

# ADM REGISTRATION FEES

## 2012-13

	FEE AMOUNT	REDUCED FEE AMOUNT
TEXTBOOKS (PK-12th grade)	\$60.00	\$19.20
BAND (cleaning/rental) (9-12)	\$20.00	\$6.40
<b>INSTRUMENT RENTAL (5-12)*</b>	\$65.00	\$65.00
<b>PERCUSSION RENTAL (5-12)*</b>	\$30.00	\$30.00
<b>CLASS COMPOSITE*</b>	\$25.00	\$25.00
<b>STUDENT PASS*</b>	\$60.00	\$60.00
<b>FAMILY PASS*</b>	\$200.00	\$200.00
<b>ADULT ACTIVITY PASS*</b>	\$90.00	\$90.00
<b>*NON WAIVED FEES</b>		
<i>Preschool</i>		
Monthly Fees*	\$95.00	
<i>Lunch Prices</i>		
Student Lunch (PK-5 students)	\$2.40	
Student Lunch (6-12 students)	\$2.50	
Adult Lunch	\$3.00	
Breakfast	\$1.50	
Milk/Juice	\$0.35	
<b>Daycare Fees:</b>		
<b>Before School*</b>	\$25.00	
<b>After School*</b>	\$50.00	
<b>Both Before and After School*</b>	\$65.00	



**COOPERATIVE AGREEMENT**  
**by and between**  
**UNIVERSITY OF NORTHERN IOWA AND EDUCATIONAL AGENCIES**  
**for the 2012-2014 Academic Year**

THIS agreement entered into by and between the Board of Regents, State of Iowa, the governing body of the University of Northern Iowa, and Adel-Desoto-Midburn Community School District (hereinafter referred to as the "cooperating educational agency"), in accordance with the Code of Iowa:

**Section 262.30 ... CONTRACTS FOR TRAINING TEACHERS provides:**

The board of directors of any school district in the state of Iowa may enter into contract with the state board of regents for furnishing instruction to pupils of such school district, and for training teachers for the schools of the state in such particular lines of demonstration and instruction as are deemed necessary for the efficiency of the University of Northern Iowa ... as training schools for teachers.

**AND, Section 272.27 ... STUDENT TEACHING AND OTHER EDUCATIONAL EXPERIENCES provides:**

If the rules adopted by the board of educational examiners for issuance of any type or class of license require an applicant to complete work in student teaching, prestudent teaching experiences, field experiences, practicums, clinicals, or internships, an institution with a practitioner preparation program approved by the state board of education under section 256.7, subsection 3, shall enter into a written contract with any school district, accredited nonpublic school, preschool registered or licensed by the department of human services, or area education agency in Iowa under terms and conditions as agreed upon by the contracting parties. Please see 272.27 for full details.

**1. Scope of Agreement**

- 1.1 This Agreement sets forth the role, responsibilities, and rights of personnel associated with the cooperating educational agency, personnel associated with the University of Northern Iowa and of any student enrolled at the university, while assigned as a student teacher or for any other educational experience in the cooperating educational agency.

**2. Options of Student Teachers and other Educational Experience Students**

- 2.1 Students must be registered for the appropriate university course. Student teaching is a full semester experience. (Students seeking additional endorsement may register for four (4) hours of credit.) The student teaching period will be a minimum of 14 weeks in duration.

**3. Placement of Students**

- 3.1 Placement of students shall be accomplished on a cooperative basis between the University of Northern Iowa and the cooperating educational agency.
- 3.2 Placement shall be initiated by the university coordinator (hereinafter referred to as coordinator) upon completion of an application from each student setting out his/her qualifications/background and the assignment(s) needed to meet course requirements, certification, endorsement, and approval area standards.
- 3.3 Requests for assignment of students may be accompanied by suggested names of individuals who are recommended to serve as a cooperating teacher/educational agency supervisor by the coordinator.
- 3.4 The University of Northern Iowa reserves the right to decline the assignment of a student to classroom teachers/educational agency supervisors who may request a student. However, said decision shall not be based on race, color, sex, national origin, disability, age, religion, sexual orientation, veteran status or on any other basis protected by state and/or federal law.
- 3.5 The cooperating educational agency reserves the right to refuse assignment to any given student. However, said decision shall not be based on race, color, sex, national origin, disability, age, religion, sexual orientation, veteran status or on any other basis protected by state and/or federal law.

**4. Termination or Change of Assignment**

- 4.1 The coordinator or cooperating educational agency may, for good cause, terminate or change the assignment of any student. Prior to reaching a decision the coordinator and the cooperating educational agency designee shall consult with the cooperating teacher/educational agency supervisor and all other concerned parties regarding the reason(s) for termination or change in assignment.

**5. Supervision of Students**

- 5.1 A member of the university faculty, or designee, will serve as the coordinator or supervisor of the student teaching program or educational experiences for the purpose of administering the program and supervising/evaluating the students in cooperation with the cooperating teachers/educational agency supervisors who guide and direct the students.
- 5.2 The identification, selection and continued use of qualified cooperating teachers/educational agency supervisors shall be the joint responsibility of the coordinator and the administrators of the cooperating educational agencies.



- ## 6. Evaluation

- ## 7. Status, Authority, and Tort Liability Protection of Students

- ## 8. Substitute Teaching

- ## 9. Compensation to Cooperating Teachers for Work with Student Teachers

- Distribution of copies:      ☐ Cooperating Educational Agency  
    ☐ Office of the President's Designee





Iowa Association  
for Educational Purchasing  
[www.iaep-food.org](http://www.iaep-food.org)

3712 Cedar Heights Drive  
Cedar Falls, IA 50613-6290  
(319) 277-7447  
Fax: (319) 273-8282

March 28, 2012

Greetings from the Iowa Association for Educational Purchasing (IAEP).

We are pleased to enclose the agreement for participation in the Iowa Association for Educational Purchasing (IAEP) cooperative purchasing program for school food service. The awarded distributor for July 1, 2011 through June 30, 2013 with the possibility of two extension years is Martin Brothers Distributing Co., Inc. in Cedar Falls, IA for food, ware wash and small wares. Electronic copies of this agreement for the 2012 – 2013 school year may be acquired at the IAEP website ([www.iaep-food.org](http://www.iaep-food.org)). PLEASE NOTE THE FOLLOWING:

1. THE AGREEMENT MUST BE RETURNED NO LATER THAN JUNE 30, 2012. THIS IS NOT NEGOTIABLE. Schools that submit incomplete or late agreements will NOT be able to participate in the purchasing program until January 1, 2013. This agreement is for school year 2012 – 2013. Please submit agreements by mail or fax to the following:

Mail to: Iowa Association for Educational Purchasing  
3712 Cedar Heights Drive  
Cedar Falls, IA 50613-6290

Fax to: 319-273-8282

2. This agreement provides space to indicate the school's interest in participating in the food, ware wash and/or small wares bids. Schools may choose any or all of these bids. New items will only be added on January 1, 2013 and July 1, 2013. These items would only be added after approval of the IAEP Advisory Committees in each service zone (Northwest, Southwest, Northeast and Southeast).
3. Please read carefully sections 2 – 5. The school is acknowledging its responsibility for complying with all USDA and DE procurement requirements. The IAEP has taken every step towards ensuring that these bids are compliant; the participating schools must do their part in ensuring compliance. The school must agree that products purchased under the bids are used for USDA's Child Nutrition Programs and are not for resale.

Schools or school boards wishing further information should contact Dan Dreyer at 319-277-7447 or at [ddreyer@iaep-food.org](mailto:ddreyer@iaep-food.org).

Sincerely,

  
Dan Dreyer

IAEP Director

IAEP is an initiative of



Iowa Area  
Education Agencies  
PARTNERS IN EDUCATION



# Iowa Association for Educational Purchasing

## Agreement Regarding Purchasing Program(s) 2012-2013

This agreement is entered into between the Iowa Association for Educational Purchasing (hereafter IAEP) and the Adel DeSoto Minburn school district/eligible member (hereafter Eligible Member) located in Area Education Agency 11 (hereafter AEA) for the period beginning July 1, 2012 and ending June 30, 2013.

### 1. SELECTION OF PROGRAMS

Eligible Member elects to participate in the program(s) which Eligible Member has checked below. Products available under these bids are for use in the Eligible Member's Child Nutrition Programs:

A. IAEP Food Bid X

B. IAEP Small Wares Bid X

C. IAEP Ware Wash Bid X

### 2. ELIGIBLE MEMBER COMMITMENT TO PARTICIPATE:

Eligible Member agrees to participate in the activities of the selected purchasing programs operated by the IAEP, which includes responding to requests for information from the IAEP; reporting any service, product, invoicing, or other problems which may arise between the Eligible Member and any Prime Distributor; being willing to serve on committees of Eligible Members which may be established by the IAEP from time to time, and/or providing input to such committees to facilitate the work of such committees; and participation in audits as requested by the IAEP.

### 3. ACKNOWLEDGMENT OF RESPONSIBILITY FOR COMPLIANCE

Eligible Member acknowledges its responsibility to comply with all regulations of the United States Department of Agriculture (USDA) and the Iowa Department of Education (DE) which are applicable to School Food Authorities (SFAs), including but not limited to retention of records. Eligible Member agrees to adhere to all provisions of the Code of Conduct adopted by the IAEP which are applicable to Eligible Members.

### 4. INFORMATION REGARDING IAEP PROCUREMENT ACTIVITIES

Last year all members received from the IAEP a disc containing records of IAEP procurement activities relating to programs identified in paragraph one above. All new members will be receiving the disc after we receive your signed contract. Any current members who did not receive a disc or have misplaced it and would like a replacement notify the IAEP office.

### 5. NO RESALE

Eligible Member will not resell to any other organization or individual the products purchased by Eligible Member from a Prime Distributor pursuant to an Agreement between the Prime Distributor and the IAEP.

### 6. EFFECTIVE DATES

Eligible Member may place its individual orders with Prime Distributor for the programs selected by Eligible Member beginning on July 1, 2012, so long as this Cooperative Purchasing Agreement is signed by Eligible Member on or before that date. School districts could also join the second semester starting January 1, 2013.

### 7. PAYMENT

All invoices for payment shall be sent directly to Eligible Member ordering under the terms and conditions of the agreement between the Prime Distributor and the IAEP. Eligible Member will remit payment directly to Prime Distributor. Eligible Member will pay applicable administrative fees included on its invoices, which administrative fees will be paid to IAEP by Prime Distributor pursuant to the agreement between IAEP and Prime Distributor. IAEP will refund to Eligible Member on a pro rata basis any excess of administrative fees, after IAEP determines



allowable costs pursuant to USDA regulations at the conclusion of this Agreement. Eligible Member will return any such refund to the appropriate school meals account as required by USDA regulations.

The IAEP will at all times when conducting its business comply with any and all applicable federal and state laws, rules, and regulations related to the bidding of projects and contracts by Iowa school districts and area education agencies for the purpose of securing, purchasing and delivering goods and services used by school districts in Iowa, including, but not limited to, food, beverages, and supplies used in the National School Lunch Program, and additionally, shall comply with any and all applicable federal laws, rules and regulations issued or amended by the United States Department of Agriculture related to the procurement of food and beverages for use in schools and related educational institutions.

#### 8. TERMINATION

Both Eligible Member and the IAEP have the option to terminate this Agreement prior to June 30, 2013 upon thirty (30) days advance written notice.

Please fax to Dan Dreyer at 319-273-8282 or mail to Iowa Association for Educational Purchasing 3712 Cedar Heights Drive, Cedar Falls, IA 50613.

