

## INTRODUCTION

This handbook is intended to serve as a guide to assist ADM 9-12 High School staff members in carrying out their responsibilities. **THIS HANDBOOK IS NOT A CONTRACT.**

This handbook along with the ADM 9-12 Student Handbook have been prepared with guidelines to help in maintaining a cooperative and consistent program. It is necessary for the entire staff to work together for the common good of the children, parents, teachers, and community.

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

### ADM Shared Mission

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

### ADM Shared Values

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

### ADM Shared Vision

ADM Students Will Experience Success Today and Achieve Their Dreams Tomorrow

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

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

**"Experiencing Success Today, Achieving Dreams Tomorrow"**



## **EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT (Board Policy 101)**

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

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

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

## **ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT OUTCOMES**

Adel DeSoto Minburn Community Schools are committed to helping students acquire the knowledge base needed to use effectively the following strategies and skills necessary for success in adult life. Adel DeSoto Minburn students will be:

### **EFFECTIVE COMMUNICATORS who:**

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

### **COMPLEX THINKERS who:**

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



**COLLABORATIVE WORKERS** who:

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

**SELF-DIRECTED LEARNERS** who:

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

**RESPONSIBLE CITIZENS** who:

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

## **ADEL DESOTO MINBURN HIGH SCHOOL STANDING GOALS**

**ACADEMIC:**

1. To help students develop the following intellectual skills:
  - A. The ability to read efficiently and analytically.
  - B. The ability and willingness to communicate effectively through writing, speaking, and listening.
  - C. The ability to understand and use quantitative data concepts.
  - D. The ability to understand concepts and generalizations through rational processes and problem-solving techniques.
2. To educate students to be discriminating consumers and to develop an understanding of economic skills and principles.

**PERSONAL:**

1. To develop an understanding and appreciation of self, giving him/her a feeling of his/her own innate worth.
2. To attain and preserve physical and mental health.
3. To develop the ability of individuals to become more sensitive to other people's needs, fears, and motivations.
4. To have students develop an appreciation for the arts and their own creative abilities.
5. To encourage students to evaluate ethical and moral concepts and develop personal values.

**SOCIAL SKILLS/CITIZENSHIP:**

1. To develop the ability to function within the laws, customs and value of our nation and provide for change through the democratic process.
2. To foster respect for the rights and property of others.
3. To develop beyond one's own immediate gratification to the needs and expectations of society.
4. To create an awareness of the need to maintain a balance between freedom and responsibility.
5. To develop appreciation for the similarities and differences in cultures.
6. To promote an understanding of and a desire to participate in government.



#### CAREER EDUCATION:

1. To provide opportunities to explore occupational and educational challenges.
2. To provide opportunities to acquire many kinds of marketable skills.
3. To offer opportunities for the student to explore and begin preparation for a changing world of work and leisure.

#### Grading Scale:

Teachers in grades 9 - 12 use the following percentages for reporting grades:

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

Each grade recorded in the grade book should be entered in a fashion that will enable the teacher to determine what the grade was for and when the grade was recorded. The grade book is to be filed with the principal at the close of the year.

An "incomplete" grade at the end of a grading period becomes an "F" after two weeks unless the teacher informs the guidance office that they are extending the period for a student to complete course work.

The failing student is one who is capable of meeting the minimal standards and fails to do so because of poor work, poor attitude and/or no effort. "F" represents those students who make no progress in learning, but who possess the ability to pass. Any teacher who has a student in danger of failing should have made numerous parent contacts along with progress reports at the mid-term, counseled with the student and contacted the counselor. It is a major responsibility of educators to communicate regularly with parents, especially when a student is having a problem in a course. **No student should fail a class without the parents being informed verbally as well as receiving a progress report form indicating the information through a given grading period.**

It is imperative that teachers of senior students keep the guidance office and the parent of the student informed regarding potential failure of courses. This is particularly true of the second semester. No student who is planning to graduate at the end of the year should be surprised to find out at the end of the semester that they have failed a course and will not graduate.



**Parent/Student Handbook:** Teachers should familiarize themselves with the information in the Parent/Student Handbook so that they have an understanding of the expectations placed upon students.

## GENERAL INFORMATION FOR FACULTY NOTICES

### **Disaster/Emergency Procedures:**

State law requires a school to have two (2) fire and two (2) tornado drills each semester and to display signs in classrooms that describe the procedures for students. Each teacher must acquaint the students of each class with the room's posted procedures and see that they are carried out. It is imperative that we impress upon students the importance of these drills and that students are informed early in the year on the procedures. Students are expected to be quiet and proceed as directed according to each drill.

#### ***TORNADO—***

The tornado warning will be an alert announcement over the intercom. This indicates everyone must move to the proper areas within the building as outlined on the plan posted in the room in which you are located. Please move quickly and quietly to your assigned area. Students should kneel, bow their heads, and clasp their hands over their heads. Teachers are responsible to bring class lists. Roll is to be taken to account for everyone. Teachers should accompany groups all the way to their designated location. A message to return to class will be given on the intercom when it is time to return to the building.

#### ***FIRE—***

The fire warning will be a continuous blast of the fire alarm buzzer. Students should go directly and quietly in single file to the area outside the building as designated on the plan posted in the room in which you are located. Normally, teachers will have their class exit to the nearest exit door in the building. Students should not carry coats, books, or other possessions with them at the sound of the fire signal. Windows and doors should be closed. Teachers are responsible for taking class lists with them outside and for taking roll. A teacher should leave the building only after the last student in his/her group leaves the building. Keep your students together and allow no one to leave the area. A message to return to class will be given on the intercom when it is time to return to the building.

Room Number	Occupant	Use	Fire Exit	Tornado Shelter
HS Commons			West HS Exit	500 Hallway South End
101	Mrs. Oesterle	Counseling Center	West HS Exit	100 Hallway outside of Room 104
101B		Food Services	West HS Exit	100 Hallway outside of Room 104
101C	Mrs. Rebel	HS Counselor	West HS Exit	100 Hallway outside of Room 104
101D	Mrs. Severidt	Food Service Director	West HS Exit	100 Hallway outside of Room 104
101E	Mrs. Wilken	Activities Administrative Assistant	West HS Exit	100 Hallway outside of Room 104



101F	Mr. Gee	Activities Director HS Assistant Principal	West HS Exit	100 Hallway outside of Room 104
103	Mrs. Gray Mrs. Studyvin	HS Office	West HS Exit	100 Hallway outside of Room 104
103A	Mrs. McCan/ Mrs. Fountas	Nurse	West HS Exit	100 Hallway outside of Room 104
103B	Mr. Griebel	HS Principal	West HS Exit	100 Hallway outside of Room 104
103C	ISS Room		West HS Exit	100 Hallway outside of Room 104
103D	Officer Keller	SRO	West HS Exit	100 Hallway outside of Room 104
103E		Faculty Room	West HS Exit	100 Hallway outside of Room 104
104	Mrs. Bachman	Spanish	West HS Exit	Remain in Room
105	Mrs. Baier	Spanish	West HS Exit	Room 104
106	Mr. Buchman	Social Studies	West HS Exit	Remain in Room
107	Mrs. Rezek	French	West HS Exit	Room 106
108	Ms. Jennison	Language Arts	West HS Exit	Remain in Room
109	Mrs. Miller	American History	Southwest HS Exit	Room 108
110	Ms. Gilliland	Resource	Southwest HS Exit	Remain in Room
110A	Mrs. Whisner	Resource	Southeast HS Exit	Remain in Room
111	Mrs. Longman	Language Arts	Southwest HS Exit	H Hallway West End
112	Mrs. Seidl	Language Arts	Southwest HS Exit	H Hallway West End
113	Mrs. Weems	Language Arts	Southwest HS Exit	H Hallway West End
202	Mr. Plummer	Math/Computers	Loading Dock Exit	200 Hallway North End
203	Mr. Rolles	Social Studies	Loading Dock Exit	Remain in Room
204	Mr. Schroeder	Computers	Loading Dock Exit	Room 203
205	Mr. Zwank	Math	Loading Dock Exit	Remain in Room
206	Mr. Goodale	Math	Loading Dock Exit	Room 205
207	Mrs. West	Math	Southeast HS Exit	Remain in Room
208	Mrs. Boesen	Science	Southeast HS Exit	Room 207
209	Mrs. Storm	Resource	Southeast HS Exit	Remain in Room



