

ADEL DESOTO MINBURN COMMUNITY SCHOOLS

Gifted and Talented Program Handbook



2012-2013

**Adel DeSoto Minburn CSD
Gifted and Talented Program
2012-2013**

Vision

Provide challenging and engaging learning experiences and opportunities for growth that enable all children with high intelligence, talent, and exceptional capacity to develop to their potential.

Mission

Our mission is to serve gifted, talented, and creative children of both genders and all cultural and socioeconomic groups in Kindergarten through Grade 12. Gifted and Talented children have the potential to perform at remarkably high levels for their age, experience, or environment. The Gifted and Talented Program helps all students thrive by offering challenging and supportive educational services.

Definition

The Adel DeSoto Minburn CSD operates under Iowa Code's definition of Gifted and Talented.

Iowa Code 257.44 Gifted and Talented children defined.

"Gifted and talented children" are those identified as possessing outstanding abilities that are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.

Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:

1. General intellectual capability
2. Creative thinking
3. Leadership ability
4. Visual and performing arts ability
5. Specific ability aptitude

The ADM Schools work to address gifted needs in all areas, with the primary focus on general intellectual capability and specific ability aptitude.

Goals

ADM's Gifted and Talented program seeks to recognize and develop talents in advanced-level learners. To this end, the long-range program goals will serve as the foundation to guide the development and delivery of the gifted and talented program. Data regarding the various components of the program will be collected throughout the year. This data will be analyzed and used as the basis to determine the overall success of the program and to

establish short-term goals for the upcoming year. These short-term goals, which are measurable and data driven, will represent areas in need of improvement of areas of concern.

Long-Range Program Goals

*To provide valid and systematic procedures for identifying gifted and talented students from the total student population by using multiple selection criteria.

*To establish and monitor long-range and short-range goals and performance measures to help guide the program.

*To provide a qualitatively differentiated program that meets the cognitive and affective needs of students.

*To provide certified and qualified personnel to administer the program.

*To establish and monitor a budget to support the program needs.

*To provide for quality professional development for all staff.

*To review on an annual basis the long-range and short-range goals.

District Student Learner Outcomes

Adel DeSoto Minburn students will 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.

Adel DeSoto Minburn students will be 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.

Adel DeSoto Minburn students will be 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.

Adel DeSoto Minburn students will be 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.

Adel DeSoto Minburn students will be RESPONSIBLE CITIZENS who:

1. Accept responsibility for their actions.
2. Display 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.

Gifted and Talented Student Goals

The students will:

1. Develop life-long autonomous learner skills. (4)
2. Demonstrate higher order thinking skills including critical thinking, logical thinking, creative thinking, problem solving, applications, synthesis, and evaluation. (2)
3. Explore career possibilities with differentiated advocacy and specific opportunities. (2, 4, 5)
4. Use research and communication skills including print resources and non-print resources, people networking and community networking. (1, 3, 4)
5. Design independent projects inclusive of goals, objectives, products and an evaluation based upon student abilities, interests and responsibilities. (1, 2, 4)
6. Broaden exposure and civic responsibility through cultural and service events. (5)
7. Demonstrate initiative to meet their educational needs. (1, 2, 4)
8. Acquire specific affective and personal growth skills needed to operate at their potential level. (2, 3, 4, 5)
9. Realize educational opportunities through differential curriculum based upon individual needs (PEP, Personal Education Plan) as developed by staff, students, and parents. (1, 2, 4)

Identification

The ADM Gifted and Talented Program uses multiple measures and criteria to identify children who have the potential to perform at remarkably high levels for their age, experience, or environment. Each attendance center and/or grade span in the ADM district has identification measures and criteria that are developmentally appropriate for their students and that are supported by best practices in education. To assist in this identification process, whole grade screening of all students takes place in third, fifth, and eighth grades. Parents will receive notification prior to any individual or whole group testing for their child. Students can also be brought to the G.A.T.E. committee at *any* grade level if they exhibit any of the identification criteria.

The ADM G.A.T.E. team will reevaluate students who move into the ADM district who have previously been identified by another school district. They will be put on the list for the next G.A.T.E. identification meeting.

Kindergarten through Third Grade Identification

Current research indicates student performance on standardized tests to measure cognitive and academic abilities tends to fluctuate during the early elementary years. In order to support these developmental needs of early elementary students, the students in grades K-3 are screened for extended learning opportunities offered by the GATE program through the use of the following sets of data:

1. Students' verbal responses and written work that is related to the Kingore lessons conducted by the GATE teacher in the grade level general education classrooms and/or
2. GATE teacher's and general education teacher's observations of the student's ability to problem solve at a higher level and/or a high degree of creativity and/or
3. Documented evidence of student performance that is above grade level expectations. Screening information could be obtained from the following documents:

- *Reading benchmark assessments
- *Gates McGinitie Reading Scores
- *Reading running records
- *Math benchmark scores
- *Basic math facts assessments
- *Math content assessments
- *Scores on grade level writing rubrics
- *Scores on related arts rubrics

Grades 3-5

The results of standardized testing for cognitive ability and for academic skills become more reliable during the middle elementary grades, thus making the formal identification of students for gifted and talented services feasible. Data to be used in this formal identification process will be gathered during the first semester of third grade and a formal pull-in Gifted and Talented Education program (GATE) will be implemented during the second semester of the third grade. Only Third grade students who are not formally identified for a pull-in program at semester time, but who achieve 97% on two of the subtests on the spring Iowa Assessments will be considered for re-screening in the fall of their 4th grade year for placement in the pull-in GATE program. This will be at the discretion of the GATE committee. Fourth and Fifth grade students can be re-screened at any time only at the discretion of the GATE committee. Recognizing that giftedness is developmental and that learning abilities and creative abilities may peak at different ages, all students are re-screened for GATE services during the spring of their 5th grade year. When whole grade screening takes place, weighted consideration will be given to students who have been engaged in the Level I pull-in GATE program and these students will remain in the GATE program at some level of service. Students new to the district who exhibit exceptional abilities may be screened for GATE services by the GATE teachers and recommended for placement if they meet the established criteria.

Identification Criteria

An identification committee consisting of the administrator for GATE, GATE staff, building principals, grade level or building representatives (2 or 3 per building), and 1 or 2 community representatives will review the nomination criteria. Identification will be based upon consideration of the student in relation to the peer group and the student in relation to the assessment.

The following data sets will be used to screen and nominate students in grades 3-5 for GATE services:

1. Iowa Assessments scores of 97% or better based on national norms in the areas of reading, vocabulary, language/written expression, mathematics, math total and/or
2. Cognitive Ability Test results with a Standard Age Score of 130 or above in verbal reasoning, quantitative reasoning, nonverbal reasoning, or

composite score, a School Ability Index in the 9th stanine, or the top 3% of local norms in any of the listed areas and/or

3. Score of 9 or higher on work samples from the Kingore Identification Model lessons in third grade and/or
4. Other out of level testing, individual IQ tests less than 2 years old, a portfolio of student work samples, content specific screening tools such as the Torrance Test of Creativity Thinking, the Iowa Acceleration Scale, information correlated to student talent, such as ACT/SAT tests taken in grade 5, or other pertinent information which shows areas of giftedness and/or
5. Teacher observations and evaluations including documented characteristics of gifted students

Students need to meet two or more of the criteria to be considered for GATE services.

Students that have demonstrated at least two of the above criteria may be asked to demonstrate either of the following if needed:

1. Grade level benchmark testing
2. Parent observations and recommendations

Grades 6-12

Identification for GATE services for students in the secondary grades is provided through whole grade screening of students at the end of the 5th grade year and the end of the 8th grade year. Any student can be re-screened at any time only at the discretion of the GATE committee. Students in the secondary setting may also be nominated for GATE screening by teachers, parents, peers, and by self-referral. When whole grade screening takes place, weighted consideration will be given to students who have been engaged in GATE programming and these students will remain in the GATE program. Students new to the district who exhibit exceptional abilities may be screened for GATE services by the GATE teachers and recommended for placement if they meet the established criteria. An individual student will not be screened for GATE more than once a year, unless new information demonstrates an exceptional need.

The following data sets will be used to screen and nominate students in grade 6-12 for GATE services:

1. Iowa Assessments or ITED scores of 97% or better based on national norms in the areas of reading, vocabulary, language/written expression, mathematics, math total and/or
2. Cognitive Ability Test results with a Standard Age Score of 130 or above in verbal reasoning, quantitative reasoning, nonverbal reasoning, or composite score, a School Ability Index in the 9th stanine, or the top 3% of local norms in any of the listed areas and/or
3. Other out of level testing, individual IQ tests less than 2 years old, a portfolio of student work samples, content specific screening tools such as the Torrance Test of Creativity Thinking, the Iowa Acceleration Scale, the Roets Leadership Inventory, other pertinent information correlated to student talent, such as ACT/SAT tests taken in grades 7-10, PSAT, PLAN, or additional pertinent information which shows areas of giftedness and/or
4. Teacher observations and evaluations including documented characteristics of gifted students

Students that have demonstrated any of the above criteria may be asked to demonstrate either of the following if needed:

1. Content benchmark testing or semester exams
2. Parent observations and recommendations
3. Student interviews

Differentiated Programming and Levels of Services

In order to meet the cognitive and affective needs of students, the GATE program provides a wide array of opportunities and/or services to ADM students. This differentiated programming is defined in terms of Levels of Services, with instruction taking place in pull-in GATE settings, general education settings, and in community based settings. Each attendance center and/or grade span has programming that is developmentally appropriate and supports students who demonstrate an exceptional capacity or talent.

The parents of students who are involved in the GATE program will be notified and written or verbal consent for services will be acquired before any GATE services are provided. The GATE teacher, with input from the student, general education teacher(s), and parents, will prepare a plan that includes details of the services and the level of programming deemed necessary to meet the needs of the student.