Signatures:

ELIGIBLE MEMBER

IOWA ASSOCIATION FOR  
EDUCATIONAL PURCHASING

\_\_\_\_\_  
Name of Eligible Member

By: \_\_\_\_\_  
(Signature)

By: \_\_\_\_\_  
(Signature)

Its: \_\_\_\_\_  
(Title)

Its: Board President or \_\_\_\_\_  
(Title)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Fax Number: \_\_\_\_\_

Superintendent email address: \_\_\_\_\_

Business Manager email address: \_\_\_\_\_

Foodservice Director email address: lseveridt@adel.k12.ia.us



## INTERGOVERNMENTAL AGREEMENT FOR SCHOOL-BASED SUPERVISION PROGRAM

This contract for school-based supervision program is dated July 1, 2012 and is between Juvenile Court Services for the Fifth Judicial District, the Iowa Department of Human Services, and the Adel-DeSoto-Minburn Community School District. The parties agree as follows:

### 1. **Parties.**

1.1 Juvenile Court Services for the Fifth Judicial District (JCS) is authorized to enter into this contract. JCS's address is 2309 Euclid Avenue, Des Moines, Iowa 50310.

1.2 The Iowa Department of Human Services (DHS) is responsible for partial funding of school-based programs. The DHS's address is 1305 E. Walnut, Des Moines, Iowa 50319-0114.

1.3 Adel-DeSoto-Minburn Community School District (District) is a school district and is responsible for partial funding of the school-based program under this contract. District's address is 801 Nile Kinnick South, Adel, Iowa 50003.

1.4 None of the parties are business associates under the Health Insurance Portability and Accountability Act (HIPPA) of 1996.

2. **Purpose.** The parties have entered into this contract to provide and fund a school-based supervision program in compliance with 441 Iowa Administrative Code chapter 151. The program will provide and fund a Juvenile Court School Liaison Officer to assist youth in achieving positive self-improvement, accountability, and judgment that will enhance community safety. Services provided individual clients will reflect the needs of the child, the community, and parties to this agreement

3. **Intergovernmental agreement and filing.** This is an intergovernmental agreement and JCS and the DHS are not required to use competitive selection before entering into this contract with the District.

### 4. **Scope of services.**

4.1 District agrees to provide a Juvenile Court School Liaison as set forth in Exhibit A. The parties may amend Exhibit A to better reflect the nature of the services being provided.



**4.2 District performance measures.** The Scope of Work includes performance measures and performance criteria that JCS will use to evaluate District's performance of the contract. If District fails to meet performance measures or performance criteria, JCS and the DHS may withhold payments as provided in section 5.

**4.3 Review and monitoring of performance.** In order for JCS to monitor performance, District must submit detailed invoices and supporting documentation, in a form acceptable to JCS, demonstrating District's compliance with this contract as well as any other performance information required by the Scope of Work. JCS or the DHS may also monitor the District's performance by reviews. JCS and the DHS may use this information to withhold payments to District, too.

**4.4 Notice to District about outcomes.**

**4.4.1** JCS will track the outcome of the District's services following each child's discharge from the service received through a JCS contract.

**4.4.2** The District will collect the required data through the use of the Juvenile Court School Liaison Client Statistical Summary form attached as Exhibit B. This data will be used by all parties to modify the baseline and to make long-term decisions regarding service provisions and contracting.

**5. Compensation.**

**5.1 Rate and maximum amounts.**

**5.1.1** The maximum program cost for the first year of the contract is \$38,713.00.

(1) First year program costs 50% or \$19,406.50 paid by the DHS.  
(includes \$100 allowance for JCSL conference travel costs)

(2) First year program costs 50% or \$19,306.50 paid by the District.

**5.1.2** The maximum program cost for the second year of the contract is \$38,713.00.

(1) Second year program costs 50% or \$19,406.50 paid by the DHS.  
(includes \$100 allowance for JCSL conference travel costs)

(2) Second year program costs 50% or \$19,306.50 paid by the District.



5.1.3 The maximum program cost for the third year of the contract is \$38,713.00.

(1) Third year program costs 50% or \$19,406.50 paid by the DHS.  
(includes \$100 allowance for JCSL conference travel costs)

(2) Third year program costs 50% or \$19,306.50 paid by the District.

**5.2 Quarterly billings.** The DHS will pay the District, on a quarterly basis, the District's actual quarterly expenditures, including employment costs and other benefits and compensation costs, to provide the services under this contract in an aggregate amount per section 5.1. The District must submit, on a quarterly basis, a DHS approved payment voucher and a copy of the District's payroll report for the quarterly costs of providing the services required by this contract. The District must submit the payment voucher and supporting documentation to the JCS's Accountant/Auditor who will verify the billing for accuracy, approve the billing, and submit the billing to the DHS's Division of Fiscal Management, Bureau of Purchasing, Payment and Receipts, and Payroll.

**5.3 Payment of invoices.** Upon approval of each payment voucher, the DHS will pay the approved amount in arrears, less any authorized withholdings under section 5.4, all as required by Iowa Code section 8A.514 (2005) and 11 Iowa Administrative Code chapter 42. The DHS may pay in less than 60 days without waiving Iowa Code section 8A.514 (2005).

**5.4 Withholding of payments.** Consistent with this contract and at JCS's and the DHS's sole discretion, the DHS may withhold all or a portion of the payment of each invoice due to District's failure to comply with performance requirements and performance criteria established by this contract. The DHS may withhold:

A) 10% of the invoice for unacceptable work; or

B) Up to the full amount of the invoice for work the District has failed to perform.

## **6. Term.**

**6.1 Initial term.** The initial term of this contract is from July 1, 2012 to June 30, 2015, unless the contract is terminated earlier in accordance with this contract.

## **7. Data privacy.**



**7.1** While performing its obligations under this contract, District's employees and agents may have access to private or confidential data maintained by JCS and the DHS. District must designate one individual who will act as the responsible authority in charge of all data collected, used, or disseminated by District in connection with the performance of this contract. Absent a contrary designation, District's project manager, designated pursuant to section 13, will also be the individual designated by District to ensure compliance with the data privacy requirements imposed by this section. District must supervise and train its agents and employees to ensure compliance with the confidentiality requirement of this contract. All private or confidential data will remain the property of JCS and the DHS.

**7.2** District must not disseminate any private or confidential data collected, maintained, or used in the course of the performance of this contract, except as authorized by statute. Any data supplied to or created by District is the property of the JCS and the DHS. District must return all data collected, maintained, created, or used in the course of the performance of the contract in whatever form it is maintained promptly at the request of JCS or the DHS. District must indemnify JCS and the DHS in conformance with section 11 for a violation of this section.

**7.3 Subpoena.** If District is served with a subpoena or other legal process for records containing confidential information, District must notify JCS and the DHS and cooperate with JCS and the DHS in any lawful effort to protect the disclosure of confidential information.

**7.4 Reporting unauthorized disclosure.** District must immediately report to JCS and the DHS any unauthorized disclosure of confidential information.

**7.5 Survives termination.** District's obligations under this section survive the termination of this contract.

## **8. Control of staff.**

**8.1** All staff provided by District under this contract will at all times be under the direct control and supervision of District even while its staff is performing work under this contract.

**8.2** District is solely responsible for selecting, hiring, disciplining, firing, and compensating its staff. If JCS or the DHS believes that any of District's staff fails to perform duties in a manner that is consistent with this contract, JCS or the DHS will notify the District. District will then take such action as to investigate and, if appropriate,



discipline, or reassign the staff. Neither JCS nor the DHS has any authority to discipline or reassign District's staff, except that JCS and the DHS have the authority to demand that a particular staff member not be assigned to provide services under this contract.

**8.3 Insurance, benefits, and compensation.** District will provide for and pay all employment costs of the staff including, but not limited to, workers' compensation, unemployment insurance, health insurance, and other benefits and compensation, and will make and remit all payroll withholdings with respect to the staff, all as required by law. JCS and the DHS will have no liability whatsoever for all such employment costs to or for the benefit of the staff. District must provide JCS and the DHS with evidence of the payment of such benefits upon request.

**8.4 Independent contractor.** District is an independent contractor. JCS and the DHS will not provide the District with any office space, support staff, equipment, tools, or supervision beyond the term of this contract. District and its staff are ineligible for any State of Iowa employee benefits, including but not limited to, retirement benefits, insurance coverage, and the like. District and its staff are not employees of the State of Iowa, JCS, or the DHS for federal or state tax purposes. JCS and the DHS will not withhold taxes on behalf of District, unless required to do so by law. District is solely responsible for payment of all taxes in connection with any income earned from performing this contract.

## **9. Termination.**

**9.1 Immediate termination by JCS or the DHS.** JCS or the DHS may immediately terminate this contract when one or more of the following events occurs:

A) JCS or the DHS determines that District's acts or omissions have caused, or reasonably could cause, a client's life, health, or safety to be jeopardized.

B) District fails to comply with any provision of this contract that provides for immediate termination.

C) JCS or the DHS determines that District made a statement, representation, warranty, or certification that is materially false, deceptive, incorrect, or incomplete.

**9.2 Termination on notice by JCS or the DHS.** Following 30 days' written notice, JCS or the DHS may terminate this contract in whole or in part for convenience without the payment of any penalty or incurring any further obligation to the non-terminating



party. Following termination upon notice, JCS and the DHS will pay District, upon submission of invoices and proper proof of claim, for services provided under this contract up to and including the date of termination.

**9.3 Termination for cause by JCS or the DHS.** JCS or the DHS may declare District to be in default of its obligations under this contract when any of the following events occurs:

- A) District fails to observe and perform any covenant, condition or obligation created by the contract;
- B) District fails to make substantial and timely progress toward performance of the contract;
- C) District's work product and services fail to conform with the requirements of this contract; or
- D) District's work product or services infringe on any patent, trademark, copyright, trade dress or any other intellectual property right.

**9.4 Notice of default.** If there is a default event that District can cure, JCS or the DHS must provide written notice to District requesting that the breach or noncompliance be immediately remedied. If the breach or noncompliance continues 10 days beyond the date of the written notice, JCS or the DHS may:

- A) Immediately terminate the contract without additional written notice; or
- B) Enforce the terms and conditions of the contract and seek any legal or equitable remedies.

In either event, JCS or the DHS may seek damages and payment of reasonable attorney fees and costs due to the breach or failure to comply with the terms of the contract.

**9.5 Termination for cause by District.** District may declare JCS or the DHS in default of their obligations under this contract when any of the following events occurs:

- A) JCS or the DHS fails to observe and perform any covenant, condition or obligation created by the contract; or



B) JCS or the DHS fails to make timely payment in conformance with Iowa Code section 8A.514 (2005) for the work performed under this contract.

**9.6 Notice of default.** If there is a default event that JCS or the DHS can cure, District must provide written notice to JCS or the DHS requesting that the breach or noncompliance be immediately remedied. If the breach or noncompliance continues 10 days beyond the date of the written notice, District may:

- A) Immediately terminate the contract without additional written notice; or
- B) Enforce the terms and conditions of the contract and seek any legal or equitable remedies.

In either event, District may seek damages and payment of reasonable attorney fees and costs due to the breach or failure to comply with the terms of the contract.

**9.7 Termination by JCS or the DHS due to lack of funds or change in law.** Despite anything in this contract to the contrary, and subject to the limitations, conditions, and procedures set forth below, JCS or the DHS may terminate this contract without penalty by giving 60 days' written notice to District if any of the following occurs:

- A) The legislature or governor fail to appropriate funds sufficient to allow JCS or the DHS to operate as required and to fulfill its obligations under this contract;
- B) If funds are de-appropriated or not allocated;
- C) If JCS's or the DHS's authorization to operate is withdrawn or there is a material alteration in the programs administered by JCS or the DHS;
- D) If JCS's or the DHS's duties are substantially modified.