210	Mr. Pottorff	Science	Southeast HS Exit	H Hallway East End
211	Ms. Knipper	Language Arts	Southeast HS Exit	Room 209
212	Mrs. Vasto	Science	Southeast HS Exit	H Hallway East End
HS Commons			West HS Exit	400 Hallway West End
301		Concessions	West HS Exit	Remain in Room
302	Mr. Pruitt	Custodial	Loading Dock Exit	Remain in Room
304	Mr. Yori	Maintenance Technician	Loading Dock Exit	Remain in Room
305		Mechanical	Loading Dock Exit	Remain in Room
401	Mr. Asche	Technology Education	West HS Exit	Remain in Room
402	Mr. Mehmen	Business	West HS Exit	Remain in Room
402A	Ms. Simpson Mrs. Purtell	At-Risk; JCL/GATE	West HS Exit	Remain in Room
403	Mr. Asche	Technology Education	South Room Exit	Room 401
404	Mr. Kurth Mrs. Wolf	Technology	East HS Exit	Remain in Room
405	Mrs. Shea	Art	South Room Exit	Room 406
406	Ms. Stoulil	Family and Consumer Science	East HS Exit	Remain in Room
407	Mrs. Silverio	Art	Room 407A Exit	Room 408
407A	Mrs. Shea Mrs. Silverio	Art	South Room Exit	Room 408
407B	Mrs. Shea Mrs. Silverio	Art Office	Room 407A Exit	Room 408
407C		Dark Room	Room 407A Exit	Room 408
408	Ms. Stoulil	Family and Consumer Science	East HS Exit	Remain in Room
409	Mr. Mueller	GTT/PLTW	South Room Exit	Room 408
410		Custodial	East HS Exit	Remain in Room
411	Mrs. Edgerly	8 <sup>th</sup> Science	East HS Exit	Remain in Room
412		Custodial	East HS Exit	Remain in Room
414		HS Boys Locker Room	East HS Exit	Hallway Across from 407
418		HS Girls Locker Room	East HS Exit	Hallway Across from 407
South Gym			West HS	Room 505
501		8/9 Girls' Locker Room	North MS Exit	Remain in Room
501A	Mrs. Scott	PE	West HS Exit	Remain in Room
503	Mr. Whisner	PE	West HS Exit	Remain in Room



505		6/7 Girls' Locker Room	West HS Exit	Remain in Room
507		Laundry Room	West HS Exit	Remain in Room
509		6/7 Boys' Locker Room	West HS Exit	Remain in Room
509A	Mr. Krumwiede	PE	West HS Exit	Remain in Room
513		8/9 Boys' Locker Room	West HS Exit	Remain in Room
601		Chorus	West Activities Exit	Remain in Room
601A		Chorus	West Activities Exit	Remain in Room
601B	Mr. Wooden	Chorus Office	West Activities Exit	Remain in Room
601C	Mrs. Braymen	Music Office	West Activities Exit	Remain in Room
602		Auditorium	West HS Exit	Room 601A
604		Stage	West HS Exit	Room 601A
606		Band	West Activities Exit	Remain in Room
606B	Mr. Braun	Band Office	West Activities Exit	Remain in Room
606E		Ensemble	West Activities Exit	Remain in Room
606F		Practice Room	West Activities Exit	Room 606
606G		Practice Room	West Activities Exit	Room 606
606H		Practice Room	West Activities Exit	Room 606
606I	Mrs. Noring	Music Office	West Activities Exit	Room 606
610		Stage Support	South Room Exit	Room 606E
700	Mrs. Stiles Mrs. Kuhns	District Office	West Activities Exit	Room 700D
North Gym			North Room Exits	700-900 Hallway
MS Commons			West Activities Exit	700-900 Hallway
700A	Mr. DePue	6-12 Dean	West Activities Exit	Room 700D
700B		Work Room	West Activities Exit	Room 700D
700C	Mr. Dufoe	Superintendent	West Activities Exit	Room 700D
700D		District Storage	West Activities Exit	Remain in Room
700E	Mrs. Gee	Business Manager	West Activities Exit	Room 700D
700F	Mrs. Anglin	District Printing	West Activities Exit	Room 700D
700G	Mrs. McNeal	Payroll	West Activities Exit	Room 700D
700H	Mrs. Person	Accounts Payable	West Activities Exit	Room 700D
701		Board Room	West Activities Exit	Room 700D
702		Food Service	West Activities Exit	Room 606
704		West Concession Stand	West Activities Exit	Room 606
705		Booster Alumni Sales	West Activities Exit	Room 606
706		North Gym	West Activities Exit	Room 513
706A		PE Storage	West Activities Exit	Remain in Room
706B		Officials Locker	West Activities Exit	Room 513



		Room		
706C		East Concessions	North MS Exit	Remain in Room
706D		Training Room	North MS Exit	Remain in Room
800		Weight/Fitness Room	North Activities Exit (North Stairs)	700-900 Hallway
801		Wrestling Room	North Activities Exit (North Stairs)	700-900 Hallway
802	Mrs. Peters	7 <sup>th</sup> Reading	North MS Exit (North Stairs)	900 Hallway North End
803		MS Computer Lab	North MS Exit (North Stairs)	HS Media Hallway
804	Ms. Paglia	7 <sup>th</sup> Writing	North MS Exit (North Stairs)	900 Hallway North End
805	Ms. Thiele Mr. Kilker	7 <sup>th</sup> /8 <sup>th</sup> Resource	North MS Exit (North Stairs)	900 Hallway North End
806A	Mr. Winter	7 <sup>th</sup> Geography	North MS Exit (North Stairs)	900 Hallway North End
806B	Mrs. Sloss	6-8 Level III	North MS Exit (North Stairs)	900 Hallway North End
807		MS Staff Room	North MS Exit (North Stairs)	900 Hallway North End
808	Mr. Hall	7 <sup>th</sup> Science	East MS Exit (South Stairs)	900 Hallway South End
809		Special Education	North MS Exit (North Stairs)	900 Hallway North End
810		Special Education	East MS Exit (South Stairs)	900 Hallway South End
811	Ms. Willems	8 <sup>th</sup> Writing	East MS Exit (North Stairs)	900 Hallway North End
812	Mr. Stanley	8 <sup>th</sup> Reading	East MS Exit (South Stairs)	900 Hallway South End
813	Mrs. Baldon	8 <sup>th</sup> Social Studies	East MS Exit (South Stairs)	900 Hallway South End
815	Mrs. Boston	8 <sup>th</sup> Math	East MS Exit (South Stairs)	900 Hallway South End
900		Media Center	North MS Exit	HS Media Hallway
900A	Mrs. Melroy	Teacher Librarian	North MS Exit	HS Media Hallway
900B		Conference Room	North MS Exit	HS Media Hallway
900C		Small Group Room	North MS Exit	HS Media Hallway
901	Mrs. Hein	MS Office	North MS Exit	Remain in Room
901A	Mrs.	MS Principal	North MS Exit	Remain in Room



	Timmerman			
902	Mrs. Knute	6 <sup>th</sup> Writing	East MS Exit	900 Hallway North End
902A		IS Room	East MS Exit	900 Hallway North End
902B		IS Room	East MS Exit	900 Hallway North End
903	Mr. Mager	MS Guidance	East MS Exit	Remain in Room
904	Mrs. LaFollette	6 <sup>th</sup> Reading	East MS Exit	Room 905
905	Mrs. Heitz	6 <sup>th</sup> Resource	East MS Exit	Remain in Room
906	Mr. Watson	6 <sup>th</sup> Science	East MS Exit	Room 907
907	Mrs. Shields	6 <sup>th</sup> Social Studies	East MS Exit	Remain in Room
908	Mr. Markus	7 <sup>th</sup> Science	East MS Exit	Room 909
909	Mrs. Tiffany	6 <sup>th</sup> Math	East MS Exit	Remain in Room
910	Mrs. Burk	MS Computers	East HS Exit	Room 911
911	Miss Seaholm	Level III	East HS Exit	Remain in Room
912		Mechanical	East HS Exit	Remain in Room
914		Storage	East HS Exit	Remain in Room



Chairpersons are responsible for ensuring that all students and personnel are accounted for on the roll for the area assigned. If the chairperson is out of the building, the teacher of the first room listed to the right becomes the chairperson.