GRADES K-3 Programming

Student Learner Goals

The student will:

1. apply higher level thinking skills
2. apply problem-solving skills

Whole Group Services: Kingore Identification Model

Whole group instruction serves all students, is provided by the GATE teacher, and takes place in the general education setting.

The GATE teacher will present whole group classroom activities that are designed around the Kingore Identification Model in the general education setting to all students in the third grade. These work samples will be placed in individual portfolios to be used as part of the data for screening and identification of students for GATE. Following the schedule delineated below, the GATE teacher will use the Kingore activities to facilitate higher order thinking skills activities to all students in grades 3 in the ADM Schools. Information gained through these whole group lessons will serve to help identify students who demonstrate the ability to use higher order thinking skills.

Time Frame	Grade Level	Activities
1 st quarter	3 rd Grade	Kingore Identification lessons

Level I: Extended Learning Opportunities

Extended Learning Opportunities are services for selected students that are offered in a small group setting, by the GATE teacher, and are outside of the general education setting.

Extended Learning Opportunities will be offered to students in Kindergarten through the first semester of 3rd grade who demonstrate an ability to apply higher order thinking. These Extended Learning Opportunity activities will be provided by the GATE teacher and will take place outside of the general education setting. The GATE teacher, the general education teacher, and the student will determine the student's interests and areas of higher ability to be addressed.

Students in grades K-3 may participate in one or more areas. Participation in Extended Learning Opportunity activities at the K-3 level carries no implication for future GATE services since there is no formal identification of students in grades Kindergarten through the first semester of grade 3.

Formal identification of students for pull-in GATE services will take place before the end of the first semester of the student's third grade year. Placement in the pull-in program will occur during the second semester of the third year.

Examples of ELP services provided by the GATE teacher in grades K-3 could include the following:

- *Enrichment activities for math
- *Guided reading groups and/or literature circles at accelerated levels
- *Opportunities to explore written language and the writing process
- *Opportunities for enrichment in areas matched to individual student needs

Level II: Modification of General Education Curriculum

The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are services/modifications that serve many students. The general education teacher in the general education setting presents the modified curriculum.

Kindergarten through 3rd grade students who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement this modified curriculum.

Examples of Level II services include:

1. Guided reading instruction is provided in flexible groups at the students' instructional level (i.e. a third grade student may be receiving reading instruction using 5th grade guided reading books and materials)
2. Writer's Workshop provides students opportunities to write at their level
3. Compacting of curriculum to allow for individual differences and skills
4. Differentiated spelling programs
5. Differentiated math materials that are aligned with the curriculum to encourage higher order thinking
6. Experiences in the Star Lab

Grades 3-5

Student Learner Goals

The student will:

1. demonstrate independent research methods
2. explore career opportunities
3. demonstrate public speaking skills
4. perform service projects
5. observe and/or participate in cultural events
6. use creative thinking in problem solving

Whole Group Services: Kingore Identification Model

Whole group instruction serves all students, is provided by the GATE teacher, and takes place in the general education setting.

During the first semester of third grade whole group instruction will take place. All students will receive GATE services in the general education setting by participating in Kingore lessons that are taught collaboratively by the GATE teacher and the general education teacher.

Level I: Extended Learning Opportunities

Extended Learning Opportunities are services for selected students that are offered in a small group setting, by the GATE teachers, and are outside of the general education setting.

Extended Learning Opportunities will be offered to students in third through fifth grade who demonstrate an ability to apply higher order thinking skills. These Extended Learning Opportunity activities will be provided by the GATE teacher and will take place outside of the general education setting. The GATE teacher, in conjunction with the general education teacher, will determine the curriculum used. Students in grades 3-5 may participate in one of more areas.

Examples of services provided by the GATE teacher in grades 3-5 could include the following:

- *Enrichment activities for math
- *Guided reading groups and/or literature circles at accelerated levels
- *Opportunities to explore written language and the writing process
- *Opportunities for enrichment in areas matched to individual student needs
- *Participation in Invention Convention
- *Research Projects on selected topics
- *Projects infused with technology

Level I: Pull-in Program

Pull-in programming serves only those students who have been formally identified through the application of the identification criteria, as exceptional academic students with high general intellectual abilities. Services for pull-in programming are provided by the GATE teacher, are regularly scheduled throughout the school year, and take place outside of the general education setting.

Formal identification of students for pull-in GATE services will take place before the end of the first semester of a student's third grade year. These identified, highly gifted students may be offered a pull-in program beginning the second semester of third grade. This pull-in program will address the needs of students who possess exceptional academic skills and high general intellectual abilities. Students served through Level I pull-in programming will benefit from the individualized instruction provided and from the interaction with high ability peers. This instruction will be provided by the GATE teacher and will take place outside of the general education setting.

Examples of Level I pull-in curriculum include:

1. Creativity and problem solving are enhanced through the use of projects designed to develop higher order thinking skills.
2. Problem solving, research, and design skills are taught through the creation and presentation of an invention. Local Invention Convention winners serve as representatives to the Area 11 and the Invent Iowa Invention Conventions.
3. Public skills are developed through the presentation of completed projects.
4. Global awareness and community service are instilled through a variety of projects.
5. Students' general intellect is challenged through competitions such as The Thinking Cap Quiz Bowl.
6. Cultural awareness is increased by participating in creative theatre workshops and by attending live performances at the Des Moines Playhouse or the Civic Center.
7. Independent research methods are demonstrated as students select a topic, research it, create a PowerPoint, and present the information to their peers.

Level II: Modification of General Education Curriculum

The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are

services/modifications that serve many students. The general education teacher in the general education setting presents the modified curriculum.

Students in grades 3-5 who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement this modified curriculum.

Examples of Level II services include:

1. Guided reading instruction is provided in flexible groups at the students' instructional level (i.e. a third grade student may be receiving reading instruction using the 5th grade guided reading books and materials).
2. Students are placed in flexible groups based on math chapter pretests for enrichment or advance learning opportunities.
3. Students who demonstrate mastery on the beginning of the year math assessments advance to the next grade level of math instruction.
4. Reader's workshop provides extended time for students to be engaged in reading a book that is at their independent reading level. The students conference individually with the teacher on a weekly basis to share their thinking and learning. In addition, students reflect daily in their dialogue journals to record the tracks of their thinking.
5. Writer's Workshop allows students to write at their level of expertise.
6. Compacting of curriculum accommodates individual differences and skills.
7. Differentiated spelling program is provided.
8. Subject specific enrichment extends the learning in science and social studies.
9. Experiences in the Star Lab.

Level III: Special Opportunities

Selected students will be offered opportunities to participate in specific activities or events that will support their areas of giftedness or enhance a specific talent. These opportunities may take place within the general education setting or outside of the general education setting and may be offered by a variety of professionals.

Students who exhibit exceptional talent in the areas of creativity, leadership, and visual/performing arts may be offered opportunities to attend special events or content specific activities. Opportunities available in these areas will vary from year to year, depending on the availability of the events or activities, cost, scheduling, and transportation.

Examples of Special Opportunities include participation in:

1. Invention Convention
2. Science Fairs
3. Children's Theatre
4. Select or Honor Choirs
5. Art competitions or shows
6. Continental Math League
7. Area Spelling Bees

GRADES 6-12

Student Learner Goals

The student will:

1. access educational opportunities and options commensurate with his/her abilities
2. pursue independent study using individual interest and abilities
3. write measurable long and short-term goals and objectives
4. utilize researching skills using print, non-print and community resources
5. produce products based upon higher level thinking skills
6. perform a service project at his/her developmental level
7. observe and/or participate in cultural events
8. exhibit leadership skills
9. display creative thinking in problem-solving situations
10. demonstrate effective speaking and presentation strategies for varied audiences
11. explore career options based upon values, needs, abilities, and interests
12. employ effective learning strategies

6-8 Grade Services

Level I: Pull-in Services

Level I: Pull-in Program

Pull-in programming serves only those students who have been formally identified through the application of the identification criteria, as exceptional academic students with high general intellectual abilities. Services for programming are provided by the GATE teacher, are regularly scheduled throughout the school year, and take place outside of the general education setting.

Identified, highly gifted students may be offered differentiated curriculum. This program will address the needs of students who possess exceptional academic skills and high general intellectual abilities. Students served through Level I programming will benefit from the individualized instruction provided and from the interaction with high ability peers. This instruction will be provided by the GATE teacher and will take place outside of the general education setting.

Examples of Pull-in services include GATE teacher monitoring differentiated student projects that involve:

1. Accessed educational opportunities and options commensurate with his/her abilities.
2. Pursued independent study using individual interest and abilities.
3. Written measurable long and short-term goals and objectives.
4. Utilized resourcing skills using print, non-print and community resources.
5. Produced products based upon higher level thinking skills.
6. Performed a service project at his/her developmental level.
7. Observed and/or participate in new and different cultural events.
8. Exhibited leadership skills.
9. Displayed creative thinking in problem-solving situations.
10. Showed effective speaking and presentation strategies for varied audiences.
11. Used assertive communication including reflective listening and "I" messages.
12. Explored career options based upon value, need, abilities and interest.

13. Employed effective learning strategies.

Level II: Modification of General Education Curriculum

The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are services or modifications that are available to many students. The general education teacher in the general education setting presents the modified curriculum.

Students in grades 6-8 who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement this modified curriculum.

Examples of Level II services include:

1. Students who demonstrate mastery on the beginning of the year math assessments advance to the next grade level of math instruction.
2. Students may be in classes where the curriculum is compacted and allows for individual difference and skills.