**9.8 District's remedies if JCS or the DHS terminates the contract due to lack of funds or change in law.** If JCS or the DHS terminates this contract due to lack of funds or change in law as provided above, District's exclusive, sole, and complete remedy is the payment for services completed prior to and including the date of termination.

**9.9 District's duties on termination.** When the District receives JCS's or the DHS's notice of termination for any reason allowed under this contract, the District must:



A) Cease all work under this contract except any work that JCS or the DHS directs District to perform;

B) Comply with JCS's or the DHS's instructions for the timely transfer of any active files and related work product; and

C) Cooperate in good faith with JCS and the DHS during the transition period between the notification of termination and the substitution of any replacement contractor.

**9.10 Delay or impossibility of performance.** District will not be in default under this contract if its performance is delayed or made impossible by an act of God, flood, fire, or similar events. In each such case, the delay or impossibility must be beyond the control and without the fault or negligence of District. If the delay results from a subcontractor's conduct, negligence or failure to perform District will not be excused from compliance with the terms and obligations of this contract.

**9.11 Set off.** Should JCS or the DHS obtain a money judgment against District because of a default under this contract, District consents to such judgment being set off from moneys owed District by the State of Iowa or any other agency of the State of Iowa under any other contract.

## **10. District's insolvency or bankruptcy.**

**10.1** District must notify JCS and the DHS in writing if any of the following occurs:

A) District files a voluntary petition in bankruptcy, a voluntary petition to reorganize its business, or a voluntary petition to effect a plan or other arrangements with creditors;

B) District files an answer admitting the jurisdiction of the court and the material allegations of an involuntary petition filed pursuant to the United States Bankruptcy Code as amended;

C) District is adjudicated bankrupt, makes an assignment for the benefit of creditors, applies for or consents to the appointment of a receiver or trustee for all or any part of its property;

D) District institutes dissolution or liquidation proceedings with respect to its business;



E) An order is entered approving an involuntary petition to reorganize the business of District for all or part of its property; or

F) If a writ or warrant of attachment, execution, distraint, levy, possession or any similar process that may materially affect the operation of District is issued by any court or administrative agency against all or any material portion of District's property.

**10.2** If the petition, writ or warrant is not dismissed or a stay of foreclosure obtained or the appointment, assignment, or proceedings are not rescinded or terminated within 120 days of issuance, making, or commencement thereof, and the effect thereof is to materially impede or frustrate the ability of District to fulfill its obligations under this contract, then JCS or the DHS may terminate this contract without penalty, unless:

A) Within 120 days after the election or appointment of any receiver or trustee of District or District as a debtor-in-possession in connection with any reorganization or similar proceedings, District must have remedied any uncured failure to comply with any provision of this contract; and

B) Within the 120 days, the receiver or trustee or District as debtor-in-possession, must have executed an agreement with JCS and the DHS, their successors or assigns, which shall have been approved by the court having jurisdiction, whereby the receiver or trustee or District in its capacity as debtor-in-possession, assumes all obligations and agrees to be bound fully by each and every provision of this contract.

## **11. Indemnification.**

### **11.1 District's indemnification of JCS and the DHS.**

A) District must indemnify and hold the State of Iowa, JCS, and the DHS harmless from any and all liabilities, damages, settlements, judgments, costs and expenses, including reasonable attorney's fees of the Attorney General's Office, and the costs and expenses and attorney fees of other counsel required to defend the State of Iowa, JCS, or the DHS, related to or arising from:

(1) Any violation of this contract;

(2) Any negligent acts or omissions of District;



- (3) District's performance or attempted performance of this Contract;
- (4) District's failure to comply with all local, state and federal laws and regulations;
- (5) District's failure to make all reports, payments and withholdings required by Federal and State law with respect to social security, employee income and other taxes, fees or costs required by District to conduct business in the State of Iowa; or
- (6) Any infringement of any copyright, trademark, patent, trade dress, or other intellectual property right.

**11.2 JCS's and the DHS's indemnification of District.** To the extent allowed by Article VII, Section 1 of the Iowa Constitution and Iowa Code chapter 669, JCS and the DHS must indemnify District and hold District harmless against any and all losses, costs, damages, expenses, claims, demands, causes of action, judgments and settlements arising out of JCS's or the DHS's negligence or wrongful acts or omissions in the performance of this contract. District will remain responsible for all damages to persons or property that occurs due to District's fault, negligence, gross negligence, bad faith, fraud or other wrongful acts in the performance of this contract.

**11.3 Survives termination.** All indemnification obligations imposed by this section survive the termination of this contract.

**12. Record keeping—client records.** District must maintain client case files and those files must include any information required by JCS or the DHS.

**13. Project management and reporting.**

**Project managers.** At the time of execution of this contract, each party will designate, in writing, a project manager to serve until the expiration of this contract or the designation of a substitute project manager. During the term of this contract, each project manager must be available to meet, as otherwise mutually agreed, as required to plan the services being provided under this contract.

**13.1 Review meetings.** The JCS and Contractor project managers will meet quarterly to discuss District's performance. Meetings may be held by phone conference. The District will provide a status report, as desired by the JCS project manager, listing any



problems or concerns encountered since the last meeting and remedies. Each party will maintain records of such reports and other communications issued in writing during the course of this contract.

**13.2 Reports.** At the next scheduled meeting after which any party has identified in writing a problem, the party responsible for resolving the problem must provide a report setting forth activities undertaken, or to be undertaken, to resolve the problem, together with the anticipated completion dates of such activities. Any party may recommend alternative courses of action or changes that will facilitate problem resolution. For as long as a problem remains outstanding, written reports must identify:

- A) Any event not within the control of District, JCS, or the DHS that accounts for the problem;
- B) Any damages incurred as a result of any party's failure to perform its obligations under this contract; and
- C) Any request or demand for services by one party that another party believes is not included within the terms of this contract.

**13.3 Project problem reporting requirements.** A party's acceptance of a problem report does not relieve any party of any obligation imposed by this contract. A party's failure to identify a problem does not waive performance of any obligation imposed under this contract. Where other provisions of this contract require notification of an event in writing, the written report constitutes valid notice.

#### **14. Fiscal procedures.**

**14.1 District's accounting system.** District must have an accounting system adequate to effect compliance with the terms of this contract.

**14.2 Audit exceptions.** If an authorized federal or state audit takes exception to the services provided under this contract for which federal or state reimbursement has been paid, District must refund the reimbursement if the audit exception is due solely to the District's error or if an overpayment is discovered. If the audit exception is due solely to the DHS's error, the DHS is responsible for the reimbursement. If the audit exception is a joint responsibility, the parties will work together to achieve an equitable resolution.

#### **15. Contract administration.**



**15.1 District's compliance with laws and regulations.** District must comply with all applicable federal, state, and local laws, rules, ordinances, regulations and orders when performing the services under this contract, including without limitation, all laws applicable to the prevention of discrimination in employment and the use of targeted small businesses as subcontractors or suppliers. District declares that it has complied with all federal, state and local laws regarding business permits and licenses that may be required to carry out the work to be performed under this contract.

**15.2 Review of JCS, or DHS action.** A provider, who is adversely affected by a JCS or DHS decision, may request a review of the decision. A review request may cause the action to be stopped pending the outcome of the review, except in cases where it can be documented that to do so would be detrimental to the health and welfare of clients. The procedure for review has specific steps and timetables that the parties will follow. These procedures are:

**A)** District must send a written request for review to the JCS project manager responsible for the contract within 10 days of receipt of the decision in question. The request must document the specific area in question and the remedy desired. The JCS project manager will provide a written response within 10 days.

**B)** If the District is dissatisfied with the JCS project manager's response, District will submit to the Chief Juvenile Court Officer within 10 days:

- (1) The original request.
- (2) The response received.
- (3) Any additional information desired.

**C)** The Chief Juvenile Court Officer will study the concerns and the action taken and render a decision in writing within 14 days. There may be a meeting to clarify the situation.

**15.3 Restrictions on use of funds.**

**A) Lobbying efforts.** District represents that no federal appropriated funds have been paid or will be paid on behalf of the DHS or District to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, or an employee of a member of Congress in connection with



the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement. If any funds other than federal appropriated funds have been paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, or an employee of a member of Congress in connection with this contract, District must complete and submit a Standard Form LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.

**B) Unionization.** District represents that no funds received or expended will be used in any way to promote or oppose unionization.

#### **15.4 Tobacco smoke prohibited.**

**A)** Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by an entity and used routinely or regularly for the provision of health, day care, early childhood development services, education, or library services to children under the age of 18, if the services are funded by federal programs either directly or through state or local governments, by federal grant, contract, loan, or loan guarantee. Federal programs include grants, cooperative agreements, loans or loan guarantees, and contracts. The law also applies to children's services that are provided in indoor facilities that are constructed, operated, or maintained with such federal funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service Districts whose sole source of applicable federal funds is Medicare or Medicaid; or facilities (other than clinics) where WIC coupons are redeemed. Failure to comply with the provisions of the law may result in the imposition of a civil monetary penalty of up to \$1,000 for each violation or the imposition of an administrative compliance order on the responsible party or both.

**B)** District certifies that it and its subcontractors will comply with the requirements of the Pro-Children Act of 1994 and will not allow smoking within any portion of any indoor facility used for the provision of services for children as defined by the Act.

**15.5 Drug free workplace.** District must provide a drug free workplace in accordance with the Drug Free Workplace Act of 1988 and all applicable regulations.



**15.6 Amendments.** This contract may be amended in writing from time to time by mutual consent of the parties. All amendments to this contract must be fully executed by the parties.

**15.7 Third party beneficiaries.** There are no third party beneficiaries of this contract. This contract benefits only JCS, the DHS, and the District.

**15.8 Choice of law and forum.** This contract is governed by and must be interpreted under Iowa law, without regard to its choice-of-law provisions. Any litigation arising out of or related to this contract must be brought in Des Moines, Iowa, Polk County District Court for the State of Iowa.

**15.9 Assignment and delegation.** No party may assign, transfer, or convey in whole or in part this contract without the prior written consent of the other parties. For purposes of this clause, a transfer of a controlling interest in District is an assignment.

**15.10 Express warranties.** District expressly warrants, within the standards of care used within the industry, all aspects of the services provided or used by it in the performance of this contract. District further expressly warrants that District and its principals: (a) are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency; (b) have not within a three year period preceding the effective date of this contract been convicted of, or had a civil judgment rendered against them for commission of fraud, or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of antitrust statutes or commission of embezzlement, theft, forgery, falsification or destruction of records, making false statements, or receiving stolen property; (c) are not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, State, or local) with commission of any of the offenses enumerated in (b); and (d) have not within a three year period preceding the effective date of this contract had one or more public transactions (Federal, State, or local) terminated for cause or default.

**15.11 Integration.** This contract represents the entire agreement between the parties and none of the parties are relying on any representation that may have been made that is not included in this contract.

**15.12 Headings or captions.** The paragraph headings or captions are for identification purposes only and do not limit or construe the contents of the paragraphs.



Page 15 of 23



Division of BDPSFAC  
1305 E. Walnut  
Des Moines, Iowa 50319-0114

If to District: Adel-DeSoto-Minburn Community School District  
Attention: Board President  
801 Nile Kinnick South  
Adel, Iowa 50003

**15.18 Cumulative rights.** The various rights, powers, options, elections and remedies of any party provided in this contract, shall be construed as cumulative and not one of them is exclusive of the others or exclusive of any rights, remedies or priorities allowed either party by law, and shall in no way affect or impair the right of any party to pursue any other equitable or legal remedy to which either party may be entitled as long as any default remains in any way un-remedied, unsatisfied, or un-discharged.

**15.19 Severability.** If a court of competent jurisdiction determines that any provision of this contract is invalid or unenforceable, such a determination will not affect the validity or enforceability of any other part or provision of this contract.