Russ Braun	Vocal, Band, Auditorium area: Northwest Exit
Lucas Asche	Rms. 401, 402, 403, 404, 405, 406 & 408: East Exit
Mike Whisner	Northeast Exit
Anita Vasto	Rms. 205, 206, 207, 208, 210, 212 & 110: Southeast Exit
Charity Miller	Rms. 106, 107, 108, 109, 111, 113: Southwest Exit
Jodi Baier	Rms. 101c, 104, 105, 202, 203, 204, commons: West Exit

#### ***BOMB THREAT –***

Any staff member who receives a bomb threat should write down the exact time and exactly what the person said. Please refer to your Emergency Procedures Guide.

- After hanging up the phone, notify the principal's office immediately.
- Principal notifies the police (call 911) and the superintendent. The principal or superintendent must report the incident to the Fire Marshal.
- Principal orders evacuation of all persons inside the school building. Do not mention "bomb threat". Use standard fire drill evacuation procedures.
- Students and staff must be evacuated to a safe distance outside the school building. After consulting with the superintendent, the principal may move students to the 8-9 Middle School Gym if the weather is inclement or the building is damaged. The football stadium may be utilized if the weather is appropriate.
- If the middle school is part of the bomb threat, students will be directed to the basement of the First Christian Church and Methodist Church. Teachers listed on the master schedule whose names begin with A through M will proceed to the First Christian Church; Teachers with names beginning with N through Z will proceed to the Methodist Church.
- Administrators will make a decision regarding whether students and staff will wait for buses to transport them to off campus sites or whether they will begin walking and be picked up enroute, as buses become available.
- Teachers will accompany and supervise the group of students they were teaching or supervising at the time of the emergency. Teachers on planning time at the alert will help with supervision of study hall students and any other large group of students. Teachers are to keep their students together in a group to and from any locations designated during the emergency.
- Teachers take roll after being evacuated and need to take their attendance and/or roll information with them.
- No one may reenter the building until it is declared safe by fire or police personnel.
- The principal notifies students and staff of termination of the emergency. Resume normal operations.
- The superintendent or principal will make a decision whether students may be released to parents.

#### ***EMERGENCY COMMUNICATION PROCEDURES –***

While emergency and disaster plan techniques vary in scope and complexity, there are a number of basic communication procedures that are applicable in most situations. The following things should be done:

1. Notify the principal's office who will then notify the principal, assistant principal, and superintendent.
2. Immediate notification of the appropriate agency or agencies such as police, fire, ambulances service, nearby hospitals, and health authorities, if necessary.
3. Take whatever responsible measures are required to ensure the safety of all students and staff in the immediate area and make sure they are informed of what has happened (to the extent appropriate and possible).
4. The intercom will generally be the first choice for communicating necessary information. Other emergency communication equipment includes:
  - Telephones (available in each classroom)
  - E-mail
  - Portable Communication Device – Band Office
  - Headset radio communicators – Athletic Director's Office/PRISM Room (do not use in cases where bombs are suspected)



- Cell Phones – Athletic Director; Superintendent; Maintenance Director (do not use in cases where bombs are suspected)
- Two-way Radio – Principal's Office (do not use in cases where bombs are suspected)
- Face to face conversation

No employee of the school system should talk to any representative of the media without explicit permission of the superintendent. The superintendent is the contact person for all media sources. The alternative media spokesperson is the building principal.

Administrative follow-up:

- Refer to the general crisis plan and utilize additional "crisis team" members and community support personnel.
- If students witness any event, defuse with students.
- Prepare a notice to send home if appropriate.
- Conduct an end of the day staff meeting to evaluate crisis procedures and disseminate information.
- Prepare appropriate documentation and report.

#### *INTRUDER—*

Anyone noticing a person in the building not wearing an appropriate visitor's pass should take the following action:

If the intruder appears to be "low risk":

- Politely greet the intruder and identify yourself.
- Ask the intruder about the purpose of his/her visit.
- Inform the intruder that all visitors must register at the main office.
- If the intruder's purpose is not legitimate, ask him/her to leave. Accompany the intruder to an exit.
- You may want to ask another staff person to accompany you before approaching the intruder.

If the intruder is unresponsive, refuses to leave, or displays hostile behavior:

- Notify the principal's office and give a description and location of the subject.
- Warn the intruder of the consequences for staying on school property...inform him/her that you will call the police.
- Be prepared to give the police a full description of the intruder.
- Clear students and walk away from an intruder if he/she indicates a potential for violence. Be aware of the intruder's actions at this time (where he/she is located in the school, whether he/she is carrying a weapon or package, etc.).

#### *LOCKDOWN—*

If a situation should arise in which we have an "intruder" in the building or another emergency situations that may result in harm to persons inside the building, we may "lock down" the building.

The intercom will be used to instruct teachers to lock down the building:

- Direct all students, staff, and visitors into classrooms. Teachers should usher students who are in the restrooms or hallways into the nearest classroom.
- Teachers will lock their doors and move students away from the windows and doors. Close blinds or shades.
- Take roll. Notify principal's office of students or staff who are outside the assigned classroom. Notify the principal's office of additional staff or students who may be in the classroom.
- Allow no one outside of classrooms until the principal or designee gives the "all-clear" signal.
- Students and teachers in the commons will go to the auditorium. Use the side door that enters on to the stage. The side door to the stage will need to be locked as well as the main door to the auditorium. The administrative assistants, vocal, and band instructors all have keys to the auditorium and offices in the vicinity of the auditorium...they are responsible for locking the doors.
- Students and teachers in the gymnasium will go the locker room.
- Students in the computer labs will stay there and be under the supervision of the teachers in the computer science and business rooms.
- People in the office complex will go to the back of the office area.



- Outside classes need to be alerted and moved to a secure place.

Further instructions will be communicated as needed...e.g., if it is appropriate to evacuate the building.

#### **WEAPONS—**

Take the following action when aware of a weapon brought to school:

1. Assess the danger.
2. Seek immediate shelter.
3. Notify the principal's office.
4. Tell the principal the name of the suspected person (or description) who brought the weapon, where the weapon is located, whether the suspect has threatened anyone, and any other details that may prevent the suspect from hurting someone or himself/herself.
5. The principal will initiate the "lockdown" procedures and call 911
6. When police arrive, they will be in charge.
7. Dealing with the suspect:
  - If the individual has the weapon out –
  - Remain calm
  - Avoid sudden moves or gestures
  - Keep a safe, non-intimidating distance
  - Don't threaten
  - Look for a place to dive for safety if necessary
  - Using a calm and clear voice, instruct the individual that the/she needs to put the weapon down
  - Use the individual's name while talking to him/her
  - Try not to raise your voice but, if necessary, do so firmly

#### **Equal Opportunity/Non-Sexist/Multicultural:**

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

#### **Policy on Harassment and Bullying**

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

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

Communicate to the harasser or bully that they student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully the student should ask a teacher, counselor or principal to help. If the harassment or bullying does not stop or the student does not feel comfortable confronting the harasser or bully, the student should: tell a teacher, counselor or principal and write down exactly what happened. Keep a copy and give another copy to the teacher, counselor or principal including: what, when and where it happened, who was involved, exactly what was said or what the harasser or bully did, witnesses to the harassment or bullying, what the student said or did, either at the time or later, how the student felt, and how the harasser or bully responded.

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



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

Sexual harassment includes, but is not limited to: verbal, physical or written harassment or abuse, pressure for sexual activity, repeated remarks to a person with sexual or demeaning implications and suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment or bullying based upon factors other than sex includes, but is not limited to: verbal, physical, or written harassment or abuse, repeated remarks of a demeaning nature, implied or explicit threats concerning one's grades, job, etc. and demeaning jokes, stories or activities.

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

Violations of this policy will be cause for the following disciplinary action:

- first offense - one hour detention;
- second offense - two hour detention;
- third offense - four hour Saturday school;
- fourth offense - one day in-school suspension;
- fifth offense - three day in-school suspension, and;
- sixth offense - issue taken to superintendent and school board for possible expulsion hearing).

**Depending on the severity of the incident, steps can be skipped by administration.**

Additional reference to Board Policy 403.6 (Harassment) is made as supplementary to this concern. The grievance procedure for harassment is found in this handbook.

#### **Section 504 and the ADA**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The ADA (Americans with Disabilities Act) likewise prohibits disability discrimination. In order to fulfill obligations under section 504 and the ADA, the Adel DeSoto Minburn School District has a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

If there are questions, please feel free to contact **Greg Dufoe**, Section 504 Coordinator for the Adel DeSoto Minburn Community School District, at 677-2222.

