, it must be taught by an instructor who holds the MOC endorsement.

Note:

If the district delivers any part of its CTE program through sharing agreement(s) with another district, additional information may be requested during the on-site visit to verify the agreements are functional, including the following:

- ✓ Current student enrollment, disaggregated by gender sex, for shared program(s). Provide the enrollment for all districts involved even if the enrollment for one district is zero.
- ✓ Course registration guide.
- ✓ High school master schedule.

Courses must be advertised to students regardless of where the course is held (i.e., inside or outside the district). The issue here is access; students must be aware of course offerings provided through sharing agreements and must not be discouraged from attending.

Health Occupations Education is not the same as general Health courses (item #8.e.); there is a difference in licensure requirements.

48. Documentation that the board of education provides special education programs and services for its resident children that comply with rules of the state board of education implementing Iowa Code chapters 256, 256B, 273, and 280. 281—IAC 12.5(9)

Evidence:

Information provided by the Area Education Agency to the Department's Bureau of Student and Family Support Services

- _____ a. Letter from the Area Education Agency Special Education Director indicating the district is in compliance.
- _____ 1. All individual student noncompliance issues have been corrected (if applicable) (SECAP1)
- _____ 2. The Corrective Action Plan (CAP) has been fully implemented (if applicable) (SECAP2)

Guidance:

If the district is required to develop a Special Education Corrective Action Plan (CAP), it has one year to fully implement the plan. If the plan has not been fully implemented by the final day of the site visit, this will be noted in the non-compliance section of the site visit report.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Partnership for Comprehensive Literacy

Developed under the leadership of Dr. Linda Dorn, who directs the Center for Literacy at the University of Arkansas-Little Rock, PCL has become one of the most successful models of school reform in the nation. UNI's Jacobson Center for Comprehensive Literacy has joined with the University of Arkansas-Little Rock, the University of Maine, National Louis University, the University of Kentucky, and Georgia State University in becoming a PCL university training center. The Jacobson Center's first class of literacy coaches will begin their preparation in the Summer of 2012.

The PCL model is based on seven principles of apprenticeship learning as originally described in *Apprenticeship in Literacy* (Dorn, French, & Jones, 1998). These principles include: 1) observation and responsive teaching; 2) modeling and coaching; 3) clear and relevant language for problem-solving; 4) adjustable scaffolds; 5) structured routines; 6) assisted and independent work; and 7) transfer of knowledge, skills, and strategies across changing contexts. The strength of the model resides in the school's ability to coordinate these features systematically, thus enabling continuous school improvement.

Roles & Responsibilities of Literacy Coach:

1. Develop knowledge of the roles and responsibilities of a School Literacy Coach and implement these roles with consistency and integrity, including following the organizational framework:
 - a. Spend approximately 20-30% of time teaching small groups of struggling readers using the intervention components of the Comprehensive Intervention Model (CIM).
 - b. Spend 50-60% of time working with classroom teachers, including sustained coaching, demonstration lessons, professional learning communities, intervention team meetings, cluster observations, and other relevant experiences.
 - c. Spend 10-20% of time coordinating, monitoring, and assessing the school's literacy program, including curriculum decisions, data collection and analysis, and promoting the school's literacy program.
2. Complete the Jacobson Center for Comprehensive Literacy's one-year preparation program for School Literacy Coaches, including all assigned coursework and field work.
 1. 4 days this summer at UNI (with a literacy team)
 2. 3 days each month at UNI
 3. attend conferences supported by PCL
3. Attend the annual conference sponsored by UNI's Jacobson Center.
4. Prepare an annual report on the PCL model in the school and share information with all stakeholders, including but not limited to members of the school, the district, the community, and the Jacobson Center faculty.
5. Attend all required professional development activities provided by the Jacobson Center as long as the school remains a PCL site.
6. Make arrangements for site visits by Jacobson Center faculty. Prepare to be observed in a variety of situations, including teaching an intervention group, coaching teachers, leading a professional learning community, working with the administration, and other relevant experiences.

Roles & Responsibilities of School Administrator:

The school administrator understands the school's roles and responsibilities for implementing the Partnership in Comprehensive Literacy model. The administrator agrees to implement the model as outlined by the university training center, including the implementation of a Comprehensive Intervention Model that provides layers of support for struggling learners **across grade levels.**

Roles & Responsibilities of Superintendent:

1. Develop awareness of the ten features of the Partnership in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and the importance of implementing the model with fidelity.
2. Commit to funding a Comprehensive Intervention Model (CIM) for struggling readers across the grades, including full implementation of Reading Recovery® in first grade and a menu of research-based, small group interventions for struggling readers in other grades.
3. Support funding for all schools in the district that are implementing PCL for the necessary materials to implement the PCL and CIM programs with fidelity.
4. Support funding for literacy coaches to participate in all required training and university coursework.
5. Support funding for literacy coaches to attend all required Jacobson Center PCL professional development sessions, including the annual conference.
6. Support PCL administrators in attending the Network of Literacy Administrators (NLA) meetings or other leadership events related to the effective implementation of the model.
7. Support literacy coaches in performing the roles and responsibilities as outlined in the Guidelines and Standards for Literacy Coaches.
8. Support the implementation guidelines and standards for as long as the district is affiliated with PCL, including supporting literacy coaches to attend professional development and providing funding for site visits from PCL trainers to support schools.
9. Ensure PCL schools make a minimum of a three-year commitment to the model.

Cost:

\$7,500

*Fees cover texts, materials, site visits, and other costs associated with the program. This cost does not cover travel expenses or other supports needed for implementation.

Applicants for the Literacy Coaching Certification Program may apply for financial assistance for completing the program. The Jacobson Center makes available certain funds that are awarded on a competitive basis. Factors taken into consideration in the awarding of funds include evidence of low achievement or high-risk factors that are often correlated with low achievement, as well as systemic commitment to the PCL program.

This unique program is a natural fit at ADM for the following reasons:

1. We already have in place the workshop model for literacy at grades PK-8th grade.
2. We have strong and long-term implementation of Reading Recovery.
3. Our classroom teachers are committed to a sophisticated method of literacy learning.
4. We are ready for the next level of learning in the area of literacy.
5. This learning will be aligned with the Common Core.
6. We are fortunate to have a training site in close proximity to Adel DeSoto Minburn CSD.