**15.20 Time is of the essence.** Time is of the essence with respect to the performance of the terms of this contract.

**15.21 Authorization.** Each party to this contract represents to the other parties that:

A) It has the right, power, and authority to enter into and perform its obligations under this contract.

B) It has taken all requisite action (corporate, statutory, or otherwise) to approve execution, delivery, and performance of this contract, and this contract constitutes a legal, valid and binding obligation upon itself in accordance with its terms.

**15.22 Successors in interest.** This contract binds and inures to the benefit of all parties and their successors, assigns, and legal representatives.

**15.23 Record retention and access.** District must maintain books, records, and documents which sufficiently and properly document and calculate all charges billed to JCS and the DHS throughout the term of this contract for a period of at least 5 years following the date of final payment or completion of any required audit, whichever is later. District must permit the Auditor of the State of Iowa or any authorized



representative of the State and where federal funds are involved, the Comptroller General of the United States or any other authorized representative of the United States government, to access and examine, audit, excerpt and transcribe any directly pertinent books, documents, papers, electronic or optically stored and created records or other records of District relating to orders, invoices, or payments or any other documentation or materials pertaining to this contract. District must not impose a charge for audit or examination of District's books and records.

**15.24 Additional provisions.** The parties agree that if an Addendum, Rider or Exhibit is attached hereto by the parties, and referred to herein, then the same shall be deemed incorporated herein by reference.

**15.25 Further assurances and corrective instruments.** The parties agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for carrying out the expressed intention of this contract.



The parties are signing this contract on the date stated in the introductory paragraph.

JUVENILE COURT SERVICES FOR THE FIFTH  
JUDICIAL DISTRICT

By: \_\_\_\_\_ Date \_\_\_\_\_  
Marilyn S. Lantz  
Chief Juvenile Court Officer

IOWA DEPARTMENT OF HUMAN SERVICES

By: \_\_\_\_\_ Date \_\_\_\_\_  
Wendy Rickman  
Administrator, Division of BDPSFAC

Approved as to legal form and content:

\_\_\_\_\_  
Grant K. Dugdale, Assistant Attorney General Date \_\_\_\_\_

ADEL-DESOTO-MINBURN COMMUNITY SCHOOL  
DISTRICT

By: \_\_\_\_\_ Date \_\_\_\_\_  
Greg Dufoe,  
Superintendent



## **EXHIBIT A**

To the  
School-Based Supervision Program

### **SCOPE OF SERVICES**

Provider agrees to retain a Juvenile Court School Liaison that will provide School-Based Supervision Services in the Adel-DeSoto-Minburn Community School District.

### **QUALIFICATIONS**

A Bachelor's Degree in Behavioral Sciences or Humanities preferred. The ability to tactfully and efficiently communicate with others in person and in writing; the basic understanding and appreciation of human and social development; ability to train and instruct others; personal maturity to maintain composure under unusual stress or social interaction pressures; ability to learn the operations of the Iowa Courts and Juvenile Justice System. Further qualifications include United States citizenship; a minimum age of 21; no criminal record or founded child abuse reports; a valid Iowa Driver's License; proof of insurance and no serious driving violations.

### **REPORTS TO**

1. Local School District Authorities
2. Local Juvenile Court Services for client referrals and information exchange.
3. District Chief Juvenile Court Officer for monthly statistical reports and other information as necessary.
4. This School-Based Services Agreement is for a period of 12 months. Therefore, the Juvenile Court School Liaison is expected to be performing duties assigned by Juvenile Court Services and the Adel-DeSoto-Minburn Community School Districts during the summer break and all school holidays.

### **POPULATION TO BE SERVED**

Referrals will be made by District staff or JCS staff for students enrolled in The Adel-DeSoto-Minburn Community School District who are placed on formal or informal supervision/probation and any other at-risk youth as referred.



## **JUVENILE COURT SCHOOL LIAISON OBJECTIVES AND DUTIES**

1. Address and reduce referred students inappropriate behavior in school.
2. Reduce the frequency of truancy by students.
3. Address attendance issues of students referred.
4. Assist the student, his/her family and the school by arranging for school/community based services.
5. Assist in the identification of at-risk students.
6. Serve as a resource for students or families that request assistance in school and/or with family related problems.
7. Assist in the development of appropriate programming resources to address the needs of at-risk youth.
8. After a referral is made the JCSL will start a client case file after 5 "meaningful" contacts have been made with the referred student.
9. Complete the Iowa Juvenile Court School Liaison Client Statistical Summary for each referred student that has a client case file, at the end of the school year.

The Juvenile Court School Liaison shall be responsible to perform all of the daily tasks necessary to achieve these objectives.

## **TRAINING**

The Juvenile Court School Liaison shall attend all assigned training sessions and the Annual Juvenile Court School Liaison Conference.

## **PERFORMANCE EVALUATION**

A performance evaluation shall be conducted at least annually by an appropriate official of the hiring organization with input from Juvenile Court Services and other appropriate entities.

**End of Exhibit A**



# EXHIBIT B

## JUVENILE COURT SCHOOL LIAISON CLIENT STATISTICAL SUMMARY

2012 - 2013  
School Year

Prepared by the Iowa Division of Criminal and Juvenile Justice Planning

321 E. 12<sup>th</sup> Street Des Moines, IA 50319 Ph: (515) 242-5823 Fax: (515) 242-6119

JCSL: \_\_\_\_\_ SCHOOL DISTRICT: \_\_\_\_\_  
JUDICIAL DISTRICT: \_\_\_\_\_ COUNTY: \_\_\_\_\_

### I. CLIENT & REFERRAL INFORMATION

NAME: \_\_\_\_\_ SEX: MALE RACE: CAUCASIAN  
AGE: \_\_\_\_\_ FEMALE AFRICAN AMERICAN  
DOB: \_\_\_\_\_ HISPANIC  
SCHOOL NAME: \_\_\_\_\_ NATIVE AMERICAN  
(please note if alternative or elementary school) ASIAN/PACIFIC ISLANDER  
CURRENT GRADE LEVEL: \_\_\_\_\_ MIXED/OTHER  
PARENT/GUARDIAN RELATIONSHIP: PARENT(S) - FOSTER PARENT(S) - RELATIVE - CUSTODIAN - OTHER: \_\_\_\_\_  
FIRST "MEANINGFUL CONTACT" DATE: \_\_\_\_\_  
REFERRAL SOURCE: JCS - DHS - SCHOOL - CLIENT - FAMILY - OTHER: \_\_\_\_\_  
TITLE OF REFERRAL PERSON: \_\_\_\_\_  
DHS/JCS WORKER: \_\_\_\_\_ FROM: JCS DHS

FOCUS OF INTERVENTION (check all that apply):

- ☐ ATTENDANCE ISSUES ☐ GRADE POINT AVERAGE/ACADEMIC ISSUES  
☐ TRUANCY ISSUES ☐ TARDINESS ISSUES  
☐ DISCIPLINARY/BEHAVIORAL ISSUES ☐ MENTAL HEALTH ISSUES  
☐ LAW VIOLATIONS: \_\_\_\_\_  
☐ OTHER: \_\_\_\_\_

### II. PRE & POST PERFORMANCE MEASURES (complete Column A after 5 contacts within a 60-day period and complete Column B when the case is closed or at the end of the school year)

REPORTING BY: QUARTERS - TRIMESTERS - SEMESTERS - OTHER: \_\_\_\_\_

	COLUMN A	COLUMN B
	School's PREVIOUS reporting period	School's RECENT reporting period
ATTENDANCE - each recorded excused absence counts one - list missed days only		
TRUANCY - each recorded unexcused absence counts one - list missed days only		
TARDIES - each recorded tardy (attended class, but was late) counts one		
SUSPENSIONS - each day missed to in- or out-of-school suspensions counts one - list missed days only		
LAW VIOLATIONS - each recorded law violation (police report) counts one		
GRADE POINT AVERAGE - school's recorded grade point average)		
OPTIONAL A: (for an area of special or local interest)		
OPTIONAL B: (for an area of special or local interest)		

WAS THE CLIENT ENROLLED IN AN EDUCATION PROGRAM WHEN THE CASE CLOSED? YES NO

EXPLAIN: \_\_\_\_\_

ADDITIONAL COMMENTS (use back of sheet if necessary):



# Instruction Sheet for "IOWA JUVENILE COURT SCHOOL LIAISON CLIENT STATISICAL SUMMARY" Form

09/08/04

*Prepared by the Iowa Division of Criminal and Juvenile Justice Planning*

<b>JCSL:</b>	Write in the name of the Juvenile Court School Liaison filling out the form.
<b>SCHOOL DISTRICT:</b>	Write in the name or number of the school district in which the school is located.
<b>JUDICIAL DISTRICT:</b>	Write in the judicial district number
<b>COUNTY</b>	Write in the name or number of the county in which the school is located

## SECTION I: CLIENT & REFERRAL INFORMATION

THIS SECTION OF THE FORM IS FILLED OUT AFTER ONE "MEANINGFUL" CONVERSATION WITH A CLIENT REGARDING ONE  
OF THE PRIMARY FOCUSES OF INTERVENTION TOPICS LISTED ON THE FORM.

<b>NAME:</b>	Write in the full name of the client (first, middle, and last).
<b>SEX:</b>	Circle the sex of the client (Male or Female).
<b>RACE:</b>	Write in the race of the client (Caucasian, African-American, Hispanic, Native American, Asian/Pacific Islander, Mixed/Other).
<b>AGE:</b>	Write in the client's age at the date of the first "meaningful" contact.
<b>DATE OF BIRTH:</b>	Write in the client's date of birth.
<b>SCHOOL NAME:</b>	Write in the name of the school the client attends (e.g., Woodrow Wilson Junior High, Roosevelt High School). Please note if the school is an alternative school.
<b>CURRENT GRADE LEVEL:</b>	Write in the client's current grade level (e.g., 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> ).
<b>PARENT/GUARDIAN RELATIONSHIP:</b>	Circle the relationship between the client and his/her parent/guardian/custodian. If the parent/guardian/custodian includes a stepparent, circle "other" and explain in the space provided.
<b>FIRST "MEANINGFUL" CONTACT DATE:</b>	Write in the date of the school liaison's first "meaningful" contact with the client. If the school liaison works with the same client for more than one school year, the first "meaningful" contact date would be the first day of the new school year.
<b>REFERRAL SOURCE*:</b>	Circle the most appropriate source of referral.
<b>TITLE OF REFERRAL PERSON:*</b>	Write in the title of the person who referred the client to the school liaison (e.g., principal, teacher, Juvenile Court Officer, DHS worker).
<b>DHS/JCS WORKER:</b>	Write in the name of the client's DHS or JCS worker (if applicable). Circle DHS if the worker is from DHS or circle JCS if the worker is from JCS. If the worker is the same as the referral person, write in "same".
<b>FOCUS OF INTERVENTION:</b>	Please check all that apply. If "Law Violations" is reported as a focus of intervention then write the specific charge (s) in the space provided. If "Other" is reported as a focus of intervention please describe the level of intervention in the space provided.

\*If the school liaison works with one client for more than one school year, the referral source title of referral person, and primary focuses of intervention may be the same as was reported for the client in the previous year.

## SECTION II: PRE & POST PERFORMANCE MEASURES

"COLUMN A" IS COMPLETED AFTER THE SCHOOL LIAISON HAS HAD 5 OR MORE "MEANINGFUL" CONTACTS WITH THE CLIENT WITHIN A 60-DAY PERIOD AND "COLUMN B" IS COMPLETED AT THE CLOSING DATE.