#### **Student Abuse by District Employee's**

As directed by Chapter 102 of the Iowa Administrative Code, the Adel DeSoto Minburn Community School District has appointed a designated investigator responsible for the investigation of allegations regarding the abuse of students by school employees.

The designated level one investigator for the abuse of students by District employees is Darcy Simpson, school/community liaison (993-4584). The level two investigator is Jim McNeil, Adel Police Chief (993-4525). The alternate investigator is Greg Dufoe, Superintendent of Schools (993-4283).

Categories of abuse are the following:

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



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

### **Smoking**

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

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

### **AEA 11 Media and Educational Services**

AEA 11 Media Center has many fine films, books, kits, etc., available to all staff members. Staff members should complete a media request form for the materials being requested. This form is available in the office. AEA 11 Educational Services offer many fine services to our school. Teachers who would like to make use of these services should contact the Media Specialist regarding these services. The AEA van will deliver materials on Mondays and Thursdays around noon. Materials being returned should be on the AEA basket in the principal's office by 11:30 a.m. the day of pick-up and delivery.

### **Volunteers**

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

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

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

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

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



### **Copyright Guidelines**

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

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

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

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

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

The guidelines prohibit:

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

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

### **Absentees and Announcements**

Teachers are required to read the announcements to students during 2nd hour or when designated by the office. A compiled list of absentees and tardies will be emailed to each teacher daily. Check it for accuracy and if any errors occur, notify the office immediately by use of the phone.

### **Accident and Illness Emergencies**

Safety and accident prevention is one of our first responsibilities. Everyone is legally responsible for the safety and welfare of the students under our supervision. Students must be thoroughly instructed in all safety practices necessary to complete any task. One may find it necessary to go over safety procedures. Students who are unable to use or refuse to use acceptable safety procedures are to be denied participation in the activity.

An emergency may arise at any time in the classroom or activity area. We all have responsibilities when such occurs. The following procedure should be followed.

1. Give immediate care and either designate a student to call the office via the intercom or send a runner to the office for assistance and instructions.
2. Notify the student's doctor or any doctor if their family physician is not available.
3. Call for a rescue unit if there is any doubt of the need. The nurse or secretary will do so upon request. Upon arriving to the scene, the rescue unit shall have complete charge of the patient as far as the administration of aid and transportation to the hospital.
4. Notify parents or guardian.
5. Unless the parents are present, a school staff member shall accompany a student to the hospital until the parent arrives. One of the administrators or the nurse will be available to do this.
6. Never allow an ill student to go home unattended when their parent cannot be contacted.
7. Provide transportation home for ill students if necessary.
8. Provide guidance to parents if and when it appears necessary.



## Accident and Injury Reports

All accidents and any injury to either a student or staff member must be reported to the office as soon as possible after the incident. A brief written commentary of each accident or injury must be provided to the office and indicate the following information:

1. Description of the accident that occurred.
2. Names of student(s) and staff involved.
3. Date and time of day the accident occurred.
4. Assistance given at the time.

Forms are located in the office and need to immediately be filled out and turned in.

## Activity Participation and Practice

No student is eligible to participate in an after-school activity (plays, musicals, athletics, cheerleading, pom poms, speech, etc.) unless he/she has been in attendance all day of the scheduled activity (unless cleared with the Activities Director in advance). Students may not participate in a competition if they are on the Incomplete/Failing list. The teacher in charge of the activity is responsible for enforcing the rule. Exceptions include funerals and doctor appointments, providing the advance makeup procedure has been followed. In order to attend practice in after-school activities, a student must be in attendance at school during the afternoon session (periods 5, 6, 7, & 8) or given permission by the administration.

## Administering of Medication

Students who find it necessary to take medication during school hours are asked to leave their medication in the nurse's office and take their medication in the nurse's office. Teachers are not to administer any type of medication to students while they are considered to be on duty. This includes aspirin.

## Advance Makeup

Students will occasionally present an advance makeup slip to faculty members. By signing the advance makeup slip teachers are stating that the student has made up responsibilities in an advance to the teacher's satisfaction. **Before signing the slip, please be certain that the student has cleared the absence with the office AND they are NOT one the F/I/W list.**

## Assemblies

All teachers are expected to help with supervision for pep rallies or other assemblies when students are dismissed from classes. It is important that unless teachers are directly involved in the assembly that they sit in the bleachers with the students. This helps model appropriate behavior and encourages students to be more attentive.

All students are to attend assemblies unless at a school sponsored class or activity. Please assist students to move to the gym quickly by supervising the following areas.

Athletic Hallway:	Whisner, Mehmen
East Hallway:	Shea, Asche
Music Hallway and Door:	Braun, Wooden
Commons:	Watson, Seidl, Buchman, Rezek
200 Hallway and Door:	Vasto, Pottorff, Gilliland, Knipper
100 Hallway and Door:	Jenesen, Weems, Melroy, Miller, Bachman
West Entrance:	Baier, Longman
Loading Dock Hallway and Door:	Rolles, Bosen

## At-Risk Seniors

Teachers should be sure that parents have had adequate notice anytime students enrolled in their courses are at risk of not passing. **Only sending out progress reports does not constitute adequate notification of parents.** This is particularly true when the student is a senior because failing a course could change the students' status regarding graduation. Sharing this information with students and contacting parents to let them know the situation is the responsibility of individual teachers. In addition to this contact, information regarding seniors at risk of failing



courses should be shared with the guidance department at least a month prior to the end of each semester...earlier if this probability can be identified earlier. Keep the guidance department apprised of changes in the status of "at risk seniors".

**Child Abuse and Reporting:** All employees are encouraged, and licensed employees are required as mandatory reporters, to report alleged incidents of child abuse that they become aware within the scope of their professional practice.

**Collecting Money:** Teachers are responsible for any student money they collect. It should be turned into the superintendent's office as soon as possible.

**Copy Machine:** Each teacher is assigned a code number for using the office copy machine. Please be aware of the number of copies you are making. **DO NOT COPY IN EXCESS!** Students are not allowed to use the copy machine due to the confidential data that could be coming into the machine.

**Due Process:** Teachers must provide minimal due process to students when administering disciplining and/or assigning consequences. There are essentially three things teachers must do to ensure due process: 1) tell the student what you think they did wrong; 2) tell the student what your evidence is that supports this belief; and 3) listen to their explanation regarding what happened. Teachers may then take action (assign detention, etc.) if they still believe that the student is guilty of breaching school or classroom rules.

**Faculty and Faculty Advisor Meetings:** Please refer to the handout give at the beginning of the year.

**Failing/Incomplete/Watch List:** Each Monday morning, teachers are to provide the guidance office with a list of students who are doing failing and/or incomplete work in each class. Failing and incomplete student names need to be electronically sent to the office. Additions to the list can only be done on Monday mornings. Deletions can be made anytime a student earns a passing grade or has completed the incomplete work. Teachers need to contact the office immediately to take students off of the list. Whenever a high school student's cumulative grade drops below a 70% average for the current 9-week period, his name should appear on the failing list. An incomplete grade is whenever a student is behind in his/her work or missing an assignment. Nine-week or semester incomplete work normally receives a grade of zero two weeks after the end of the grading period. Unusual circumstances may be reason to consider extending the time for makeup work to be completed. A copy of the failing list will be available to teachers each Monday afternoon. Teachers that are concerned about a student's progress, who are not incomplete or failing, may place that student on the watch list. This identification then requires the student to go to mandatory tutoring but does not affect their eligibility for extra-curricular events.

A student becomes ineligible for extra-curricular activities and field trips whenever their name appears on the weekly failing/incomplete list, **NOT THE WATCH LIST**. Teachers are encouraged to provide students the opportunity to remove their name from the list every week (short weeks also), realizing this may be difficult if a student in the 6th or 7th week of a 9-week period has a very low course average. Each week's failing list is in effect Tuesday through Monday.

**Remember teachers are responsible as well as advisors to let students know when they have earned their way on the list.** When a student is on the list for a class for two consecutive weeks, the teacher should contact his/her parents by phone or mail. Each faculty member in charge of an extra-curricular activity is responsible for notifying their student participants of the status of their eligibility. Please refer to the hierarchy of interventions.

**Failing Letters to Parents** - After the 5th week of each quarter, failing letters are sent out to parents. They should be turned into the high school office by Thursday noon of the 5th week.