Level III: Special Opportunities

Selected students will be offered opportunities to participate in specific activities or events that will support their areas of giftedness or enhance a specific talent. These opportunities may take place within the general education setting or outside of the general education setting and may be offered by a variety of professionals.

Students who exhibit exceptional talent in the areas of creativity, leadership, and visual/performing arts may be offered opportunities to attend special events or content specific activities. Opportunities available in these areas will vary from year to year, depending on the availability of the events or activities, cost, scheduling, and transportation.

Examples of Special Opportunities include participation in:

1. Technology Fair
2. Department of Energy/ISU Science Bowl & Solar Car Competition
3. Belin Blank Summer Institute
4. Art competitions or shows

5. Select or Honor Choirs and/or Bands

Grade 9-12 Services

ADM students in grades 9-12 will be provided with a variety of options to accommodate academic and extra-curricular schedules and the enriching experiences available through an expanded general education curriculum. Students may be involved in one or more levels at any given time. Students may choose any particular semester, and they may, with the instructor's permission, repeat and/or move in and out of an option. The parents of students who are involved in the GATE program will be notified and written or verbal consent for services will be acquired before any GATE services are provided. The GATE teacher, with input from the student, general education teacher(s), and parents, will prepare a PEP that includes the level of service provided and details of the services available at the building level that will meet the student's individual needs.

Level I: Elective GATE Class

Elective classes will be offered to students who have been identified for pull-in programming. These classes will be offered by the GATE teacher and will take place in the GATE setting.

GATE identified students will be able to register for GATE independent study classes and will meet daily. The class will be individualized to meet the specific student needs in the areas of personal and affective abilities, including career exploration, researching, cultural and service projects, communications, college exploration, organization and study skills, stress management and perfectionism. Students will design independent studies with contracted goals and objectives, using a mentorship when appropriate and possible. The students will have a flexible environment tailored to their interests, skills, learning styles, leadership styles and past experiences. Students may earn one credit per semester.

Examples of Level I opportunities:

1. Individualized Honors Projects are designed to allow students to do extensive work in an area of interest to them.

Level II: Modification of General Curriculum

The modification of curriculum is a collaborative effort between the general education teacher and the GATE teacher. These are

services/modifications that serve many students. The general education teacher, in the general education setting, presents the modified curriculum.

9-12 grade students who demonstrate exceptional abilities will be provided accelerated, enriched and/or modified curriculum content within the general education classroom. The GATE teacher will serve as a facilitator and consultant to the general education teacher to provide assistance in curriculum compacting and in designing acceleration and/or enrichment opportunities. The general education teacher, in the general education setting, will implement the curriculum.

Examples of Level II opportunities:

1. General education classes that are designated as Honor Level Classes
2. College prep classes which may result in college credit through AP College Testing
3. AP classes that may result in college credit
4. Students may test out of classes in order to accelerate their progress toward advanced classes
5. On-line AP classes
6. Des Moines Public Schools offer advanced learning opportunities in a variety of content areas. ADM students who qualify may attend these classes.

Level III: Enrichment and Special Opportunities

Selected students will be offered opportunities to participate in specific activities or events that will support their areas of giftedness or enhance a specific talent. These opportunities may take place within the general education setting or outside of the general education setting and may be offered by a variety of professionals.

Students who exhibit exceptional talent in the areas of creativity, leadership, and visual/performing arts may be offered opportunities to attend special events or content specific activities. Opportunities available in these areas will vary from year to year, depending on the availability of the events or activities, cost, scheduling, and transportation.

Examples of Level III opportunities:

1. Knowledge Bowl
2. Mock Trial
3. Nobel Peace Conference
4. World Peace Prize
5. Academic Decathlon
6. Select or Honor Choirs
7. Art competition or shows
8. Select or Honor Band
9. Opportunities to visit colleges
10. All State Band and Choirs
11. Speech Competitions

Level IV: Early College and AP Course

Level IV services are offered to secondary students. These classes vary in educational setting and are provided by qualified professionals.

Identified students may, at any time during their High School career, take advantage of the Secondary Enrollment Option. This allows students to enroll in a course at the college level through correspondence, the Internet, or on campus. The students must provide their own transportation for classes that are not accessible from the ADM High School Campus. AP classes not offered at ADM High may be taken on-line through services such as the AP Online Program, which provides daily college-level studies guided by a professor in the selected area via the Internet and email.

Level V: Advocacy

Level V services are offered to identified GATE students by counselors, GATE teachers, and/or general education teachers. These services are provided as needed and take place in a variety of educational settings.

Students will receive an annual orientation and education counseling. Advocacy for students' needs and goals will be available throughout the year.

Level VI: Special Opportunities in Creativity, Leadership, and/or Visual/Performing Arts

Level VI services will be offered to selected students who demonstrate exceptional skills or qualities in identified areas.

Identification for this service will be separate from the other services. If the school has the ability to provide students with special opportunities, such as working closely with an Artist in Schools program, or in-house seminars, workshops or special field trips, students will be identified on a short-term basis. Students in the area of creativity and visual/performing arts will be identified based on portfolio and expert observation.

In the area of leadership, identification will include a modified Roets Leadership inventory for teachers, peers, and self. Students will not be identified if the school has no way to serve those students' talent areas.

Professional Development

Professional Development will be provided for the G.A.T.E. teachers. This may include, but isn't limited to:

- *The annual ITAG conference
- *Observation of G.A.T.E. teachers in other districts
- *Attending AEA workshops
- *Working collaboratively as a K-12 G.A.T.E. team

Formal and informal Professional Development regarding gifted and talented education will be provided on an annual basis to all staff members in the ADM CSD. Formal professional development for staff will take place through district wide professional development meetings and workshops, building scheduled faculty meetings and/or conferences held outside of the school district. Informal professional development will take place through consultation and/or collaboration between the GATE teacher and/or general education teachers and administrators.

Staff Qualifications

The ADM Gifted and Talented program will be staffed at all grade levels with teachers who are certified in the area of gifted and talented education. The ADM District will assign a licensed administrator to oversee the GATE programming for the district.

G.A.T.E Staff Job Descriptions

- .6 G.A.T.E Teacher
 - 6th-12th grade GATE instructor-collaborate with classroom teachers from each subject/grade level. This will be an opportunity to differentiate the existing curriculum for identified students
 - Monitor 9th-12th grade independent study G.A.T.E. students
 - Attend G.A.T.E Professional Development
 - Bi-monthly meetings with each identified student
 - Develop and implement PEPs

- Communicate with parents about the identification process, programming, and procedures
- .8 K-5 G.A.T.E. Teacher
 - Teach math enrichment groups
 - K-2 ELP students
 - 3-5 GATE enrichment lessons, 3rd grade Kingore lessons, reading support in the form of dialogue journaling, conferencing and mini-lessons
- .2 GATE Coordinator-
 - Create a plan and oversee the K-12 GATE program. Bridge each grade level span for succinct K-12 programming
 - Develop a professional development plan for GATE teachers
 - Yearly update of the GATE program overview document
 - Oversee the bi-yearly GATE identification process
 - Communicate with parents about the identification process, programming, and procedures
 - Coordinate the Personal Education Plans for each identified student
 - Facilitate the GATE Self-Audit/Reflection process
 - Develop and communicate with staff members about the GATE program
 - Update the Gifted and Talented Education district brochure

Budget

The ADM Schools will establish a gifted and talented budget for the expenditures incurred in operating the gifted and talented program.

Program Evaluation

The ADM GATE program will be evaluated on an annual basis. This evaluation will include the review of long and short term goals established for the GATE program. This evaluation process will include an analysis of data related to the program to determine the areas of strength and the areas in need of improvement, a review of the professional development offered to the staff and the impact it had on student achievement, analysis of data gathered from students, parents, and staff regarding the programming, and the review of any additional data deemed necessary to effectively review the quality and delivery of GATE services to the students in the ADM District.

To: Adel DeSoto Minburn Community Schools Board of Education
From: Kim Timmerman, Principal - ADM Middle School
Date: April 12, 2012
Re: Changes in the 2012-2013 ADM Middle School Student/Parent Handbook

Changed all dates to reflect the 2012-13 School Year.

Page 7	Bonus Dance Dates
Page 22	Open Enrollment Date
Page 24	Parent -Teacher Conference Dates
Page 25	School Calendar
Page 26	School Pictures
Page 30	Updated Supply Lists
Page 32	New transportation director name

Adel DeSoto Minburn Middle School



Student/Parent Handbook 2012 - 2013

*"Experiencing Success Today,
Achieving Dreams Tomorrow"*

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Dear Families,

The ADM Middle School Student/Parent's Handbook is designed to help you work with the school district to obtain the best educational experience for your child. The information contained in this handbook will provide you with some basic knowledge about the ADM Middle School.

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. The information should clarify school procedures, expectations and the educational philosophy of the ADM Middle School. We hope you will find this book a helpful reference throughout the school year. Please review it with your child and let us know if you have any questions.

At other times throughout the school year you will receive ADM Middle School newsletters, which should be kept along with this handbook. We hope the various newsletters and this handbook will be a valuable part of the many ways we can communicate with you.

Sincerely, Kim Timmerman, ADM Middle School Principal

Abuse of Students by District Employees

If a student, parent or other person with knowledge believes a child has suffered abuse, which shall include sexual and physical abuse, by a school district employee in the course of their employment, he/she may file a complaint with the designated investigator. 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. It shall be the responsibility of the superintendent to annually identify a designated investigator at the September board meeting. The superintendent shall also designate annually an alternate designated investigator, preferable of the opposite sex of the designated investigator, to whom reports may also be made. The names and telephone numbers of the designated investigator and the alternate investigator shall be included in employee handbooks, student handbooks, and be prominently displayed in all school buildings.

Categories of abuse are the following:

1. Physical abuse: causing non-accidental physical injury subject to certain exceptions.
2. Sexual abuse: inappropriate, intentional sexual behavior, sexual harassment or certain statutory sexual offenses.