REPORTING IN THIS SECTION IS BASED ON THE SCHOOL'S REPORTING PERIOD. THE "PREVIOUS" REPORTING PERIOD IS THE QUARTER, SEMESTER, OR TRIMESTER PRIOR TO BEGINNING WORK WITH THE CLIENT. THE "MOST RECENT" REPORTING PERIOD IS THE QUARTER, SEMESTER OR TRIMESTER IN WHICH THE SCHOOL LIAISON FINISHED WORKING WITH THE CLIENT.

IF THE CLIENT MOVES AWAY FROM THE SCHOOL DISTRICT OR IS PLACED IN A RESIDENTIAL TREATMENT PROGRAM, THEN COMPLETE THE "MOST RECENT REPORTING PERIOD" COLUMN USING THE CLIENT'S ATTENDANCE, GRADES, ETC. AT THE DATE THAT THE CLIENT PHYSICALLY LEFT THE SCHOOL.

CONTINUED ON THE NEXT PAGE



<b>REPORTING BY SCHOOL</b> <b>MOD:</b>	Indicate whether the school liaison is reporting the information in this section by quarters, semesters, trimesters or other. Circle the appropriate response.
<b>ATTENDANCE:</b>	Each recorded excused absence counts one. Please List <b>DAYS MISSED</b> only. For examples, if a client missed 3 out of 60 days, write in "3". <b>DO NOT</b> write in the total number of days attended during the 60-day period. If the client is placed in detention or shelter for a limited period of time, the days he/she misses due to placement in detention or shelter should be counted as excused absences. If the client is suspended from school, the days he/she misses due to the suspension should not be counted. If a client misses several periods of school, but did not miss the whole day, round the absence to the nearest half (for example, if a client misses 3 of 8 periods round to ½ a day absent).
<b>TRUANCY:</b>	Each recorded unexcused absence/truancy counts one. Please list <b>DAYS MISSED</b> only. See " <b>ATTENDANCE</b> " for further explanation.
<b>TARDIES:</b>	Each recorded tardy (e.g., the client attended class, but was late) counts one. Note that this item is counted by periods rather than days, so it would be possible for a client to have as many tardies in one day as there are class periods at his/her school.
<b>SUSPENSIONS:</b>	Each day missed due to suspension counts one. Please list <b>DAYS MISSED</b> only. Include both in and out-of-school suspensions.
<b>LAW VIOLATIONS:</b>	Each recorded alleged law violation (police report) counts one. Even if a police report has several charges list, it will count as <b>one</b> law violation. If there are law violations please write what they were in the space provided.
<b>GRADE POINT AVERAGE:</b>	Record the school's grade point average for the client. If the school only records grades as pass/fail and you can't obtain an accurate grade point average then put hash marks (-) in the spaces provided in this section and put pass/fail grades in the spaces provided for Optional A or B. Please take necessary steps to obtain/calculate the grade point average. If you put letter grades in this space (e.g., 2-C's, 1 B) then please put the point system your school uses to calculate the GPA.
<b>OPTIONAL A &amp; B:</b>	For an area of special or local interest. Write in the option after the colon and fill out the Pre and Post Performance Measures columns. Put pass/fail grades in one of these sections. If you are a school liaison at an alternative school and your school only records credits earned, then indicate the number of credits the client earned out of the total number possible or number of credits working toward.
<b>EDUCATION PROGRAM:</b>	Was the client in an education program when the case closed? Answer "yes" if the client is enrolled in <b>ANY</b> educational program (another school, another school district, another judicial district, in placement, working toward a GED). Answer "no" if the client dropped out of school or was expelled from school. If the school liaison closes a case at the end of the school year and the client is expected to return to school the following year, then answer "yes".
<b>ADDITIONAL COMMENTS:</b>	Write in any additional comments. Attach additional sheets if necessary.

**IF YOU HAVE ANY QUESTIONS PLEASE CALL**

Kile Beisner (515) 281-7960

IOWA DIVISION OF CRIMINAL AND JUVENILE JUSTICE PLANNING

**END OF EXHIBIT B**



# ADM High School CLASS of 2012

L... Nicole Abbas  
 Matthew Christian Berger  
 Joseph William Bernau  
 Lauren Naomi Bever  
 Lauren Elizabeth Bird  
 Shannen Rose Bissell  
 Brandon Michael Boston  
 Brittany Kay Boston  
 Cassidy Marie Breheny  
 Dallas Robert Brickman  
 Samuel Robert Brodersen  
 Samantha Jo Brown  
 Joshua Wayne Buckner  
 Jordan Michelle Burg  
 Dalton Riley Cave  
 Clinton Jared Chapman\*  
 Steven Joshua James Cochran  
 Samuel Austin Cook  
 Beau Diego Cornuau  
 Jeffery Edward Culp\*  
 Joshua Max Drake  
 Scott Curtis Dunsmoor  
 J... Michael Durnan\*  
 Zachary Dean Dykstra  
 Trae Michael Eddie  
 Frank Anthony Fazio  
 Jake Andrew Feldman  
 Cody Mitchell Feller  
 Kaitlyn Marie Ferm  
 Shelby Ray Finestead  
 Jessica Ann Foltz  
 Ashlyn Arlette Freestone  
 Bailey Ann Freestone  
 Mariah R. Cynnea Gibson  
 Averil Maeone Glanz  
 Gavin Nicholas Glenn  
 Randy Lee Green  
 Jared Thomas Grove  
 Andrew James Gumpert  
 Lucas Lee Haffner  
 Michael Dylan Hallbauer  
 Zachary Michael Hammerberg  
 Stephanie Chantelle Hanley  
 K... Joseph Haselhuhn  
 ...ew Jon Haynes

Kawner Michelle Henderson  
 Crystal Lynn Hochstetler  
 Kathryn Elaine Hoffman  
 Kyle James Holleran  
 Mason Thomas Hopewell  
 Lane Eric Hovey  
 Austin Allen Hudson  
 Rees Michael Hummels  
 Bailey Teale Hutzell  
 Kayse Lynn Jenkins  
 Kathryn Marie Johnson  
 Shyenne Verna Johnson\*  
 Caleb Joshua Jones  
 Kendra Leigh Koch  
 Shyanne Nicole Kuhns  
 Brycen Dale LaFollette  
 Zachery Aron Lapour  
 Alexandria Delight Lemke  
 Danielle Taylor Lockhart  
 Joseph Thomas Lord  
 Rachel Marie Mague  
 Jakob Allen Mains  
 Allyson Lynne Mann  
 Brianna Jo Marvin  
 Christopher Allen Mayland  
 Hannah Joy McClatchey  
 Timothy Curtis McCollum  
 Thomas Michael McMullin  
 Kelsey Lee Merschman  
 Matthew Gregg Messer  
 Lauren Roberta Meyer  
 Anastasia Leigh Miceli  
 Gavin Lee Monson  
 Keegan Richard Mumma  
 Nathan Ross Myers  
 Morgan Dee Nelson  
 Cole Giles Nordman  
 Emily Megan Olson  
 Kyle Lucas Olson  
 Madison Blayne Olson  
 Jeremy John Origer  
 Meghan Marie Petrie  
 Albert Richard Lee Phillips  
 Kimberly Sahrang Pickering  
 Ali Rose Privitera

Alec Michael Rash  
 Gregory Nathaniel Ratzlaff  
 Chase Matthew Reece  
 Kelsey Leann Robinson  
 Kelsey Nicole Rodgers  
 Brandi Nicole Ruby  
 Kayla Marie Saunders  
 Lena Elaine Saunders  
 Jonathan Andrew Schlueter  
 Austin Harley Schmidt  
 Jordan Rae Selover  
 Nicholas Ray Shelton  
 Bailey Ruth Smith  
 Kathryn Marie Smith  
 Brandon Lee Snyder  
 Tyler William Spencer  
 Andrew Joseph Standley  
 Shannon Marie Steigleder  
 Lindsay Nicole Stonehocker  
 Jade Nicole Stufflebeam  
 Sofia Ana Suarez  
 Kevin Dean Swanson  
 Caitlin Marie Tauke  
 Lucas Dewayne Thompson  
 Megan Marie Ticknor  
 Alyssa Kay Tigges  
 James Lee Trier  
 Michael Aubrey Uss  
 David Nathaniel Vanderpool  
 Casey Noel VerWoert  
 Nathan Uriah Walter  
 Selina Corren Webb  
 Lucas Gene Williams  
 Taylor Glenn Wisgerhof  
 Hannah Celeste Wittern  
 Jonathan Pastor Wittern  
 Eric Geoffrey Wong

45  
45  
45

90  
45  
135  
126



Department of Management  
Form S-A Publication

**NOTICE OF PUBLIC HEARING  
ADEL-DESOTO-MINBURN SCHOOL DISTRICT  
AMENDMENT OF CURRENT BUDGET  
FISCAL YEAR 2011/2012**

Date of Public Hearing: May 14, 2012

Time of Public Hearing: 6:00 PM

Location of Public Hearing: Adel DeSoto Minburn Middle School, Board Room

The Board of Directors will conduct a public hearing at the above-noted time and place for the purpose of amending the current school budget by changing estimates of expenditures in the following areas by the following amounts:

Area	From	To	Reasons
Instruction	9,232,242	9,650,000	Technology & Textbook Purchases
Total Support Services			
Noninstructional Programs			
Total Other Expenditures	2,276,690	2,630,000	Technology Infrastructure, Room Renovations

This change in estimates of expenditures will be financed from increased receipts and balances not budgeted or considered in the current budget. There will be no increase in taxes to be paid in the fiscal year ending June 30, 2012. At the hearing, any resident or taxpayer may present objections to, or arguments in favor of, any part of the proposed amendment. A detailed statement of additional receipts other than taxes, balances on hand at the close of the preceding fiscal year, and proposed expenditures, both past and anticipated, will be available at the hearing. ✓



## PROJECT EXPENSE SUMMARY

Project ADM High School Stadium Relighting  
Project No. 11-12112-00  
Date 8-May-12



**DLR Group**

Architecture Engineering Planning Interiors

6200 Aurora Avenue  
Suite 210W  
Des Moines, IA 50322

o: 515/276-8097  
f: 515/252-0514  
dlrgroup.com

Expense Item	Budget Amount	Comments
<b>OFF SITE DEVELOPMENT</b>	\$ -	
<b>CONSTRUCTION EXPENSES</b>		
Combined Construction Contract	\$ 235,000	
<b>PROFESSIONAL FEES</b>		
Architectural/Engineering	\$ 19,000	
<b>PROFESSIONAL FEES (OTHER)</b>		
Site Survey	\$ 3,977	
Geotechnical Engineering	\$ 3,400	
Construction Testing/Spcl Inspections	\$ 2,000	
<b>MISCELLANEOUS FEES</b>		
Construction Document Printing	\$ 850	
Misc. Reimbursables	\$ 650	
Electrical Utility 480 Service/Transformer Estimated Fee	\$ 20,000	
<b>SUB TOTAL</b>	\$ 284,877	
<b>BUDGET CONTINGENCIES</b>		
Construction Phase	\$ 14,000	
<b>TOTAL PROJECT EXPENSE</b>	\$ 298,877	



## Project Schedule



Project **Adel-Desoto-Minburn High School Stadium Lighting**  
 Project No. 11-12112-00  
 Date March 15, 2012

### 1.0 PRELIMINARY ITEMS

1.1 Toposurvey Proposal Requests	March 9, 2012	
1.2 GeoTechnical Service Proposal Requests	March 12, 2012	
1.3 Receive Toposurvey Proposals	March 16, 2012	
1.4 Receive Geotechnical Proposals	March 19, 2012	
1.5 District Approval of Topo and Geotech Proposals	March 26, 2012	@ Bd Mtg