**Field Trips:** All field trips should be approved through the principal and scheduled through the activities director. Normally, there will be no field trips scheduled after the first week or two in May.

The following is a list that has to be accomplished for each field trip. It is the responsibility of the supervising teacher to make sure all of these things are taken care of before students are allowed to participate in the field trip.



- A transportation request should be filed as soon as you know the information required. Call the transportation supervisor to check on the availability of a vehicle before filling out the paper work for a transportation request (teachers should also do this when scheduling transportation for professional seminars, clinics, etc.). Teachers need to ride on the bus where they can provide appropriate supervision for their students. This may be near the middle or back of the bus. Generally, the front seat would not be a good vantage point from which to supervise a busload of students.
- Teachers need to submit a list of students going on the field trip to the office.
- Inform your colleagues of when your field trip will occur and which students are involved in time for faculty to adjust lesson plans, if necessary. List your trip on the calendar located in the teachers lounge.
- Teachers should keep on file a completed and signed parent permission slip for each student who participates in a field trip.
- Make sure that the students involved in the field trip present an advanced makeup slip to their teachers and complete their work before participating in the field trip.
- Students listed on the failing/incomplete list are not permitted to go on the field trip until they are eligible again. The supervising teacher needs to crosscheck this to be sure the student is eligible.
- Teachers are to inform the food service about the date of the field trip and number of students going if students will not be at school for lunch.
- It is also necessary to fill out a leave form so that the office may secure a substitute teacher.

**Gifts:** Employees may not accept or receive any gifts unless the donor does not meet the definition of "restricted donor" or the gift does not meet the definition of "gift" as described in Board Policy 402.5.

**Grade Reporting:** Knowledge, skills and attitudes are the products of the teacher's work. Grading is the assignment of a letter that communicates the teacher's assessment of these factors. For that reason, each teacher must explain his/her grading system to the students at the outset of each semester. While we continue to encourage high standards of academic performance, we should remember that success breeds success and failure breeds failure. A realistic standard should be set by teachers for their class and all grades given should reflect what a student has earned.

**Graduation Requirements:** Graduates of Adel DeSoto Minburn High School must earn 44 credits. One credit is earned for successfully completing one subject one semester.

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

**Injury on the Job:** It is the responsibility of an employee injured on the job to inform the superintendent within 24 hours of the occurrence and to file any claims, such as workers' compensation, through the board secretary (Board Policy 403.2).

**News Media:** School district personnel shall refer interview requests and information request from the news media to the superintendent's office. School district personnel may be interviewed or provide information about the school after receiving permission from the superintendent. Students may not be interviewed during the school day by the news media without permission from the principal (Board Policy 902.3).

**Inventory:** Accurate records need to be kept of all equipment. Any missing inventory should be reported to the superintendent's office as soon as possible. Equipment or furniture that is moved from your room or no longer in good condition needs to be noted on your inventory sheets as to where the item went.

**Legal Liability:** The school district can be held liable for wrongful acts of its agents, which includes all staff members. Extending the Iowa law to make school districts liable for actions of its agents does not diminish individual teacher responsibility. Everyone, regardless of position, is liable for his/her own torts. While teachers enjoy a measure of immunity from liability for reasonable punishment of pupils, the immunity does not extend to



injury that is caused through willful acts or negligence. The possibilities of negligent action by teachers are very great, due to the number of activities in which pupils engage as part of their schoolwork and co-curricular programs. **AT NO TIME should students be left un-supervised.** There is to be no classroom activity or co-curricular event that should occur without the presence of a supervisor. Using good judgment and extreme care in all cases when it is possible for personal injury to occur is the best protection from liability. This extends to alumni and adults using our facilities. For example, if you open the weight room for adult use, be sure that the participants have signed a waiver form.

**Lesson Plans:** It is important to plan lessons to ensure that effective teaching and learning occurs. Teachers often use strategies in addition to "lesson plan books" for making these plans to deliver instruction. However, beyond helping you to stay focused and organized, lesson plan books also provide an outline or plan for a substitute teacher to follow in the event that you are not available in your classroom. Typically, teachers provide additional instructions for substitutes when they know that one will be conducting their classes for them. On occasion, however, teachers are not able to provide this additional information...at such times, lesson plan books become an invaluable tool for the substitute.

You should have your lesson plans for the next week completed and placed in the designated area by the last school day of each week. If additional time is needed to complete your lesson plans, they should be ready for the week no later than the beginning of school on the first day of the week.

At a minimum, lesson plans should include the following:

- the objective/outcome of the day's lesson
- the agenda or activity planned for the lesson (including needed materials)
- any independent practice assignment

More detailed plans and additional information may be included at the teacher's discretion to ensure effective delivery of instruction. All lesson plans for the year should be kept and turned in at the end of the year.

**Parent Teacher Conferences:** Teachers are required to schedule Parent-Teacher conferences with parents of their advisory groups. These conferences are intended to not only inform the parent of how the student is doing academically, but socially as well. Discussion should focus around how to help the student become more successful at ADM High School. The first report cards are given to the parents at the time of the conference. There is a place provided for the academic grade on the evaluation sheet for the second conference. If report cards have not been completed by conference time, second semester, the grades will be placed on the evaluation sheet. The postcards that are sent to the parents indicating the date and time of the day for the conference may be obtained from the office. Be certain that you have the correct information as to time, date, names, room number, address, and zip code. Teachers wanting students in attendance at the P-T conference are to indicate this information on the bottom of the card. If parents would like to schedule a meeting with a specific teacher, they are encouraged to do so.

**Performance Testing for Credit:** Credit may be granted to students for performance testing for course work, which is ordinarily included in the school curriculum. Students wishing to receive credit by testing must have prior approval from the administration before taking any performance test. The testing must be done prior to the closing of course registration (the first week of each semester). Teachers have the responsibility to make performance testing available for each course they teach. This generally includes exhibiting mastery by taking the semester test for the course. However, teachers are encouraged to require the student to submit a portfolio of sample performances or other evidence of mastery in addition to the semester test. Students are responsible for checking with teachers regarding specific course requirements for performance testing for classroom credit. This information should be secured in time to complete the requirements by the time the credit is desired. It is recommended that students begin this process at least a semester prior to attempting to receive the credit.

**Political Activity:** No employee shall engage in political activity upon school property during the time school is in session (Board Policy 402.2).

**Purchase Orders:** Each faculty member is to sign their name on all purchase receipts, and identify the department the purchase is to be charged to. This is done primarily to identify the buyer at the time of purchase and also at bill-



paying time. **ALL PURCHASES WILL REQUIRE A PURCHASE ORDER TO BE COMPLETED ON-LINE AND APPROVED PRIOR TO ORDERING.**

**Purchase Orders-Other:** Pink copies of purchase orders are provided to you. Once you receive the material, please mark the pink sheet "Received and OK to Pay", list the date, and initial it. Then turn the pink sheet in to the high school office with the packing slip (if there was one). If a partial order was received, mark the items back-ordered and return the pink copy to the office with the packing slip. The pink slip will be returned to you until your is complete. Once you have received everything on the order, submit it again for final processing.

**Regulations Concerning School Sponsored Dances:** High school dances are for senior high students and invited guests (one guest per student). Middle school students are not allowed to attend the high school dances (even as invited guests). The exception to this rule is for Prom. 9<sup>th</sup> grade students will be allowed only as a guest of a Junior or Senior. All out-of-school guests (alumni and students from other communities) must be signed up in the office prior to the dance and must be accompanied by the ADM student who signed them up to gain admittance to the dance. The faculty sponsor(s) should arrange to have this sign up accomplished in the office and announced to the student body. The dance shall be confined to the commons area and students who come to them must stay in the building once they arrive. Clean-up must be completed and the building cleared by 12:00 a.m. Permission to hold dances must be granted by the class sponsors and cleared through the activities director. Teacher chaperones need to circulate around the Commons and try to place themselves where needed to best supervise students. Chaperones can be effective at dances simply by being visible to students. At least one chaperone must be "on duty" in the Commons at all times.

**Scheduling of School Activities:** All activities involving students or school facilities will be scheduled with the Activities Director. Activities will have priority according to the order in which they are cleared or approved through the Activities Director's office. Please attempt to solve conflicts with other teachers and groups before placing an activity on the calendar. Advance planning in scheduling activities is necessary to avoid conflicts.