The designated investigator for the allegations of abuse of a student by a district employee is Darcy Simpson, 515-993-5805. The level two investigator is Jim McNeill, Adel Chief of Police, 515-993-4525. The alternate investigator is Greg Dufoe, Superintendent of Schools, 515-993-4283.

Complaints reported to a designated investigator shall be handled in a timely manner. The designated investigator determines whether the complaint is founded, unfounded or in certain cases deferred to law enforcement. If a complaint is founded, it proceeds to level 2. Complaints against licensed employees alleging physical or sexual abuse which are founded at level 2 or by law enforcement, or are otherwise admitted, result in complaints with the Iowa Board of Educational Examiners.

Academic Honesty

One of the most essential elements to successful learning is the atmosphere of trust among students and also trust between a teacher and his/her class. Academic dishonesty -- cheating and plagiarism-- destroy that trust, prevent effective learning, and is wrong. It is therefore essential that each student make a commitment to high standards of honesty.

Academic honesty is one of the basic-values of ADM Middle School. It is important to keep standards high. The school will not tolerate cheating. Any student who cheats will be held responsible for his/her actions and will experience the following consequences:

Cheating is defined as submitting another person's work as your own, using unauthorized information, providing unauthorized help to another student, plagiarism in any form. Students who are caught cheating on a test, daily paper, or quiz, will be subject to the following disciplinary action:

- Zero (0%) may be recorded in the grade book. Detention or suspension may also be assigned.

Academic Honors

Sixth, seventh and eighth grade students will be awarded honor roll ribbons for achieving honor roll status each quarter and for the semester. Honor roll ribbons will be included with report cards. Honor roll status is achieved by earning a 3.0 grade point average. This standard will be in place for all students to strive toward.

Activity/Field Trip Bus

The school district may sponsor an activity/field trip bus to transport students to school activities. Riding on the activity/field trip bus is a privilege that can be taken away.

Students who ride an activity/field trip bus must ride to and from the event on the bus. Students ride home on the activity/field trip bus unless prior arrangements have been made with the principal or the student's parent personally appears and requests to transport the student home.

Address Changes

Students who are moving from the school district or who have moved to another location within the district should inform the school office so that the appropriate transfer/changes may be conducted. A note or call to the school office by the parent initiates this process.

ADM Grading Scale

A+ = 100
A = 99-95
A- = 94-93
B+ = 92-91
B = 90-87
B- = 86-85
C+ = 84-83
C = 82-80
C- = 79-78
D+ = 77-76
D = 75-72
D- = 71-70
F = 69/less

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

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"

Adel DeSoto Minburn District Outcomes

Adel DeSoto Minburn students will 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.

Adel DeSoto Minburn students will be **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.

Adel DeSoto Minburn students will be **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.

Adel DeSoto Minburn students will be **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.

Adel DeSoto Minburn students will be **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.

ADM Middle School Mission Statement

The mission of ADM Middle School is to help students develop the intellectual, social, emotional, and physical skills necessary to succeed in school and in life as caring, ethical individuals and responsible citizens. We will provide a safe, motivating climate where challenging, integrated curriculum and instruction is facilitated by innovative, dedicated grade level teams.

ADM Middle School Philosophy

The ADM Community School District believes that middle school students are in a transitional period in their lives. They no longer fit the mold of the elementary school student, but have not made sufficient progress academically, physically, or socially to be able to handle the freedom associated with the high school curriculum. Middle school students have not yet developed the ability to think much beyond the concrete level. During this period, they must begin to develop the ability to think in abstract as well as in concrete terms.

We believe that all programs, academic, co-curricular, and extracurricular, should be designed to meet the unique needs of the middle school student. There should be a gradual transition from the structured self-contained classroom of the PK-5 Elementary/Intermediate Program to the exploratory/elective type departmentalized curriculum of the middle school. We believe that exposure to a wide variety of classes and activities are essential to the growth and development of the adolescent middle school student.

The ADM Middle School is committed to making the transition from adolescence to adulthood as smooth as possible. We believe that working together, we can help middle school students develop good self concepts,

maintain steady academic progress, and prepare physically and psychologically to handle the important changes in their lives.

The purpose of the parent/student handbook is to develop a communication system between the parents, the students and the school. If we work together toward the common goal of providing a quality educational experience for the middle school student, we will succeed.

Administrative Staff

District Office	801 Nile Kinnick Drive South, Adel	
Mr. Greg Dufoe, Superintendent		993-4283
Adel Elementary	1608 Grove, Adel	
Ms. Carole Erickson, Principal		993-4285
DeSoto Intermediate	317 Spruce, DeSoto	
Mrs. Jodi Banse, Principal		834-2424
ADM Middle School	801 Nile Kinnick Drive South, Adel	
Mrs. Kim Timmerman, Principal		993-3490
ADM High School	801 Nile Kinnick Drive South, Adel	
Mr. Lee Griebel, Principal		993-4584

Assemblies

Throughout the year the school district sponsors school assemblies. Attendance at these assemblies is a privilege. Students must act in an orderly fashion and remain quiet on their way to an assembly, during an assembly and on their way back to the classroom after an assembly. Students attend assemblies unless, for disciplinary reasons, the privilege is taken away. Students who are not attending assemblies shall report to the principal's office during assemblies.

Behavior Consequences

1. The following consequences serve as the foundation for the middle school discipline policy. The consequences are suggested guidelines for use by the building principal. The principal has the authority to use discretion and common sense as he/she enforces the consequences for a particular violation of the rules.
 - a. 1 hour detention
 - b. 2 hour detention
 - c. Saturday School detention(s)
 - d. In-school suspension
 - e. Out-of-school suspension
 - f. Recommendation to board for 10 day out-of-school suspension
 - g. Recommendation to board for expulsion.
2. School bus drivers, district teachers, paraprofessionals, administrators, custodians, administrative assistants, and food service staff can assign detentions, if a student's actions so warrant.
3. Detentions must be made up on Tuesday or Thursday from 7:10 a.m. to 8:10 a.m. or at Saturday School.
4. Students can receive a detention, ISS, OSS, or expulsion for being disrespectful or insubordinate to a staff member or another student, violating a classroom or school rule, expulsion from a class, abuse of personal or school property, and bully/harassment.
5. Pushing, shoving, and tripping are not appropriate behaviors. Students will be reprimanded and detention will be assigned for these behaviors.
6. Fighting (hitting one another) is a serious offense and will result in an ISS.
7. Students will receive a detention for every three tardies. Tardy detention will be served during the student lunch period. The student will serve two lunch periods in the office for each third tardy.

Beverages and Food

Students cannot have food or open containers of beverages in the hallways. Beverages with caps need to be placed in student's book bags when they leave the commons in the morning.

Bicycles

Students may ride their bicycles to school. Bicycles are to be walked when on the school property. All bicycles are to be parked in the bicycle rack area. Students are to park their bicycles immediately upon arriving on the school grounds. No loitering is allowed near the bicycle rack. The school district is not responsible for students riding to or from school, and assumes no responsibility for bicycles on the school grounds.

Bonus Dances

The ADM Middle School staff recognizes and appreciates that the majority of the Middle School students are respectful, courteous, cooperative, and punctual. For those students who follow the rules and behave in an appropriate, courteous, and cooperative manner, bonus dances will be held once per quarter. Tentative dates for bonus dances are: October 19, January 5, March 8, May 17.

Eligibility or "being able to attend" the Bonus Dance Activity depends upon the following criteria:

1. No more than 6 tardies between Bonus Dance dates.
2. No more than 1 detention between Bonus Dance dates.
3. No in-school or out-of-school detentions between Bonus Dance dates.

Books/Textbooks/Fines

All schoolbooks must be returned at the end of the school year. Students are responsible for their textbooks, library books, etc. and will be charged accordingly for lost books, for the abuse of textbooks, and other materials. If books are not returned, students are charged a replacement fee. Damage to a book in excess of normal wear and tear is also charged to the student. Replacement costs and penalties for damages are as follows:

Damaged Book:

Broken Spine - up to \$10.00

Broken Cover - up to \$10.00

Writing in Book - \$.50 per page -- maximum \$5.00.

If written on to make it unusable it will be the price of the book.

Unusual wear and tear on the book - up to \$10.00

Lost Book:

New - 90% -----> cost of new book

1 year - 80% -----> cost of new book

2 year - 70% -----> cost of new book

3 years and over-----> cost of used book

The classroom teachers will collect book fines.

Breakfast Program/Lunch Program Guidelines

Because we feel that breakfast is such an important part of a child's nutrition, the Adel DeSoto Minburn School District will be offering a breakfast program on the days when school is in session. Breakfast will be served in the middle school commons at 7:45 a.m. for students in grades 6-8. Students need to eat their breakfast in the commons area. Breakfast menus will be made available with school lunch menus. Breakfast guidelines are as follows:

1. Breakfast students are to come into the building NO EARLIER THAN 7:45 am.
2. Lunchroom rules will apply.

Guidelines for qualifications for free or reduced rates apply for both lunch and breakfast tickets. Forms may be obtained in the building office. Exceptions are made when students are from the same family (for example: brother and sister).

Our lunch program provides nutritional and sufficient food at the lowest possible cost. The lunch menu is published in the monthly newsletter. All students are expected to eat lunch either at school or home. Students may bring a cold lunch from home and milk is available for purchase. If you wish your child to eat lunch other than at school, the student must have a note from the parent giving written permission. The note must be given to the teacher and will be approved in the office. All of the schools in the ADM District will have a computerized breakfast and lunch ticket system for the 2012-13 school year. Each student will have their own individual account and will be the only one able to use that account. Students may deposit any amount of money in the account and are always notified in writing when the account is running low. Money needs to be deposited into the account before lunch time, not in the lunch line. Please keep up with your child's balance. Lunch accounts this year will not be allowed to drop below negative \$5.00 (the cost of two daily lunches). When an account reaches negative \$5.00, a call will be made to the parent to request that money be deposited into the account. Students with negative \$5.00 balances will not be allowed to charge any more lunches to their account. If parents or guests

want to visit at lunch, it is very helpful if they have the correct amount for one lunch with them and do not use their child's account.