### 2.0 CONTRACT DOCUMENTS

2.1 Design Meeting with A/E and Distict	Week of April 9, 2012	
2.2 Site Survey Complete	April 16, 2012	
2.3 Establish Public Hearing / Bid Date	April 23, 2012	@ Bd Mtg
2.4 Public Advertisement of Bid Opening	Date by District	more than 4 days, not more than 45 days prior
2.5 Public Advertisement of Public Hearing	Date by District	not less than 4 days nor more than 20 days prior
2.6 Print Quality Assurance Review Set	May 8, 2012	
2.7 District Review	May 8 - May14	
2.8 DLR Group Quality Assurance Review Mtg	May 14, 2012	
2.9 Public Hearing	May 14, 2012	@ Bd Mtg

### 3.0 BIDDING / NEGOTIATIONS

3.1 Contract Documents Issued for Bidding	May 15, 2012	
3.2 Addendum #1	May 29, 2012	
3.3 Bid Opening	June 5, 2012	@ 2pm
3.4 District Approval of Construction Contracts	June 11, 2012	@ Bd Mtg

### 4.0 CONSTRUCTION ADMINISTRATION

4.1 Contracts Signed	June 22, 2012
4.2 Submit Shop Drawings	June 24, 2012
4.3 Review Shop Drawings	June 29, 2012
4.4 Delivery of materials	July 27, 2012
4.5 Installation Completed	August 14, 2012
4.6 Punch List	August 14, 2012
4.7 Substantial Completion	August 17, 2012



# ADEL-DESOTO-MINBURN HIGH SCHOOL STADIUM LIGHTING REPLACEMENT

ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT  
801 NILE KINNICK DRIVE SOUTH  
ADEL, IOWA 50003

MAY 7, 2012

## PUBLIC HEARING SET COMBINED CONSTRUCTION

NOT FOR CONSTRUCTION

### PROJECT CONTACTS

**OWNER**  
ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT  
801 NILE KINNICK DRIVE SOUTH  
ADEL, IOWA 50003  
562-247-8822

**ARCHITECT**  
DLR GROUP  
2000 14TH AVE. S.W.  
DEERFIELD, ILL. 60015  
708-440-1000

**ELECTRICAL**  
DLR GROUP  
2000 14TH AVE. S.W.  
DEERFIELD, ILL. 60015  
708-440-1000

### INDEX OF DRAWINGS

#### ELECTRICAL

0.0 TITLE SHEET AND INDEX OF DRAWINGS  
00.1 SITE SURVEY  
000.1 ELECTRICAL SITE PLAN - DEMOLITION  
01.1 ELECTRICAL SITE PLAN - NEW WORK  
02.1 ELECTRICAL ONE-LINE DIAGRAM, DETAILS AND SCHEDULES

PUBLIC HEARING  
REVIEW SET  
DATE: 5/7/12  
BY: [Signature]

TITLE SHEET AND INDEX OF DRAWINGS  
ADEL-DESOTO-MINBURN HIGH SCHOOL  
STADIUM LIGHTING REPLACEMENT

0.0  
DATE: 5/7/12  
BY: [Signature]

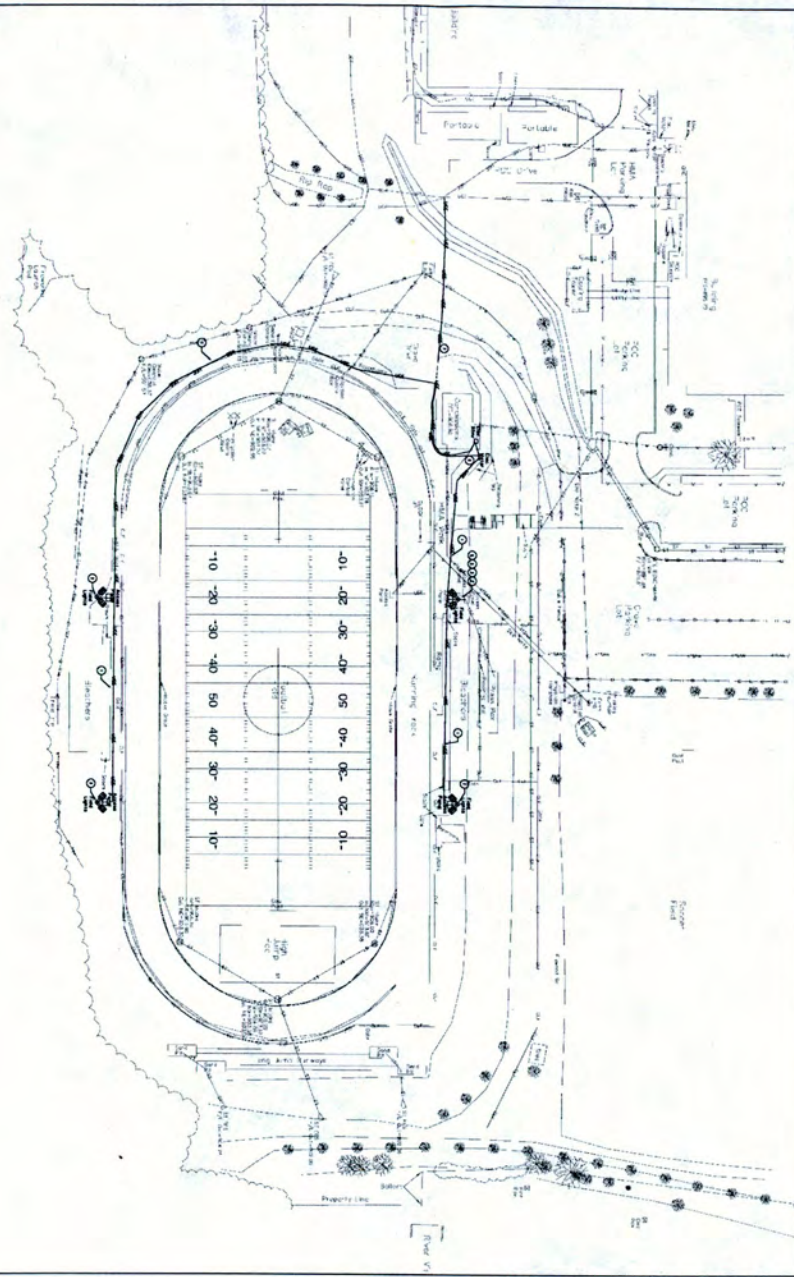
**DLR Group**  
ARCHITECTS ENGINEERS PLANNERS  
2000 14TH AVE. S.W. DEERFIELD, IL 60015  
708-440-1000







**ELECTRICAL SITE PLAN - DEMOLITION**



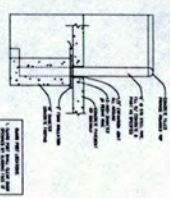
1. ALL EXISTING LIGHTING TO BE REMOVED.  
2. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
3. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
4. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
5. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
6. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
7. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
8. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
9. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
10. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.

**LEGEND NOTES**  
1. ALL EXISTING LIGHTING TO BE REMOVED.  
2. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
3. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
4. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
5. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
6. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
7. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
8. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
9. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.  
10. ALL EXISTING ELECTRICAL INFRASTRUCTURE TO BE REMOVED.



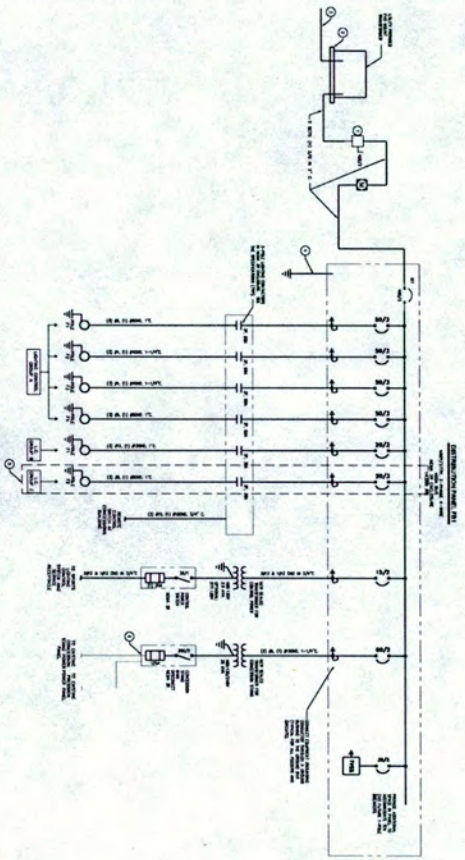




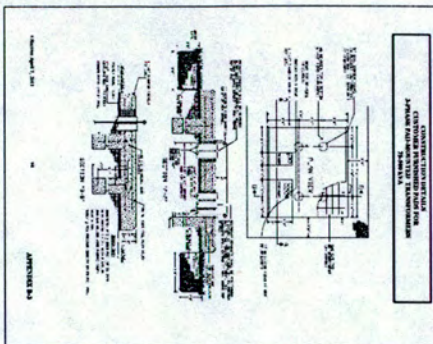


1 ROUND GUARD POST

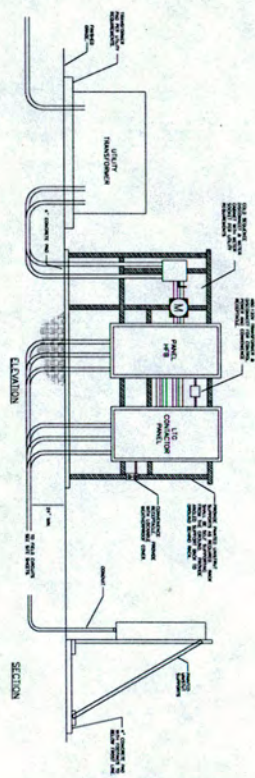
Legend	
1	1000
2	2000
3	3000
4	4000
5	5000
6	6000
7	7000
8	8000
9	9000
10	10000
11	11000
12	12000
13	13000
14	14000
15	15000
16	16000
17	17000
18	18000
19	19000
20	20000



2 ONE-LINE DIAGRAM - FOOTBALL FIELD



3 UTILITY TRANSFORMER PAD DETAIL



4 FIELD ELECTRICAL EQUIPMENT MOUNTING DETAIL

LEGEND NOTES

- 1. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 2. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 3. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 4. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 5. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 6. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 7. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 8. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 9. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 10. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 11. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 12. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 13. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 14. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 15. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 16. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 17. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 18. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 19. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:
- 20. ALL FIELD EQUIPMENT SHALL BE INSTALLED IN ACCORDANCE WITH THE FOLLOWING NOTES:

PUBLIC HEARING  
REVIEW SET

ELECTRICAL ONE-LINE DIAGRAM, DETAILS AND SCHEDULES  
ADEL-DESOTO-MINBURN HIGH SCHOOL  
STADIUM LIGHTING REPLACEMENT

E2.1

KEY PLAN



## Classroom Technology Project

### Goals:

- Bring all classrooms up to standard
  - Interactive whiteboard solution
  - Document camera
  - Installed speaker
  - Mounted projector
- Upgrade existing equipment as possible

### Midwest Computer Products

Item	Cost Per	QTY	Total Cost
<b>475Wi Projector</b>	\$1,440.97	29	\$41,788.13
<b>96W Projector</b>	\$637.57	2	\$1,275.14
<b>475Wi Installation</b>	\$874.25	29	\$25,353.25
<b>96W Installation</b>	\$1,067.25	3	\$3,201.75
<b>Speaker</b>	\$210.00	99	\$20,790.00
<b>MimioTeach</b>	\$799.00	48	\$38,352.00
<b>MimioView</b>	\$599.00	87	\$41,930.00
<b>Project Cost</b>			<b>\$172,690.27</b>

### Communications Engineering

Item	Cost Per	QTY	Total Cost
<b>475Wi Projector</b>	\$1,758.90	29	\$51,008.10
<b>96W Projector</b>	\$925.70	2	\$1,851.40
<b>475Wi Installation</b>	\$1,114.60	29	\$32,323.40
<b>96W Installation</b>	\$1,050.60	3	\$3,151.80
<b>Speaker</b>	\$263.04	99	\$26,040.96
<b>MimioTeach</b>	\$748.35	48	\$35,920.80
<b>MimioView</b>	\$598.00	87	\$41,860.00
<b>Project Cost</b>			<b>\$192,156.46</b>



## Server Upgrade Project

### Goals:

- Establish server infrastructure to host:
  - Networked user accounts w/ Active Directory
  - File storage for network user accounts
  - Casper Suite (Mac management)
  - Backup/archiving
  - Print management
  - RADIUS (for wireless authentication)
  - Network Support Services (DHCP/DNS)
  - Software Unlimited (accounting) server
  - Rodlan (nutrition) server
- Expandable to include:
  - Web hosting
  - Alexandria (library)
  - Database server

**Project Budget: \$45,000**

**Project Costs: Bid from QCI**

Item	Cost Per	QTY	Total Cost
HP Server	\$9,436.58	2	\$18,873.16
iSCSI Storage	\$8,647.06	1	\$8,647.06
900GB Drives for Storage Array	\$764.71	12	\$9,176.52
Software Licensing	\$3,674.92	1	\$3,674.91
Project Cost			<b>\$40,371.65</b>





# ADM SCHOOLS

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.