When scheduling an activity, give the name of the group, starting and ending times, teacher in charge, rooms to be used (or location if out of town). This procedure will be followed for all activities scheduled after hours (3:24 p.m.) and on weekends. Students are not permitted in the building unless the person/teacher in charge is in the general area of the activity. Activities listed on the school calendar will be considered approved as scheduled.

All activities in the school involving groups not directly connected with the school MUST be cleared through the Activities Director's office first. A rental fee may be charged. A rental form is available in the Activities Director's office.

**School Board Policies to be Reviewed by all Employees:** There are several School Board policies listed below for which you are responsible to review. Board policy manuals are available in the High School office and in the lounge.

All policies 401-410. In particular:

- 401.2 Equal Employment Opportunity
- 401.3 Employee Conflict of Interest
- 401.5 General Personnel Complaints
- 401.9 Use of School District Facilities & Equipment by General Personnel
- 401.15 General Personnel Political Activity
- 402.2 Child Abuse Reporting
- 402.4 Gifts to Employees
- 402.8 General Personnel Telephone Calls
- 403.2 General Personnel Injury on the Job
- 403.6 Harassment and bullying
- 403.7 Substance-Free Workplace & Notice to Employees
- 5. 404.1 Employee Privacy and Searches
- 407.2 Certified Personnel Contract Release
- 409.11 Family and Medical Leave



Additional policies to review:

- 502.6 Student Complaints and Grievances
- 504.2 Student Organizations
- 712.3 Student Transportation for Extracurricular Activities
- 902.4 Students and the News Media
- 902.5 School District Personnel and the News Media
- 904.3 Visitors to School District Facilities

**Semester Test Guidelines:** All one-semester course tests are to be given during the last three days of the semester. Semester tests requiring more than the normal assigned test time may be given in parts. The first part may be given at an earlier time during the week. Please discuss this change from the regular schedule with the principal.

Normally, students should not be allowed to change their test-taking schedule. For example, a student may desire to take their test at a different time in order to create a free period for themselves at the beginning or end of the day. Requests like this should not be granted because we can not accommodate all students. Any changes should be discussed with the building principal before being approved. Students may leave school during the periods they are scheduled for lunch, study hall, or physical education. Students who choose to stay at school during these times must go to study hall to the Media Center. Students should not be in the hallways during the time tests are being taken. Teachers need to keep students in their classroom for the entire testing period.

The lunch supervisor will need an accurate count of students desiring to eat hot lunch on semester test days. Teachers should take a lunch count for all three days during 3rd period on the day before semester tests begin.

Study hall teachers need to be in study hall each day to supervise students who report to study hall. These teachers should also make a periodic check of the hallways during their study hall period to make sure there are no students in the hallways. All teachers will be expected to participate in supervising those students who plan to stay at school during teacher work periods.

**Student Organizations:** School district personnel may not participate or assist in the planning, criticizing, or encourage student attendance at student initiated non-curriculum-related organizations held at school (Board Policy 504.2).

**Student Planners:** Other than going to classes students need to use the Passport section of their planner. Please be sure that the student is using his/her own planner. If a student does not have a planner, they will not be allowed to sign out unless there is an emergency. Please contact the office if you need assistance. Remember to check the sign-out time, the time student comes to you, and the time he/she returns to the study hall or class.

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

- To be eligible for privileges (sign-out, speaking, restroom, etc.) a student must obey all of the study hall rules.
- Students assigned detention time by individual teachers may lose all study hall privileges until detention time has been completed (this may be from any teacher - by him/her notifying the student's assigned study hall teacher).
- Students may not eat snacks during study hall. The only beverage that should be consumed is juice from the juice machine in the Commons...no pop.
- Students are not permitted to sleep during study hall. They must keep their eyes open and their heads up so that the teacher can determine that they are awake.
- Radios, headsets, and similar devices and/or gadgets are not permitted in study hall. DO NOT BRING THEM TO SCHOOL. The study hall teacher will pick up these non-school items.
- Sign-out Privileges:
  - A. Being tardy to study hall will result in NO sign-out for the period on that day.
  - B. A student must have a planner to sign out. They should complete the passport section at the student desk or table, not the instructor's desk.
  - C. To complete the study hall sign-out sheet correctly, the student must specify: 1) his/her full name; (2) destination; (3) the time placed on the pink slip by the instructor; and (4) the time he/she returned to the study hall, NOT the time the student left the destination.



- D. All writing on the pink slip and the sign-out pad must be legible to the instructor or the permission is automatically denied.
- E. While waiting to sign out, stand quietly in a line facing the instructor's desk. No more than 3 students at a time may be at the desk to sign out (some study hall teaches may prefer to sign their students out one row of tables or desks at a time).
- F. Students are to sign out on the sign-out pad in the order in which their slips are signed by the instructor.
- G. When the student returns to the commons or study hall, he/she is to place the pink pass on the instructor's desk.
- H. Students may not sign out to lockers during the first 10 minutes or the last 10 minutes of a study hall.
- I. Sign-out and talking privileges are limited to a combined total of two per day.
- J. A pre-signed pass is required to go anywhere in the building except to the media center, the student's locker, or the restroom.
- Students going to the library from study hall must use the southwest hall. Students returning from the library are to use the southeast hallway. The study hall teacher must sign all library slips.
- Talking Privileges:
  - A. No student shall talk to another student unless he/she has permission (sign your name, the starting time, and the ending time).
  - B. The student sit next to the student whenever talking with another student.
  - C. Study hall monitor will decide who will have permission to talk.
  - D. The time limit for talking should be no longer than 2 minutes.
  - E. All talking must be done in a non-voiced whisper.
  - F. Sign-outs and talking privileges are limited to a combined total of two per day.
- Restroom Privileges:
  - A. Limit restroom trips to 3 or 4 minutes. Students must use the restroom adjacent to the commons area.
  - B. Only one boy and/or one girl may sign out to the restroom at the same time.
  - C. Students are not permitted to use restrooms on the way to the library. Only those students signed out to the restroom (from class, study hall or library) have permission to use the restrooms during class period times.
- All fifth hour study hall students must return to their study hall before going to lunch.

**Whenever a student sees marks on a desk, table, or chair the student should alert the study hall teacher of the marks at the beginning of the study hall; otherwise, the student sitting in the desk may be held responsible. This also applies to loose or broken seats in the Auditorium...it is very important that students not put their feet or knees on or against the seats in the Auditorium.**

**Substance Free Workplace:** The Board expects the District and its employees in the workplace to remain substance free (Board Policy 403.7).

**Substitute Teachers:** Contact the substitute caller as soon as you realize that you will need a substitute (preferably before 7:00 a.m.). You should have materials available to permit the substitute teacher to carry on your normal routine. Your lesson plan book is to be placed in the upper right-hand desk drawer. Be sure to let the office know if you store your lesson plans elsewhere.

The master schedule, noon dismissal order, study hall guide, list of duties to be performed by substitutes, record of absence, sample passes, and a building map have been placed in the Substitute Teacher folder for you.

The following materials are to be included in the folder by each teacher and should be turned into the office by the end of the first week of school:

1. Identify a teacher who will help when a substitute teacher needs incidental information.
2. Identify a student who is assigned to help the substitute teacher (roll call, etc.).
3. Provide class lists and seating charts for each class or study hall on your schedule.
4. List the location of your plan book and have adequate plans completed one week in advance by each Monday morning.
5. Indicate the location of your grade book.



6. List work sheets or other possible supplementary work for students and indicate where they can be found.
7. List the titles of text used and author (Identify the grade and section for each book).
8. Provide any other helpful information that might be unique to your assignment.

**Supervision:** The normal work-day for teachers shall consist of eight hours and normally will be from 7:45 AM to 3:45 PM. On Fridays, the faculty day ends at 3:30 PM. please spend the time after 8:10 AM in or around your room. It is expected that you stand near your door between classes and supervise both the hallway and your room. The presence of a teacher in the hallways will often stop a great deal of horseplay and potential problems. You have the authority to make any reasonable request of any student. Your authority does not end at the classroom door. Supervision is one of the most important responsibilities of schools and teachers. You must supervise your students at all times while they are under your charge. Teachers should never leave their classroom or study hall unattended unless a standby has been arranged to cover the assignment. Teachers, as well as all other school employees, have the responsibility to report student infractions of school rules to the administration. This is in reference to situations such as when a school employee witnesses a student smoking in the parking lot or observes a student fight. Stress proper care of school property. You are responsible for the property in the classroom you are using each period. Check each day for marks on desks and chairs. Do not allow students to place their feet on the chairs in the auditorium. Building and room keys are issued to make your job easier. See that they do not fall into the hands of unwanted personnel. You are the only authorized person to be entrusted with your keys. Never loan a key to a student regardless of the circumstances. If you have lost a key(s) please inform the principal immediately. All doors to the classroom are to be locked when not in use or supervised by you. If you are the last person in the building on weekends or evenings, please make sure the alarm system is turned on. Please turn off all lights in areas when not in use.