Building Assistance Team (BAT)

The Building Assistance Team model is a system for supporting classroom teachers on a day-to-day basis within a building. The team is composed of teachers selected for the team, the building principal, and the teacher requesting assistance. When appropriate, other staff members, a parent, and/or a student may be included as fully participating team members. The team serves as a within-building peer problem-solving group. The team is based on the belief that teachers have the skills and knowledge to effectively teach many students with learning and behavior problems by working in a problem-solving process. The goals of the model are as follows:

1. To help regular classroom teachers to individualize instruction to meet the needs of all students--normal, handicapped, and gifted.
2. To support teachers in mainstreaming handicapped students.
3. To provide an efficient pre-referral screening for special education services.

The system is designed to provide prompt, individualized support of teachers. Teachers refer their classroom concerns to a team of selected teachers within the building. The team and the teacher requesting assistance jointly engage in a structured process of identifying the problem, brainstorming solutions, and planning interventions. Parents, students, and other specialists participate in cases when requested by the team. A series of follow-up meetings are held to evaluate the student's progress and to plan further intervention. When appropriate, students are referred for further evaluation involving special education services.

The model is very cost-effective. It has been designed to minimize time and paperwork requirements. No additional staff has to be hired. This approach has been shown to be effective in a wide variety of school districts in urban, suburban, and rural areas.

The B.A.T. Team will also hold the responsibility of bringing special education referrals to the attention of the Heartland Area Education Agency.

Care of School Property

Students are expected to take care of school property including desks, chairs, books, lockers and school equipment. Vandalism is not tolerated. Detentions will be given for student that abuse school property. Students found to have destroyed or otherwise harmed school property may be required to reimburse the school district. In certain circumstances, students may be reported to law enforcement officials.

Our middle school is truly a beautiful school. We have one of the finest public facilities to be found anywhere, but it is really up to you whether or not it remains as such. Trash, graffiti, and damage to property and equipment quickly lead to an unsightly campus. You are expected to treat school property with as much respect as you expect others to show to your property. To preserve the neat appearance of our grounds and school building, always use the sidewalks and place all trash in waste cans. Litter only detracts from the beautiful grounds and building provided for your education. Let us take PRIDE every day in this great facility. Students and others are not to loiter or congregate on school property between the hours of 11:00 p.m. and 6:00 a.m. unless they are involved in a school activity.

Cell Phones

Cell phones may be used by students before school, during the lunch period or after school in the commons area only. Cell phones are not to be used during passing time, in classrooms or in study halls. Cell phones should not be taken to classes. Cell phones should be locked in student lockers once classes have started. Cell phones will be taken from students who use them during passing time, in classrooms or in study halls. Parents will need to pick-up cell phones that have been taken from students during passing time, in classrooms or in study halls. The school is not responsible for lost or stolen cell phones.

Confiscation/Searches of cell phones include:

- Use of cell phone during class for any reason.
- Taking pictures in locker room or restroom.
- Taking any picture of another person for the purpose of ridiculing the other person.
- Use of cell phone or any device to cheat.
- Use of cell phone or any device to harass another person.

Consequences of unacceptable use of cell phones can include:

- The cell phone shall be confiscated and turned into principal's office. Parents shall be informed.
- The cell phone may be turned over to law enforcement.

Citizenship

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students have an opportunity to learn about their rights, privileges and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity, students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community. The ADM School District utilizes the six pillars of character as developed by the Character Counts! Program. Citizenship awards will be presented to students at the completion of the school year.

Classroom Rules

Each teacher will explain his/her rules and regulations to each class, and give the students a written copy of said rules. If a parent or student has any questions about a teacher's rules, he/she should contact the teacher for further explanation.

Clothing/Hats

Students may not wear clothing or other apparel promoting or depicting products which are illegal for use by minors such as alcohol, tobacco or drugs; or apparel displaying, suggesting, or implying obscene material, profanity, or reference to subversion. Hats are to be removed when students enter the building. Hats are not to be worn in school during the school day or during the time just before or after school (essentially from about 7:45 a.m. to 3:40 p.m.).

While the primary responsibility for appearance rests with the students and their parents, the administration reserves the right to judge what is proper and what is not proper for wear at school and/or school activities. Clothing that creates a substantial disruption to school/school activities or for which there is evidence indicating that such disruptions are likely, may be prohibited. Clothing that reveals undergarments or lack of undergarments is inappropriate. This policy includes sagging pants, short skirts and shorts, halter tops, tops that reveal a bare midriff or back, tube tops, and garments with spaghetti straps. Additionally, students should not wear items that could harm others or property, such as chains and metal spikes.

Students will be asked by a teacher or other school personnel to make the needed changes. A t-shirt may be provided for additional coverage. If students or parents are in doubt about the appropriateness of a piece of clothing, they are encouraged to bring additional clothing. Students who continue to violate this rule will be subject to the following disciplinary action: Detentions may be assigned. Continual infractions may be viewed as insubordination.

Communicable and Infectious Diseases

Students who have an infectious or communicable disease are allowed to attend school as long as they are able to do so and their presence does not pose an unreasonable risk of harm to themselves or does not create a substantial risk of illness or transmission to other students or employees. If there is a question about whether a student should continue to attend classes, the student shall not attend class or participate in school activities without their personal physician's approval and the final decision will be an administrative decision taking into account relevant medical opinion. Infectious or communicable diseases include, but are not limited to, mumps, measles and chicken pox.

Communications To and From School

When sending a note or money to school, the student should receive clear instruction from the parents about who is the appropriate person to receive the note or the money. Also, the school regularly sends newsletters, notes and papers home with students. Parents need to remind their child to notify them of newsletters, notes or papers from school for the parents. Parents are responsible for knowing the contents of the newsletters, notes or papers sent home.

Community Resources:

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

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

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

Dallas County Hospital: 515-465-3547

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

Teen Line (When you just aren't sure who to talk to, teen line can help confidentially): 1-800-443-8336
 Youth Law Hotline: 1-800-728-1172
 Monte Keller, School Resource Officer: 515-993-4584 (ADM High School) or 515-993-6723 (Adel Police Office)
 Sexual Abuse/Assault Toll Free Youth Support line: 1-800-443-8836
 West Central Mental Health: 515-993-4535
 Hawk-I Health - online application - <http://www.hawk-i.org/>
 Iowa Legal Aid - <http://www.iowalegalaid.org/ia/homepage.html>

Computer/Technology Devices - Improper Use

As ADM continues to increase the number of computers available for student and staff use, it becomes increasingly necessary to secure or lock folders and programs. Students, who attempt to breach security measures, tamper with secured files, or otherwise misuse school computers may lose the privilege of using the computers and may be subject to detentions, suspension or a recommendation for expulsion.

Computer/Technology Devices - Internet Use

There is a district **"ACCEPTABLE USE POLICY FOR THE INTERNET & TECHNOLOGY DEVICES"** that governs student behavior. In order for students to access the Internet at school, parents/guardians are required to sign a permission form acknowledging that they have read and understand the regulations and the consequences for violating the policy. Please note that chat rooms are off limits to students.

ADM CSD expects all students and staff to abide by the acceptable use guidelines for technology as outlined above. Any student who uses technology in an unacceptable manner is in violation of the district's Student Behavior and Discipline Policy and will be subject to sanctions as stated in the policy. Since the nature of each violation may vary, the supervising classroom teacher and/or building administration is given latitude in determining the severity of the sanction. Students will be given written notification of the violation and sanction as stated on the Technology Acceptable Use Violation Notice.

Loss of Use - refers to the loss of privilege to use a computer or device or access to the Internet with the amount of time determined by the supervising classroom teacher and/or administrator. Confiscation of devices - refers to a device, handheld or otherwise, that is taken from the student because of unacceptable use.

Concerns

If parents have a concern regarding a classroom and/or teacher situation in school, they are urged to first contact the teacher involved to discuss the problem and possible solutions. If the concern cannot be resolved at this level, the parent should then request a conference with the teacher and the principal.

Contacting Students During the School Day

The telephones at the school are business telephones. If a child has a legitimate reason to use the telephone, the office will grant permission. Because of the number of calls the school received, it will be necessary that the conversations by students be kept to a minimum of five minutes or less. Except in an emergency, students are not called to the office telephone. We will be happy to call students to the office between classes for important messages.

Daily Announcements

Announcements will run on televisions in study halls and classrooms following the end of second hour. The daily announcements will also be posted in the north window of the office and on the middle school web page. Go to www.adel.k12.ia.us and click on the middle school link.

Daily Schedules

Regular Day (4 minute passing between classes and 3 minutes passing between lunch)

8:07 a.m.	Students dismissed from Commons
8:15 - 8:58 a.m.	Period 1 (43)
9:02 - 9:45 a.m.	Period 2 (43)
9:49 - 10:32 a.m.	Period 3 (43)
10:36 - 11:19 a.m.	Period 4 (43)
11:19 - 11:44 a.m.	Lunch for 6th grade (25)
11:47 - 12:03 p.m.	SSR Time for 6th grade (16) - Pd. 5 Rm.
12:06 - 12:50 p.m.	Period 5 for 6th grade (44)
11:23 - 11:44 a.m.	1 st part of period 5 for 7 th grade (21)
11:44 - 12:09 p.m.	Lunch for 7th grade (25)

12:12 - 12:35 p.m.
 12:35 - 12:50 p.m.
 11:23 - 12:09 p.m.
12:09 - 12:34 p.m.
 12:38 - 12:50 p.m.
 12:54-1:37 p.m.
 1:41 - 2:24 p.m.
 2:28 - 3:11 p.m.
 3:15 - 3:35 p.m.