## Math

## Curriculum Revision

## Summary

## 2011-12

*"Experiencing Success Today, Achieving Dreams Tomorrow"*



# ADM Math Curriculum Review Summary

2011-12

## Math Department Mission Statement

### **Mission Statement**

Our mission is to provide a rigorous and hands-on curriculum to promote a deeper understanding of mathematical concepts. By using data-driven instruction, we will differentiate to ensure we meet the needs of all learners.

### **Vision Statement**

The ADM Mathematics Curriculum is focused on providing the following for all students:

- Rich mathematical tasks that allow for higher cognitive-level thinking.
- Problem-based instruction that allows students to function and complete in a global society.
- Multiple opportunities to practice that are meaningful and purposeful.

### **Values Statement**

Through this process, students will:

- Develop an understanding of mathematics.
- Utilize connections, across math and with other disciplines, to function in the real world.
- Solve problems in multiple ways.
- Communicate solutions with one another.
- Utilize appropriate technology tools.

## Acceleration Plan

### Elementary Options

Current practice at ADM has been to accelerate students a full year starting as early as 4<sup>th</sup> grade. This means that a student skips a full year of content. Identification methods centered on ITBS scores, district pre-assessment results, and teacher recommendation. This acceleration plan was designed to allow students capable of learning advanced content to be prepared to take Algebra I as 8<sup>th</sup> graders. Students who take Algebra I as 8<sup>th</sup> graders are on track to be able to take Calculus as a senior.



As the math curriculum revision team studied the new Iowa Core Mathematics Standards as part of our review, it became clear that the expectations and rigor for our students is greatly increased. Essentially the new standards push the content knowledge expected ahead one year earlier than our current expectations. For example, what has been typically taught in 5<sup>th</sup> grade is now taught in 4<sup>th</sup> grade, and so on.

The newly adopted Iowa Core Mathematics Standards also highly recommend that advancing students not occur until the middle school years – specifically starting in 7<sup>th</sup> grade – and that no major content is skipped. Therefore a compacted curriculum – two years of curriculum in one year – will be in place in 7<sup>th</sup> grade (includes content from both 7<sup>th</sup> and 8<sup>th</sup> grade). These students would then be ready for Algebra I in 8<sup>th</sup> grade.

Due to these two factors, the math curriculum revision team recommends that full grade acceleration be phased out and advancing students is started at 7<sup>th</sup> grade.

To that end, ADM will phase out the full-grade acceleration. The last group accelerated will be those students identified in the 2012-13 5<sup>th</sup> grade class.

#### Elementary Enrichment/Differentiation Options

At the Kindergarten through 5<sup>th</sup> grade levels, unit pretests are used to determine enrichment needs for each concept taught. In addition to unit pretests, classroom observation is also used to determine student needs. Collaboration between grade level Professional Learning Communities and Gifted and Talented personnel occurs frequently to provide opportunities to enrich students. Depending on the need of the students, enrichment can take the form of support within the general education room with differentiated instruction, small group instruction, or pull-out opportunities.

#### Secondary Options

##### 1. Curriculum Compacting

Beginning in 2015-16, students identified as being capable of learning advanced content will be placed in a compacted course in 7<sup>th</sup> grade. This course will contain the major and most valuable content from both the 7<sup>th</sup> and 8<sup>th</sup> grade standards taught at a faster pace. Following successful completion of the compacted course, students will be ready for the high school Algebra I course in 8<sup>th</sup> grade and will be on track to take Calculus as a senior. 8<sup>th</sup> grade students taking Algebra I and having a 78% or higher on the district summative exam will receive a high school math credit. This credit will not count as one of the three math credits needed for graduation and it will not factor into the students' high school grade point average.



Criteria for being enrolled in the 7/8 Compacted course are as follows:

78% or higher on 7<sup>th</sup> grade math district summative assessment

AND/OR

91% (standard score equivalent to the "high" achievement level) or higher on Iowa Assessment – Math (6<sup>th</sup> grade)

AND/OR

Teacher Recommendation

## 2. Simultaneous Course Enrollment

With counselor and teacher approval, students in grades 9 through 12 can take two math courses in one year to accelerate their access to advanced math coursework.

## 3. Testing Out

Per ADM policy, students in grades 9-12 can test out of any course by scoring 78% or higher on the district summative end-of-course assessment. Unit exams may also be used in math. The summative exam is to be administered in the summer or at the beginning of the school year. Any student can attempt to test out of a course, regardless of identification or standardized test scores. Additionally, a score of 78% or higher would also indicate the need for acceleration. The student transcript will reflect that the student has tested out of the course and credit will be given. However, no grade will be given and it will not count in the student's grade point average.

## Intervention Labs

Part of the math curriculum revision process was a complete review of our intervention strategies. In the past, the primary intervention in Algebra was to take a pre-algebra course prior to taking Algebra I. This sequence places students on pace to complete Algebra II as a senior. In fact, most students that take pre-algebra stop taking math after completing Geometry as an 11<sup>th</sup> grader. And students in this series could not take any course requiring Algebra I as a pre-requisite until their junior year in high school.

Under our new programming, Intervention Labs will replace the pre-Algebra course, providing support to students during the year the student is enrolled in the class. For example, a student needing additional support in Algebra I will take Algebra I as a 9<sup>th</sup> grader and will concurrently enroll in a Algebra I Lab. This lab course, taught by a math teacher, will focus on pre-teaching concepts students struggle with and to fill in gaps that might exist in their math knowledge. So, the student would be in Algebra I with their peers, then attend Algebra I Lab with other students needing the additional support. This keeps the students on pace to complete Algebra II as a junior and they can take advanced math courses as a senior if they elect.



Students will receive an elective credit for a Math Lab course.

#### Criteria For Entering Intervention Math Labs

Below 50% on Iowa Assessments Math  
AND/OR  
C or below in previous math course  
AND/OR  
Teacher Recommendation

#### Professional Development Plan

Teachers of mathematics will continue to study best practice in math instruction utilizing the support of their professional learning community, including district administration. The math PLCs will focus on the implementation of the Iowa Core math standards, use of new resources, and assessments.

#### Math Resources Adopted

The PK-5 team members of the math curriculum revision team will continue to use current resources including at grades 3-5 the 2007 Houghton Mifflin textbook. New resources for PK-5 are scheduled for review in 2013-14. The 6-8 team members of the math curriculum revision team chose Big Ideas Math text from Holt McDougal. Resources from Pearson were chosen for Algebra I, Geometry, Algebra II, Advanced Math/Pre-Calculus, and Calculus.

#### Assessment Plan

The curriculum revision team has created a district summative assessment for each math course in grades 3-12. The assessment will be administered the first week of school and again the last week of school (the exam can be split into two parts for administration at the end of each semester for all students not wishing to test out of the class). This assessment will be used to measure students' growth on the Power Standards and provide data on individual and whole class improvement.

#### New Curriculum Implementation Timeline

PK-5	2012-13
6 <sup>th</sup> Math	2012-13
7 <sup>th</sup> Math	2012-13
8 <sup>th</sup> Math	2012-13



General Math	2012-13
Basic Algebra	2013-14
Basic Geometry	2014-15
Consumer Math	2014-15
Algebra I	2012-13
Algebra I Lab	2012-13
Geometry	2012-13
Geometry Lab	2012-13
Algebra II	2012-13
Algebra II Lab	2012-13* (if schedule allows)
Advanced Math/Pre-Calculus	2012-13
AP Calculus	2012-13
AP Statistics (not revised this year)	

### Course Sequence Plan

#### Grade Level:

6 <sup>th</sup> Grade	Math 6
7 <sup>th</sup> Grade	Math 7
8 <sup>th</sup> Grade	Math 8
9 <sup>th</sup> Grade	Algebra I
10 <sup>th</sup> Grade	Geometry
11 <sup>th</sup> Grade	Algebra II
12 <sup>th</sup> Grade	May select the following options: Advanced Math/Pre-Calculus and/or AP Statistics
	*with teacher and counselor approval a student may take Advanced Math/Pre-Calculus and Calculus concurrently

#### Advanced:

\*\*Starting in 2015-2016

6 <sup>th</sup> Grade	Math 6
7 <sup>th</sup> Grade	Compacted 7 and 8 Math
8 <sup>th</sup> Grade	Algebra I
9 <sup>th</sup> Grade	Geometry
10 <sup>th</sup> Grade	Algebra II
11 <sup>th</sup> Grade	Advanced Math/Pre-Calculus
12 <sup>th</sup> Grade	AP Calculus

In the "advanced" track, students can select AP Statistics in 11<sup>th</sup> grade.



## Elementary Math Course Outlines

In grades PK-5, students will have instruction in all science strands including scientific inquiry, earth and space, life science, and physical science. A strong focus will be on the use of literacy-based strategies to teach the science concepts, infusing inquiry-based lessons when appropriate.

In PK-2, the National Geographic resources provide Big Books and many leveled readings for use with students. In grades 3-5, each student will have a copy of the National Geographic textbook.