**Teachers Workroom and Lounge:** The lounge is provided for your enjoyment and convenience. You are expected to help keep the room neat in appearance. Teachers are not permitted to go to the lounge during class or study hall time.

**Telephone Calls:** Employees may receive and make personal telephone calls during lunch, breaks, or preparation periods. Employees may receive emergency telephone calls at any time. Personal long distance calls must be paid for by the employee. (Board Policy 402.9).

**Textbook Rental Record:** Each teacher shall be responsible for stamping new textbooks and reference books. Stamps are available in the principal's office--please return the stamp immediately after using. (NUMBERING--GRADE--YEAR--BOOK NUMBER).

Record the number and condition of the textbook assigned each student (space is provided in your Class Record Book for this purpose). Use the initials "N" for New; "G" for Good; "F" for Fair; and "P" for Poor. Inform the students as to the condition of the book as you issue it to him. Request each of your students to sign his name in the form that is provided for every textbook checked out. Keep this form on file until the book is returned at the end of the course. Hold textbook inspections occasionally. Fines for damaged books: broken cover - \$3.00; needing to be rebound - \$8.00; unusual wear and tear on the book - up to \$3.00; writing in book - \$.50 per page up to a maximum of \$3.00 unless written on to the point of making it unusable. Then it will be the same as a lost book that will result in the replacement cost of the book being charged to the student. All book damage fines are to be paid before the student is given permission to take semester tests. Old and outdated textbooks are destroyed. Each teacher should contact the principal before books are discarded (they may be sold to a used textbook company). Students may keep the books as supplementary texts if they wish to do so. Mark "discarded" on all texts given to the students or destroyed.

**Visiting School:** Parents are encouraged to visit classrooms. Because of the increased activity associated with the starting and closing of the school year, visits are not encouraged during the first two weeks and the last two weeks of school except by special invitation from a teacher. Preschool children are not permitted to visit school unless accompanied by an adult. Scheduled visits are encouraged.

All visitors must check in at the office during the hours of 7:30 a.m. and 4:00 p.m. Office personnel will respond in the following fashion:

- ask what the visitor's business or purpose is for being at school



- ask who invited them or requested their presence
- ask what company they represent (if applicable)
- contact the person who invited/requested the visitor and ask them to verify the visitor's purpose and direct them to their destination...if the visitor's visit has been previously reported to the office, the office personnel does not have to contact the host...e.g., the day before the visit, a teacher reports that a visitor will be arriving the next morning to speak to a class; when the visitor arrives, they identify themselves and the name and purpose matches the information reported by the teacher
- if you are suspicious for any reason, contact the person who invited/requested the visitor and ask them to come to the office to escort the visitor to their destination
- give the visitor a visitor identification button and ask that they wear the button while at school and return it to the office or their host when they leave

Any school personnel who have visitors scheduled to come to the building, need to report this to the office ahead of time (e-mail or write a note with the pertinent info). Let the visitor know that they need to stop by the office to check in and pick up a visitor button to wear while in the building. Try to remind your visitors to turn the button back into the office after their visit. All school personnel need to politely challenge any visitor we see in the building without a visitor's button displayed (see information under "Intruder" on page 10). Suspicious visitors in the building outside the hours of 7:30-4:00 should be addressed also. However, there will be no secretaries in the office at these times. The principal and/or the administrative assistant will often be available for assistance if you need it after 4:00 p.m.

Parents participating in a BAT, special education staffing, etc. and others who will be with school personnel during their entire visit do not need a lanyard. There may be other limited situations under which a button is not necessary...e.g., the Pepsi man arrives in uniform and with a couple of cases of pop for the lounge; some discretion will be exercised by the office personnel.

**Use of School Equipment:** School district personnel may use school equipment for non- school-sponsored events with the permission of the superintendent, building principal, or maintenance director (Board Policy 401.9).

## STUDENT BEHAVIOR EXPECTATIONS

**PHILOSOPHY:** School discipline policies and procedures are a necessary means of creating and preserving a safe and orderly environment in which the teaching/learning process can take place. The Adel DeSoto Minburn High School discipline code specifically prohibits any individual to interfere with another student's educational growth and also protects those students who might choose to interfere with their own educational growth.

In order to ensure the right of all students to a safe and productive educational environment in which they may learn the skills and attitudes necessary to develop and to mature as responsible adults, accountable for their own actions, the Adel DeSoto Minburn Community School District Board of Education states in **Policy No. 503.1** that:

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

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

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the educational program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or participation; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary



measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion."

### **Discipline Referral Procedure:**

The primary reason for establishing a Referral Procedure is to provide a continuous process for dealing with behavior problems through problem solving at the lowest level on the referral ladder and to clearly identify the involvement of personnel and their scope of action at each level. This Referral Procedure should also facilitate communication between teachers and administration. Many of our teachers have used a less formal referral system successfully in the past with which they are comfortable. That method is still acceptable for those who choose to utilize it.

When a breach of discipline occurs, the teacher has to decide which action, or combination of actions, will best resolve the problem. The decision the teacher makes here can have a definite effect, positive or negative, on results attained at the next level of the referral ladder. Consequently, referral should not be made until the teacher has done all he/she can to resolve the problem at the teacher-student level. If referral is done too quickly, the student will come to think that he/she is responsible only to those at the upper referral levels, and not to the teacher. *Minor discipline problems should not be referred to administrators unless the teacher first meets with the student outside of class and calls the parent in an attempt to resolve the problem.*

Teachers are also encouraged to involve the student's counselor in recurrent minor behavior problems in seeking to understand the problems of a particular student. The school counselor is in a key position to guide students in taking an active part in solving their behavior problems and making conscious decisions to act responsibly. Of course some actions, by the severity of their nature, are subject to immediate suspension or assignment of other consequences by the administration. These more serious breaches of discipline should be referred to the administration upon the first occurrence.

Three basic categories of discipline concerns have been classified for you as examples:

The first deals with very minor discipline infractions that would call for teacher discretion as to whether the incident deserves a reprimand, warning, the assignment of a minor consequence, or perhaps should be overlooked. Such infractions may include talking in class or study hall, failing to bring supplies to class, running in the halls, throwing papers in class, etc.

The second category deals with concerns for which the teacher should make some response. The type of response would depend on the degree of severity of the discipline infraction. These types of behavior might include minor insubordination, rudeness, pushing and shoving, profanity, etc.

The third category calls for automatic referral to an administrator. Such infractions include gross disrespect or insubordination, fighting, smoking, vandalism, etc. Whatever the level of discipline concern, the handling of that concern must be fair, firm, friendly, and consistent.

It is the responsibility of each teacher, as the original initiating force, to explain clearly to the students in his/her classes how he/she will function within the referral structure. This explanation should include discussion of the extent the teacher will work with a given student to resolve a problem, how the teacher will decide on any needed consequent action, and how he/she will involve a misbehaving student in these processes.

### **The Referral Procedure**

**Step 1:** Minor classroom misbehavior should be handled by a direct **verbal warning**. If the teacher has developed the proper rapport in the classroom and has the respect of the students, the situation should be easily corrected.

**Step 2:** A student guilty of repeated disturbances who did not heed in-class warnings should be asked to **remain after class**. After class the teacher should identify the problem and should inform the student why the behavior is intolerable - i.e., he/she sacrifices the valuable learning time of each member of the class by their behavior. The



student may be asked to supply a solution, or the teacher might suggest a specific nonverbal warning system to use for that particular student, i.e., and a tap on the desk or a touch on the shoulder. At this stage try to resolve the problem between the teacher and the student. The goal should be to work towards the conditions that will be necessary for the class to function without further conflict. It may be necessary to assign **detention time or other consequences** to the student.