2nd part of period 5 for 7th grade (23)
 SSR Time for 7th grade (15) - Pd. 5 Rm.
 Period 5 for 8th grade (46) Last three minutes is SSR.
Lunch for 8th grade (25)
 SSR Time for 8th grade - (12) Pd. 5 Rm.
 Period 6 (43)
 Period 7 (43)
 Period 8 (43)
 Period 9 - Homeroom (20)

One-Hour Late Start (3 minute passing due to shortened day)

9:07 a.m.
 9:15 - 9:54 a.m.
 9:57 - 10:36 a.m.
 10:39 - 11:19 a.m.
11:19 - 11:44 a.m.
 11:47 - 12:03 p.m.
 12:06 - 12:50 p.m.
 11:23 - 11:44 a.m.
11:44 - 12:09 p.m.
 12:12 - 12:35 p.m.
 12:35 - 12:50 p.m.
 11:23 - 12:09 p.m.
12:09 - 12:34 p.m.
 12:37 - 12:50 p.m.
 12:53 - 1:31 p.m.
 1:34 - 2:12 p.m.
 2:15 - 2:53 p.m.
 2:56 - 3:35 p.m.

Doors Open
 1st period (39)
 2nd period (39)
 3rd period (40)
Lunch for 6th grade (25)
 SSR Time for 6th grade (16) - Pd. 5 Rm.
 Period 5 for 6th grade (44)
 1st part of period 5 for 7th grade (21)
Lunch for 7th grade (25)
 2nd part of period 5 for 7th grade (23)
 SSR Time for 7th grade (15) - Pd. 5 Rm.
 Period 5 for 8th grade (46) Last two minutes is SSR.
Lunch for 8th grade (25)
 SSR Time for 8th grade - (13) Pd. 5 Rm.
 4th Period (38)
 6th Period (38)
 7th Period (38)
 8th Period (39)

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

10:07 a.m.
 10:15 - 10:45 a.m.
 10:48 - 11:19 a.m.
11:19 - 11:44 a.m.
 11:47 - 12:03 p.m.
 12:06 - 12:50 p.m.
 11:23 - 11:44 a.m.
11:44 - 12:09 p.m.
 12:12 - 12:35 p.m.
 12:35 - 12:50 p.m.
 11:23 - 12:09 p.m.
12:09 - 12:34 p.m.
 12:37 - 12:50 p.m.
 12:53 - 1:23 p.m.
 1:26 - 1:56 p.m.
 1:59 - 2:29 p.m.
 2:32 - 3:02 p.m.
 3:05 - 3:35 p.m.

Doors Open
 1st Period (30)
 2nd Period (31)
Lunch for 6th grade (25)
 SSR Time for 6th grade (16) - Pd. 5 Rm.
 Period 5 for 6th grade (44)
 1st part of period 5 for 7th grade (21)
Lunch for 7th grade (25)
 2nd part of period 5 for 7th grade (23)
 SSR Time for 7th grade (15) - Pd. 5 Rm.
 Period 5 for 8th grade (46) Last two minutes is SSR.
Lunch for 8th grade (25)
 SSR Time for 8th grade - (13) Pd. 5 Rm.
 3rd Period (30)
 4th Period (30)
 6th Period (30)
 7th Period (30)
 8th Period (30)

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

8:07 a.m.
 8:15 - 8:40 a.m.
 8:43 - 9:09 a.m.
 9:12 - 9:38 a.m.
 9:41 - 10:07 a.m.
 10:10 - 10:36 a.m.
 10:39 - 11:05 a.m.
 11:08 - 11:33 p.m.
11:33 - 11:58 a.m.
 12:01 - 12:17 p.m.

Doors Open
 1st Period (25)
 2nd Period (26)
 3rd Period (26)
 4th Period (26)
 6th Period (26)
 7th Period (26)
 8th Period (25)
Lunch for 6th grade (25)
 SSR Time for 6th grade (16) - Pd. 5 Rm.

12:20 – 1:05 p.m.	Period 5 for 6th grade (45)
11:36 – 11:58 a.m.	1 st part of period 5 for 7 th grade (22)
11:58 - 12:23 p.m.	Lunch for 7th grade (25)
12:26 - 12:49 p.m.	2 nd part of period 5 for 7th grade (23)
12:49 – 1:05 p.m.	SSR Time for 7th grade (16) - Pd. 5 Rm.
11:36 - 12:23 p.m.	Period 5 for 8th grade (47) Last 2 minutes is SSR
12:23 - 12:48 p.m.	Lunch for 8th grade (25)
12:51 – 1:05 p.m.	2 nd part of SSR Time for 8th grade – (14) - Pd. 5 Rm.

First Two Days of School/2:35 Dismissal Schedule (4 minute passing due to longer day)

8:07 a.m.	Doors Open
8:15 - 8:30 p.m.	9th hour Homeroom (15)
8:34 – 9:10 a.m.	1st Period (36)
9:14 - 9:50 a.m.	2nd Period (36)
9:54 - 10:29 a.m.	3rd Period (35)
10:33 - 11:09 a.m.	4th Period (36)
11:09 - 11:34 a.m.	Lunch for 6th grade (25)
11:37 – 11:53 a.m.	SSR Time for 6th grade (16) - Pd. 5 Rm.
11:56 - 12:40 p.m.	Period 5 for 6th grade (44)
11:12 - 11:34 a.m.	1 st part of period 5 for 7 th grade (22)
11:34 – 11:59 p.m.	Lunch for 7th grade (25)
12:02 – 12:24 p.m.	2 nd part of period 5 for 7th grade (22)
12:24 – 12:40 p.m.	SSR Time for 7th grade (16) - Pd. 5 Rm.
11:12 - 11:59 p.m.	Period 5 for 8th grade (44) Last 3 minutes is SSR.
11:59 - 12:24 p.m.	Lunch for 8th grade (25)
12:27 - 12:40 p.m.	SSR Time for 8th grade – (13) Pd. 5 Rm.
12:44 - 1:19 p.m.	6th Period (35)
1:23 – 1:57 p.m.	7th Period (34)
2:01 - 2:35 p.m.	8th Period (34)

Definitions

In this handbook, the word "parent" also means "guardian" unless otherwise stated. An administrator's title, such as superintendent or principal, also means that individual's designee unless otherwise stated. The term "school grounds" includes the school district facilities, school district property or premises, property within the jurisdiction of the school district or school owned or school operated buses or vehicles and chartered buses. The term "school facilities" includes school district buildings. The term "school activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

Discipline Policy

The Board of Directors of the Adel DeSoto Minburn Community School District hereby confirms its intent to support the school discipline policy, to support school staff that enforces the discipline policy, and to hold school staff accountable for enforcing the discipline policy.

In a teaching/learning situation it is necessary that self-discipline and a positive approach towards organization work hand in hand. These not only are desired in the classroom, but must also be evident in all areas of the school setting and at school functions. It is necessary, therefore, that a cooperative plan between students, teachers, parents, administrators, other staff members, and school board members be present. This plan should be one of support, communication, and respect. It is our belief that cooperative discipline will bring out the qualities of scholarship, leadership, citizenship and responsibility found in each of our students.

As educators it is our responsibility to develop and maintain an atmosphere that is conducive for learning. To create such an atmosphere it is necessary to establish certain rules and regulations. So that you and your child can better understand what is expected of each student, we have developed the following discipline policy.

Student's Responsibility:

Students should be aware of the conduct expected of them in the individual classroom, in the hallways, in the lunchroom, on the school bus, and at any school function or activity. He/she should be able to maintain an inner-

discipline, which allows him/her to accept this responsibility, and should attempt to keep a good line of communication open with teachers, school staff, parents,

- Respect the rights and property of other students, adults, and the district.
- Respect the authority of all school personnel. Students need to follow the directions of any adult the first time they are given. This includes but is not limited to school bus drivers, district teachers, paraprofessionals, administrators, custodians, administrative assistants, and food service staff.
- Students may not use abusive language, profanity or obscene gestures or language that interfere with learning.

Students who follow the discipline policies will receive positive feedback in the following manner:

- Student can receive verbal praise.
- Students can receive written praise.
- Those who follow school regulations will be allowed to participate in special school activities.

The board, administration and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees, students, visitors and guests with respect and courtesy.

This handbook and school district policies, rules and regulations are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school district; while on school-owned and/or school-operated buses or vehicles or chartered buses; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff. School district policies, rules and regulations are in effect 12 months a year. A violation of a school district policy, rule or regulation may result in disciplinary action while school is in session or while school is not in session.

Students are expected to comply with and abide by the school district's policies, rules and regulations. Students who fail to abide by the school district's policies, rules and regulations may be disciplined for conduct which disrupts or interferes with the education 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 to participate in school activities; 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. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student's record.

The school reserves and retains the right to modify, eliminate or establish school district policies, rules and regulations as circumstances warrant, including those contained in the handbook. Students/parents are expected to know the contents of the handbook and comply with it. Students or parents with questions or concerns may contact the Middle School principal's office for information about the current enforcement of the policies, rules or regulations of the school district.

Parent's Responsibility:

It should be the responsibility of the parents to know and see that their child is aware of the behavior expectations in policies as set by the teachers, administration, and local school board of the Adel DeSoto Minburn Community School District. Lines of communication should be maintained in a healthy, cooperative attitude while working to attain a positive result in all instances. It is to be further noted and understood that each student and parent has the right to due process in which they may request additional information.