Pre-Kindergarten	Colors, Colors/shape assessment, Shapes/corners/sides assessments, Counting 0-5, Days of the week, # Concepts 0-5, Patterns-recognition, Shapes-positions, Counting 0-10, Patterns-describe, # Concepts 0-10, Adding 1 more, Sorting & Counting, Counting 0-15, Patterns-create, More/Less/Equal, # Concepts 0-15, Computation, Write #s 0-5, Counting 0-20 Assessment, Patterns/Assessment, Counting 0-25, Decomposing to 10, Patterns, Write #0-10, Making Shapes, Counting # 0-30, Decomposing to 10, Write #0-15, Count to 30 by 10s, Compose simple shapes, Computation – make 10, More/Less/Equal, Computation – fluency to 5, Make 10, Fluency to 5, Computation – Make 10, decompose 10 w/equation, Counting 0-100, Comparing 2 #s, 1-10 as written #, Counting to 100 by 10s
Kindergarten	Flat shapes (sides, corners, attributes, making shapes from other shapes), sorting and counting, counting to 100 by 1s and 10s, Writing # 0-20, # Concepts 0-10, Word problems within 10, Making 10, Repeating patterns, # Concepts to 20, Adding 1 more, More/Less/Equal, Measurement, Computation addition within 10, 3 dimensional shapes, Computation subtraction within 10, Addition fluency within 5, Counting on from a given number, Decomposing number within 10, Place value with #11-19, Introduce telling time, Introduce partitioning shapes, Introduce money/coin recognition, Introduce More/less using < >
1 <sup>st</sup> Grade	Number sense to 20, Introduce 100s chart, Numbers to 120, Sums of 10, Doubles, Near doubles, 10 more/less, True/false addition and subtraction, Decompose #s < 20, Determine unknown +, Addition w/3#s <20, Review strategies, Story problems w/addition, Story problems w/3 digits, Place value, Count back, Subtract unknown addend, Flip-it facts, 2-digit addition, Time, Geometry, Graphs,



Objects by 2s, Odd/even, Money, 2-digit Addition, 2-digit Subtraction, Greater than, lesser than, equal

2<sup>nd</sup> Grade

Place value – skip count, #s to read and write, 3-digit number,  $< > =$  with two 3-digit #s; Multiplication – Odd and Even #s with repeated addition and two equal parts; Place Value – Addition strategies and why they work up to 100; Problem Solve – Addition within 100, Addition within 100 one and two step word problems with unknowns; Place Value – up to 4 two-digit #s,  $=$ , Mental Strategies (+) 10 or 100 from a given # 100-900, Add within 1000 w/regrouping (compose & decompose); Money – word problems with \$ and ¢ symbols; Time – relationship between standard time, Tell time 5-minute interval, Tell time with 1 minute interval; Place Value – Subtraction strategies and why they work up to 100; Problem Solve – Subtract within 100 one and two step word problems with unknowns; Place value – (-) Mental Strategies 10 or 100 from a given # 100-900, Subtract within 1000 w/regrouping (compose and decompose); Subtract within 1000 w/regrouping; Measurement & Data – Tools/Measure with different units, Estimate Lengths, Add and Subtract Lengths/line plot, gather data/graph (bar and picture)/Solve Problems; Multiplication – Repeated addition w/arrays expressed as a multiplication equation, Groups of objects and word problems; Geometry – Shapes, partition shapes connection to fractions; Place Value w/ Rounding; Number Patterning

3<sup>rd</sup> Grade

Place Value, Addition, Subtraction, Time, Multiplication, Division, Fractions, Measurement, Geometry, Graphing

4<sup>th</sup> Grade

Place Value, Addition/Subtraction, Multiplication, Division, Fractions, Decimals, Measurement, Geometry

5<sup>th</sup> Grade

Place Value, Order of Operations and Analyzing Patterns, Adding and Subtracting Decimals, Multiply and Divide Whole Numbers and Decimals, Add and Subtract Fractions, Measurement, Geometry

Secondary Course Descriptions

6<sup>th</sup> Grade

The 6th grade Big Ideas Math book has the Common Core State Standards for Mathematical Practice and Content as its foundation. This book provides middle



school students with a well-articulated curriculum consisting of fewer and more focused standards, conceptual understanding of key ideas, and a continual building on what has been previously taught. The book focuses on the following major concepts and standards:

- \*expressions and number properties
- \*multiplying and dividing fractions
- \*multiplying and dividing decimals
- \*fractions, decimals, and percents
- \*ratios, rates, and data analysis
- \*circles and area
- \*equations
- \*inequalities
- \*tables, graphs and functions
- \*big idea projects (literature, history, art, and science projects)

## 7<sup>th</sup> Grade

The 7th grade Big Ideas Math book has the Common Core State Standards for Mathematical Practice and Content as its foundation. This book provides middle school students with a well-articulated curriculum consisting of fewer and more focused standards, conceptual understanding of key ideas, and a continual building on what has been previously taught. The book focuses on the following major concepts and standards:

### OPERATIONS WITH INTEGERS:

adding, subtracting, multiplying, and dividing

### RATIONAL NUMBERS AND EQUATIONS:

adding, subtracting, multiplying, and dividing, and solving equations with them

### PROPORTIONS AND VARIATIONS:

rates, slope, proportions, converting measurements,

### PERCENTS:

equations, percent of increase and decrease, discounts and markups, simple interest

### SIMILARITY AND TRANSFORMATIONS:

perimeters and areas of similar figures, scale drawings, translations, reflections, rotations

### SURFACE AREAS OF SOLIDS:

drawing 3-D figures, surface areas of prisms, cylinders, pyramids, cones

### VOLUMES OF SOLIDS:

volumes of prisms, cylinders, pyramids, cones

### DATA ANALYSIS AND SAMPLES:

stem-and-leaf plots, histograms, circle graphs

### PROBABILITY:



experimental, theoretical

**ADDITIONAL TOPICS: ANGLES AND GEOMETRY**

8<sup>th</sup> Grade

Designed to give students a solid foundation in skills necessary for high school math courses using a balanced approach to instruction with discovery & direct instruction. Common core state standards will be covered including solving, graphing & writing equations; functions; angles & similarity; square roots; data analysis; linear inequalities; and exponents & scientific notation. Abstract thought, reasoning, and inquiry will occur as students strive to answer essential questions.

**ALGEBRA I LAB**

9-12

(1 year)

Elective

Grades

Placement Criteria: Below 50% on ITBS or ITED Total math And/Or C or below in previous math course And/Or teacher recommendation

This course is a supplemental course to Algebra I designed to provide support needed for students to be successful in Algebra I. Students will receive additional instruction, review, application, and preview of the main topics of Algebra I. Algebra I Lab must be taken concurrently with Algebra I

**GEOMETRY LAB**

(1 year) Elective Grades 9-12

Placement Criteria: Below 50% on ITBS or ITED Total math And/Or C or below in previous math course And/Or teacher recommendation

This course is a supplemental course to Geometry designed to provide support needed for students to be successful in Geometry. Students will receive additional instruction, review, application, and preview of the main topics of Geometry. Geometry Lab must be taken concurrently with Geometry.

**ALGEBRA II LAB**

Placement Criteria: Below 50% on ITBS or ITED Total math And/Or C or below in previous math course And/Or teacher recommendation

This course is a supplemental course to Algebra II designed to provide support needed for students to be successful in Algebra II. Students will receive additional instruction, review, application, and preview of the main topics of Algebra II. Algebra II Lab must be taken concurrently with Algebra II.



## GENERAL MATH

This course provides a review of basic math concepts that have been presented to students in previous years. This class focuses on establishing a firm understanding of topics to prepare students to advance through the remaining high school math courses.

This class will cover topics such as Real Numbers, Equations, Inequalities, Graphing, Proportions, Exponents, and Probability. After this class students may take either Basic Algebra (to be implemented for 2013-2014) or Algebra I (possibly with an accompanying Algebra I Lab).

## **INTEGRATED MATH II** (dropped for the 2013-2014 year) **(1 year) Grade 10**

This course is available by teacher recommendation only.

This course addresses critical math skills in an integrated design. The course provides a review of key math skills and concepts and then applies them to real-life situations. In Integrated Math II, the topics include statistics and probability (chance), number concepts (percents, signs, roots, primes, budgeting, spreadsheets), measurement (rate, ratio, proportion), geometry (triangles, polygons, circles, house design, rules and arguments), and algebra (equations, inequalities, graphing equations, patterns).

## **INTEGRATED MATH III** (dropped for the 2014-2015 year) **(1 year) Grade 11**

This course is available by teacher recommendation only.

This course addresses critical math skills in an integrated design. The course provides a review of key math skills and concepts and then applies them to real-life situations. In Integrated Math III, the topics include statistics and probability (statistical measures, scatter plots, correlations, probability, combinations, permutations), measurement (estimating, distance, graphs, ratios), geometry (graphs to solve problems, cubes, prisms, cylinders, solids with points, slope, right triangles, direct and inverse variation, linear functions), and algebra (growth sequences, expressions, solving equations, quadratic functions, exponential functions).

## **ALGEBRA I** (1 year) Grades 9 - 12

Prerequisite: Completion of 8th grade math (**B or above**) for 9th graders, or completion of Intermediate Algebra I (**C or above**) for 10th-12th graders, and **50% or above math score** on I.T.B.S. or I.T.E.D. math section (national %)

Algebra I is designed to give students a solid foundation in algebra concepts and skills. The course covers laws of mathematics, operations with signed numbers, concepts of sets, solutions of equations and inequalities, factoring, functions, and real numbers. The course spends a great deal of time on various types of word problems. Algebra I is recommended for students who plan to attend college.

## **GEOMETRY** (1 year) Grades 9 - 12

Prerequisite: Algebra I (**C or above**), and **50% or above math score** on I.T.E.D. math section (national %)



Geometry is designed to help students develop their logical thinking and problem solving skills. It includes the study of points, lines, triangles, polygons, and circles in a plane. Students develop their inductive and deductive reasoning skills through formal and informal proofs. Surface area, volume, coordinates and trigonometry are also studied. Geometry is recommended for students who plan to attend college, and is a prerequisite for Algebra II.

### ALGEBRA II

(1 year) Elective Grades 9 - 12

Prerequisite - Minimum grade of **C** in Algebra I and/or Geometry and a score of **50% or above** on the math section of I.T.E.D. (national %)

The concepts covered include a review and extension of factoring, exponents, polynomials, quadratic equations and inequalities, operations with radicals, an introduction to complex numbers, the analytical geometry of straight lines, circle, and other conic sections, arithmetic and geometric progressions, and an introduction to trigonometric functions and graphs. The graphic calculator (TI-84 plus) will be used in as many areas as possible. The student will need to know many formulas and how to use them. Algebra II is recommended for students who plan to attend college.

### ADVANCED MATH/PRE-CALCULUS

(1 year) Elective Grades 1 - 12

Recommendation: Minimum grade of **C** in Algebra I and II, and Geometry, and a score of **50% or above** on the math section of I.T.E.D. (national %)

This course lays the ground-work for further study of mathematics at the college level. Pre-calculus concepts, Trigonometric concepts and discrete mathematics are covered. The student will obtain the skills necessary for working with functions (linear, quadratic, and polynomial), graphs of these functions, use of exponents and logarithms as well as the analytic geometry skills. The trigonometry concepts will include trig functions, equations, their application, using the trigonometry triangle, addition formulas, working with polar coordinates and complex numbers. The discrete math will focus on sequences and series, matrices, probability and statistics. All students need access to a scientific calculator. The student will learn how to use a graphic calculator (TI-84 plus) as it is used extensively in the course. These graphic calculators can be provided for the student to use in class.

### AP CALCULUS

(1 year) Elective Grades 11,12

Recommended: Due to the rigorous nature of this course it is highly recommended that students have scored the following in previous math course: Advanced Math (**C or above**) or co-enrollment in Advanced Math while **maintaining a B and a score above 50% on the math section** of the I.T.E.D. (national %)

This is an introduction to college calculus and could be taken as an AP class (optional). Calculus makes extensive use of plane geometry and algebra. The first semester will be dedicated to functions, limits and derivatives. The second semester will be dedicated to integration and inverse functions. This is a weighted class if the student takes the AP exam.



**AP PROBABILITY AND STATISTICS (Dual Enrollment)**

(1 year) Elective Grades 11, 12

Prerequisite: 1<sup>st</sup> semester students need to have a minimum grade of **C** in Algebra II to enroll.

To enroll in second semester DMACC MAT 157, Statistics, students need to have successfully completed 1<sup>st</sup> semester Statistics with a C or higher.

This course provides a non-theoretical introduction to statistics. Probability provides a framework for dealing with uncertainty and for interpreting predictions based on uncertainty. Statistics is utilized for the collecting, representing, and processing of important data. Students will learn to apply statistical techniques to solve problems and represent results. Use of technology will enhance the learning in this course. This course offers both high school and DMACC college credit upon successful completion. DMACC college credit will be given for DMACC curriculum covered during 2<sup>nd</sup> semester; this course moves to the college level curriculum during 2<sup>nd</sup> semester.