**Step 3:** Failure of the student to respond to Step 2 would call for an **after school conference and parent contact**. Let the parents know that there has been a problem and that your first efforts have failed. Approach this stage from the standpoint: "here is what has taken place...what can we do to prevent the problem from becoming a serious one?" Seek alternatives and explain what the consequences will be if the problem is not resolved at this level. The administrator should be advised of the misconduct and the steps taken to correct the behavior. You are encouraged to telephone parents as often as necessary to discuss concerns. Again, it may be necessary to assign **detention time or other consequences** to the student.

**Step 4:** Any further disturbances would call for a **referral** to the administrator. The first three Steps outlined should be adequate to handle most classroom situations and it is desirable that the student's misbehavior will be corrected before referral to the administrator.

Note: It is possible that a student may be dealt with on a particular step on more than one occasion. For example, a teacher could conduct an after class conference with a student and a week to ten days later find it necessary to have another after class conference. It is not mandatory to move to the next level of the Referral Procedure unless it seems appropriate in the teacher's judgment.

Remember, minor discipline problems should not be referred to administrators unless the teacher first meets with the student outside of class and contacts the parent in an attempt to resolve the problem. A student may be sent to the office any time that student's conduct becomes so disruptive or offensive that it is impossible to conduct a class in an orderly fashion. Actions that interfere with other students' learning or that prevent the teacher from teaching must not be tolerated.

**Discipline Record Keeping and Communication:** This Referral Procedure necessitates the development of a record-keeping system that is similar at each level of the referral and from teacher to teacher. Consistency here helps provide staff members at all levels a detailed record of a given student's behavior pattern, consequent teacher action, and extent of results of these actions. This continuity in communications is also important from the standpoint of follow-up action by the administration.

The Classroom Behavior Management Form should be used to record the specifics of student behavior and teacher action prior to referring a student to an administrator. Completion of this form provides the background data that may be needed by the administrator to take appropriate actions such as removing disruptive students from class.

**Classroom Tardy Policy and Procedure:** Please explain to your students how tardies will be dealt with so that they have a clear understanding of your expectations and the consequences with which they may be presented. What follows is a description of the minimum expectations and consequences. You, as a classroom teacher, may place higher expectations and greater consequences upon your students....as long as they are reasonable and clearly explained to your students prior to administering your policy. Students will be assigned a detention by the classroom teacher upon the second incidence of being tardy to the same class. Teachers will need to record the first time a student is tardy and then assign a detention each subsequent time that student is tardy to your class.

We have a general rule that students should be given the day any detention is assigned and the day after to serve that detention. This policy is in place to allow students time to arrange transportation and to clear their calendar of other commitments. In keeping with this policy, detentions assigned for tardies on Mondays, Thursdays, and Fridays will be served on Tuesdays; detentions assigned for tardies on Tuesdays and Wednesdays will be served on Thursdays. Students may, at their own discretion, serve assigned detentions on the same Tuesday or Thursday that the tardy occurs. In other words, tardy detentions will be served on the first Tuesday or Thursday after the occurrence of the tardy except those students do not have to serve the detention on the day that it assigned.



Teachers should assign tardy detentions (for all periods 1-8) in the same fashion that they would assign any other detention...i.e., you need to tell the student that they have detention and when it is to be served. Occasionally, when telling the student when they are to serve the detention, you will find that the student already has been assigned that date for a detention. Simply assign the detention for the next available date. Teachers have the discretion to adjust the date of assigned detentions for other reasons as well. Students sometimes have legitimate reason for not being able to serve detentions on certain days. You may want to have students serve the detention with you rather than the assigned tardy detention supervisor. This is perfectly acceptable and gives you more flexibility to work with students on fulfilling their detention commitment. It is important to explain to students what your expectations are and how flexible you will be prior to having to administer the assignment of tardy detentions. KEEP ACCURATE RECORDS OF ALL STUDENT TARDIES.

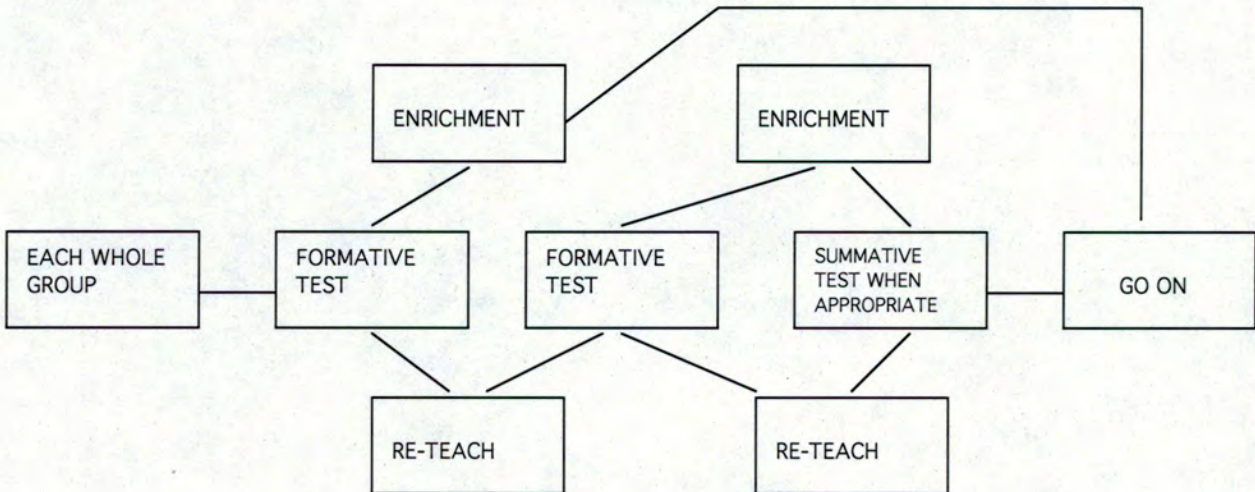
## **STATEMENT - MASTERY LEARNING**

**(Developed by the Effective School Support Team (ESST) - 1989)**

### **WE BELIEVE ....**

1. All students can learn anything if given enough time.
2. The main alterable variables should be time and instruction, not degree of learning.
3. There should be perfect alignment among objectives, instruction and testing.
4. Learning is sequential.
5. Reteaching should be done in a different modality or with a different approach.
6. Mastery is considered as 78% accuracy (School Board Policy). Basic math facts will be 95% as per math committee.
7. Mastery should be determined by individual subtest scores rather than composite test scores to insure mastery of individual objectives.
8. Students not achieving mastery shall not advance unless a conference between the teacher and principal so dictates.
9. Textbooks and workbooks should be passed between grade levels with the students.
10. If all students master a concept, the enrichment activity should not be skipped.
11. The reteaching mode should be used a minimum of one time with teacher discretion on additional repetition.
12. Checkpoints should be established through the curriculum (i.e. fourth grade, sixth grade, ninth grade) for review and catch up of un-mastered concepts on a per student basis.
13. Constant communication with parents is a must by means of report card, individual teacher contact and parent meetings.
14. Instruction groups should be based on achievement rather than ability to allow students to move between groups as their achievement fluctuates.
15. Enrichment activities should require students to use higher order thinking skills.
16. Only objectives marked "master" are taught for mastery. Objectives not designated to be mastered shall use the following procedure: teach, test, record, and continue on.
17. The basic instructional model should be:





## MINIMUM MASTERY LEARNING REQUIREMENTS

The following list is a set of requirements developed by teachers using Mastery Learning at the high school.

1. Mastery Learning components are:
  - A. Learning objectives are taught.
  - B. First formative test is given
  - C. First formative test is followed by:
    1. Feedback followed by enrichment, OR
    2. Feedback followed by reteaching correctives, and Second formative test.
2. There will be congruence among instructional components. We will teach to the learning objectives and test over the learning objectives, and tests will include only what has actually been covered in class.
3. All students must take the first formative test before taking the second formative test within the same unit.
4. Credit may be given when enrichment is used.
5. 78% will be the ADMHS mastery minimum score.
6. Students scoring below 78% on the first formative test will be required within the next 5 attended school days to take the next formative test. (Corrective s must be completed before taking the next formative test).
7. All students achieving Mastery on the first formative test will have the opportunity to engage their score by completing Enrichment, or taking a second formative test. The teacher will set the option at the beginning of the semester.
8. The time limit for taking the second formative test will be the next 5 attended days of school after the first formative test. After 5 days, the students score will be at the teacher's discretion determined at the beginning of the semester.
8. Credit may be given for daily work.