Teacher/staff member's Responsibility:

All teachers are responsible for maintaining building and classroom standards determined individually by building policy, and by school policy. Teachers are to be responsible for discipline of all students in the hallways and at all activities in which Adel DeSoto Minburn students and teachers are involved in the teaching/learning process. Teachers are requested to sit with their students at assemblies and large group meetings for the purpose of supervision and participation. Teachers will report to the administration what may be considered more serious infractions of the school rules.

When a student demonstrates inappropriate behavior, teachers will follow the following procedures:

- The first time the student violates a rule; he/she will generally receive a verbal reminder regarding the rule he/she violated.
- If a student repeats the same violation or violates another rule within a given period of time he/she will generally receive an appropriate punishment determined by the teacher or staff member involved.
- The parents will be contacted by the teacher/staff member or Principal to inform them of the situation. The Principal and/or the teacher/staff member will determine an appropriate punishment.

Principal's Responsibility:

It will be the principal's responsibility to assist the parents, teachers, and Board of Education in seeing that students comply with rules of acceptable conduct within the classroom and all other areas of school. Students who choose not to comply with school rules and behavior standards will be dealt with in all cases in the following manner:

1. Students who are referred to the principal will be given an oral notice of the allegations against them and the basis in fact for the charges. Students will be given an opportunity to present an account of the concern at hand. If the principal concludes that inappropriate conduct has occurred, students will receive an explanation of why their conduct was deemed inappropriate.
2. A follow-up conference may be held with the principal and the student. The principal may also require the teacher involved to be present. The type of punishment to be administered shall be reasonable considering the nature of the student's misconduct, the age and physical condition of the student and the goal to be accomplished by the punishment. Parents will be notified of incidents of misbehavior when the incident is of a serious nature or is repetitive in nature.
3. In cases where students are consistently violating school rules or demonstrate misbehavior of a severe nature, including that which endangers other students' well being, consideration of removal from the classroom shall be within the discretion of the person in charge of the classroom. Removal from the classroom means that a student or students are sent to the Principal's office. In cases of this nature a parental conference will be requested. This conference will involve the student, his/her parents, teacher(s), and Principal. Detention, probation, in-school suspension, out of school suspension or a recommendation for expulsion may result from this conference.

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day or on non-school days. Whether a student will serve detention, and the length of the detention, shall be within the discretion of the licensed employee disciplining the student or the principal.

Probation means a student is given a conditional suspension of a penalty for a definite period of time, not to exceed ten days, in addition to being reprimanded. The conditional suspension shall mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms shall result in immediate reinstatement of the penalty. Suspension means an in-school suspension, an out-of-school suspension, and a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. The student may not attend school activities or may not participate in a contest or extracurricular activities. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practices but will not attend or participate in school activities.

A severe infraction or continual infraction of school rules or behavior problems may be referred to the superintendent and the Board of Education. This referral will be accompanied by a recommendation for counseling and/or expulsion for their consideration. Expulsion means the removal of a student from the school environment, which includes, but is not limited to, classes and activities for a period of time set by the Board of Education. See Board Policy 503.2 for details.

Students who have been identified as special education students may be referred for a review of the individual student's Individualized Educational Plan. The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.

Corporal punishment defined as the intentional physical punishment of a student is prohibited. However, reasonable physical force may be used upon a student when the use of such force is deemed essential by a reasonable person for the purpose of self-defense, the preservation of order, to quell a disturbance threatening others, to protect others, etc.

Consequences

1. The following consequences serve as the foundation for the middle school discipline policy. The consequences are suggested guidelines for use by the building principal. The principal has the authority to use discretion and common sense as he/she enforces the consequences for a particular violation of the rules.
 - a. 1 hour detention
 - b. 2 hour detention
 - c. Saturday School detention(s)
 - d. In-school suspension
 - e. Out-of-school suspension
 - f. Recommendation to board for 10 day out-of-school suspension
 - g. Recommendation to board for expulsion.
2. School bus drivers, district teachers, paraprofessionals, administrators, custodians, administrative assistants, and food service staff can assign detentions, if a student's actions so warrant.
3. Detentions must be made up on Tuesday or Thursday from 7:10 am. to 8:10 am. or at Saturday School.
4. Students can receive a detention, ISS, OSS, or expulsion for being disrespectful or insubordinate to a staff member or another student, violating a classroom or school rule, expulsion from a class, abuse of personal or school property, and bully/harassment.
5. Pushing, shoving, and tripping are not appropriate behaviors. Students will be reprimanded and detention will be assigned for these behaviors.
6. Fighting (hitting one another) is a serious offense and will result in an ISS.
7. Students will receive a detention for every three tardies. Tardy detention will be served during the student lunch period. The student will serve two lunch periods in the office for each third tardy.

Disrespect and Insubordination

It is expected that every student will be treated with respect and dignity and that in turn, each teacher will receive the respect of each student. Insubordination is defined as the refusal of a student to obey a rule, regulation, or request of a teacher or any school personnel. For any show of disrespect or act of insubordination, a student will be subject to disciplinary action ranging from a detention to out-of-school suspension.

Distribution of Materials

The Board of Education recognizes that students, employees, parents, or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

Driver's License/Permit

Students taking driver's license examinations or obtaining driver's permits from examiners in Adel may be excused from study hall/homeroom with parent/guardian permission only. **Students are NOT allowed to miss a class to take their driver's license examination.** Students must check out of the office prior to leaving and check in upon return.

Emergency Drills

Periodically the school holds emergency, fire and severe storm drills. At the beginning of each semester, teachers notify students of the procedures to follow in the event of a drill. Emergency procedures and proper exit areas are posted in all rooms. During emergency drills or in case of real emergencies, our teacher associates will assist students who require assistance in reporting to the designated emergency area.

Students are expected to remain quiet and orderly during a drill or an emergency. Students who pull the fire alarm or call in false alarms, in addition to being disciplined under the school district's policies, rules and regulations, may be reported to law enforcement officials.

Emergency School Closing

It occasionally becomes necessary during the year to close school. Weather is usually the reason, but it may be necessary due to mechanical failure or perhaps some other reason for the safety of our students. All emergency

school closings will be announced on all local radio and television stations. We will not be able to notify individuals of an emergency school closing.

We have requested that each station announce the information regarding the closing or delayed start of our district as Adel DeSoto Minburn.

Although regular school attendance is encouraged, parents may pick up their students from school anytime severe weather develops. Parents always have the option of not sending their children when they feel the weather is too severe. Please be assured that every effort will be made to provide for the safety of every child.

Equal Opportunities, Affirmative Action, and Multicultural Nonsexist Guidelines

It is the intent of the Board of Education that each individual be given the opportunity to develop and achieve to the maximum extent of his/her potential, being limited only by individual differences. Therefore, the district shall foster an educational program that provides equal educational opportunities for all students.

The Adel DeSoto Minburn Community School District does not discriminate on the basis of: gender, race, color, creed, nationality, marital status, religion, disability, sexual orientation, gender identity, Title IX and Section 504, in the educational programs or activities which it operates (Board Policy No. 103).

The Adel DeSoto Minburn Community School District has adopted a grievance policy and procedure for any alleged violation. The Compliant Officer for the district is: Nancy Gee, Business Manager, 801 Nile Kinnick Drive, South, Adel, IA 50003. Phone number: 515-993-4283. Office hours: 8:00 A.M. to 4:30 P.M., Monday through Friday. The Office of Civil Rights for the Department of Education is located in Kansas City, Missouri.

Extra Curricular Activities/Co-Curricular Activities

7th and 8th grade Football
7th and 8th grade Cross Country
7th and 8th grade Volleyball
7th and 8th grade Boys Basketball
7th and 8th grade Girls Basketball
7th and 8th grade Wrestling
7th and 8th grade Track
6th, 7th and 8th grade Band
6th, 7th and 8th grade Choir

Extra Curricular/Co-Curricular Activities Attendance

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

Extra Curricular/Co-Curricular Activities Handbook

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

Extra Curricular/Co-Curricular Activities Schedules

For a daily or monthly listing of ADM activities, go to www.adel.k12.ia.us and click on the Activities Calendar.

Field Trips

A field trip is a learning activity which takes children from their regular meeting place for the purpose of seeing or doing something to further specific skills and understanding. The teacher plans and is responsible for the activities involved in a field trip. Field trips will begin and end at school and will be scheduled during regular school hours if possible. Before each field trip the teacher will send home basic information regarding that particular experience. Children who are not permitted to participate in the field trip will remain at school under the direction of another teacher. The only children that go on our field trips are students that attend Adel DeSoto Minburn. Parents may be asked to come and attend field trips as chaperones for our students. All students who

miss any or all of a period because of a school field trip will be responsible for the next day's assignments, tests, quizzes, etc.; normally, students should complete all school work before leaving on the trip.

Fighting

Fighting (hitting one another) is a serious offense and will result in a school suspension. Pushing, shoving, and tripping are not appropriate behaviors. Students will be reprimanded and detention will be assigned for these behaviors.

Forgery

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

Hallway Guidelines

1. Show respect for others:
2. Students will keep their hands and feet to themselves.
3. Students will not enter a classmate's locker without permission.
4. Students will keep noise to a minimum.
5. Move safely through the halls:
6. Students will walk at all times.
7. Hallway passing and stairway use - Grade levels will use the following stairways/hallways:
 - 6th grade students have no classes on the second floor.
 - 7th and 8th grade students - either north or south stairways to pass to 2nd floor classrooms.
 - 8th students - use south hallway by art rooms to pass to exploratory classes and computer class, use north hallway to pass to commons/lunchroom, Physical Education, Band or Choir. 8th grade students do not need to be in the lower hallway by the 6th grade classrooms.
 - 7th and 8th students - use north hallway by north gym to pass to commons/lunchroom.
8. 6th, 7th and 8th grade students must have their planner signed to be in the hallway during class time.
9. Please "keep to the right" in hallways and avoid gathering in large groups or sitting in the hallway since this hinders traffic.
10. Running, loud or disruptive noises, boisterous behavior, and/or any other action that interferes with the smooth movement of students or visitors from one part of the building to another will be considered a breach of discipline.
11. The school building is not the place for a display of affection between students.
12. The doors to the academic hallways will be locked in the morning before school. Students should not plan to be in the hallways before 8:07 a.m. unless they are working with a teacher. Generally, the academic doors will also be locked after 4:30 p.m.

Harassment, Bullying, Initiations and Hazing Policy

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

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

- Communicate to the harasser or bully that the 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 that:

- 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.

The following consequences serve as the foundation for the bully/harassment policy. The consequences are suggested guidelines for use by the building principal. The principal has the authority to use discretion and common sense as he/she enforces the consequences for a particular violation of the bully/harassment policy:

- Detention
- Saturday School detention(s)
- 1 – 180 days In-school suspension
- 1 – 180 days Out-of-school suspension
- Recommendation to board for expulsion.

Additional reference to Board Policy 401.3 and 502.13 (Harassment) is made as supplementary to this concern. The grievance procedure for harassment is found on page 16 of this handbook.

Health Services and Procedures

The Adel DeSoto Minburn School District employs a school nurse. The nurse is on call to any building if an emergency should arise. In general, the school nurse is responsible for keeping records and conducting screening on certain aspects of our students' health.

Another major function is in the area of communicable diseases. The State Department of Health has regulations on immunization requirements that must be met if a child is enrolled in school. The office maintains the appropriate records and will notify you if your child needs updating in this area.

If medication is to be administered at school, a school form must be filled out and signed by the parent/guardian. Please send only the necessary amount of medication in the original container. A copy of this form is found in the back of this handbook. Additional forms may be obtained at the school office. It is the student's responsibility to come to the office at the appropriate time to take the medication.

Rules and procedures concerning the administration of medications to those pupils who must take medication during school hours follow. No medication shall be dispensed to any pupil in the Adel DeSoto Minburn Community School system unless the following prerequisites are met:

1. The medication must be prescribed by a licensed medical or osteopathic physician or dentist.
2. The parent must sign a request to have this prescribed medication dispensed to their child according to the written directions of the prescribing physician or dentist.

3. The prescription and the parent's signed request to dispense the medication are to be kept on file in the office from which the medication will be dispensed.
4. The medicine shall be maintained in the original prescription container which shall be labeled with:
 - a. name of pupil
 - b. name of medication
 - c. directions for use
 - d. name of physician or dentist
 - e. name and address of pharmacy
 - f. date of prescription
5. The medication, while at school, shall be kept in a designated place, in a locked drawer or cabinet. When required, refrigeration will be provided.
6. In each building, access to the medication shall be under the authority of the nurse, secretary, or Principal.
7. A written record will be kept on any medication(s) given at school. This record will include the pupil's name, the name of the medication, the amount of medications to be given, and the time at which it is to be given. After the medication is given, the person dispensing the medication will initial the medication sheet with his/her initials. This record shall be kept each time the medication is given at school, on the appropriate "Medication List" form.

Over-the-counter medication such as aspirin, Tylenol, cough syrups, cough drops, etc. requires parent's written permission. The medication must be brought to school in the original labeled container. The registered nurse may also determine that an over-the-counter medication, ordered by a parent, could be detrimental to the child. In this case the registered nurse may refuse to administer the medication and state the reasons, in writing, to the parent.

Healthy Kids Act

The Healthy Kids Act is effective for the 2012-2013 school year. Physically able students in grades 6 – 8 must be physically active a minimum of 120 minutes per week in which there are five school days. Physical Education is a subset of physical activity; physical activity may include many non-school activities. Non-school activities do not have to be adult-supervised or formally structured, but should include physical activity such as individualized exercise plans for students. Schools are responsible to track students' activities to meet this requirement. Physical Education teachers will issue, monitor, and track these forms. The forms will need to be signed by a parent and turned back into the physical education teacher with a plan as to how each individual student will meet the 120-minute requirement per week.

The Healthy Kids Acts allows a student to be excused from the physical activity requirement if the child's parent or guardian files a written statement with the school principal stating that the requirement conflicts with their child's religion. Along with the physical activity, students are required to complete a course in CPR prior to graduating. There is no requirement that the student receive a certification for having completed the course. However, the course must include components that one would find in a course that leads to certification. The purpose is to provide students with the skills to assist a classmate or staff member in cardiac distress.

Homeless Students

In accordance with Chapter 33, Iowa Administrative Code, the Adel DeSoto Minburn Community School District encourages homeless children and youth to enroll in school. For information, please contact the Superintendent's Office, 801 Nile Kinnick Drive South, Adel, Iowa, 50003. Phone number: 515-993-4283.

Homeroom Guidelines

1. Any student having a pre-signed pass must first report to his/her homeroom and then go directly to his/her destination.
2. Locker or rest room use is at the discretion of the homeroom teacher.
3. Character Counts! and Study Skills activities may occur during the Homeroom period.
4. Homeroom is to be used as a study, reteaching or independent reading period.

Human Growth and Development

The ADM Community School District has identified Human Growth and Development curriculum objectives that are infused throughout the curriculum. Every grade and subject level has a map of the objectives addressed. Parents/guardians may examine a class map and the teaching materials at any time. If parents find topics objectionable, they may choose to remove their child/children from the class during the discussion of these topics.

Illegal Items Found in School or in Students' Possession

Tobacco in any form, alcohol, and/or other illegal substances are strictly forbidden. Students are prohibited from distributing, dispensing, manufacturing, possessing, using, and being under the influence of alcohol, drugs or look-a-like substances; and possessing or using tobacco, tobacco products or look-a-like substances. Weapons and other dangerous objects are not allowed on school grounds or at school activities with the exception of weapons in the control of law enforcement officials or those being used for educational purposes and approved by the principal. Parents of students found in violation of this policy will be contacted, and the students will be reported to law enforcement officials. Students found in violation of this policy will be subject to disciplinary actions, which could include suspension or expulsion.

Inappropriate Items at School

Students may not use radios, televisions, water guns, toys, CD players, i-Pods, boom boxes, video games, beepers, roller blades, skateboards and other similar items at school. Students may use cellular phones in the commons before school, during the lunch period, and after school. With the exception of cellular phones in the commons area before school, during the lunch period, and after school, these items need to be left in locked lockers. If taken to classrooms, these items will be taken away from the students and parents must come in to pick them up. The school will not be responsible for inappropriate items that are stolen on school grounds.

Incomplete/Failing List

Students, who have not completed all their work or have not done satisfactory work in a course, will be placed on the Incomplete/Failing list. Students are not incomplete if they have been ill or absent with good reason until they have had the allowed time to make up the work - one day for each day absent. As soon as the work is completed satisfactorily, the incomplete will be removed. **A supervised after school study hall room is available from 3:35 to 4:30 pm. on Monday, Tuesday, Wednesday, and Thursday. Students may use this room to complete incomplete work, make-up work, and study for up-coming quizzes and tests.**

The Incomplete/Failing List is based on the standards that each individual teacher has structured for his/her class. 7th and 8th grade students who are incomplete are not eligible to participate in athletic contests but may practice at the discretion of the coach. 7th and 8th grade students who are failing are ineligible for practices and athletic contests until the failing grade is brought up to a minimum grade of 70%. When 7th and 8th grade students turn in incomplete work and/or raise their failing grade to a minimum of 70%, they will regain their eligibility for athletic contests. Students in 6th, 7th or 8th grade who fail four semesters of class work throughout the year may be retained.

Independent Reading Time/Silent Sustained Reading

All students will be independently reading for 15 minutes during the 5th hour lunch rotation everyday.

Expectations of INDEPENDENT READING TIME:

1. Students must have a free reading book of choice with them during Independent Reading Time.
2. Students unprepared with reading material will be counted tardy and allowed to gather a text from their locker. Three tardies will result in a detention. If materials are not in their locker, students may borrow a text from their teacher, but will still be counted tardy since they were unprepared for class.
3. Students will be expected to read only (no talking allowed) from bell to bell.

Inspection of Educational Materials

Parents and other members of the school district community may view the instructional materials used by students in school. Copies may be obtained according to board policy (605.2). Persons wishing to view instructional materials or to express concerns about instructional materials should contact the principal's office.

Interrogation By Outside Agency

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

Leaving School Grounds

Students are not to leave the school grounds once they have arrived without permission from the duty teacher or the office. **Students taking driver's license examinations or obtaining driver's permits from examiners in**

Adel may be excused from study hall/homeroom with parent/guardian permission. Students are NOT allowed to miss a class to take their driver's license examination. Students must check out of the office prior to leaving and check in upon return.

Legal Status of Student

If a student's legal status, such as the student's name or the student's custodial arrangement, should change during the school year, the parent or guardian must notify the school district. The school district needs to know when these changes occur to ensure that the school district has a current student record.

In order for the school to correctly follow judicial decrees, we are asking legal guardians to inform us of the legal child custody and guardianship arrangements. We would appreciate the legal guardian sharing with us information regarding who has custody and under what conditions the other parent may exercise custodial and other rights regarding the child. If there is a dispute between parents, this should be resolved outside of school.

Lockers

Student lockers are to be kept orderly and books put in lockers in such a manner that the books will not be damaged. Appropriate items may be put in lockers. The principal will make the final determination if something is inappropriate. Signs and pictures are not to be put on the outside of student lockers unless approved by the principal.

Student lockers are the property of the school district. Students shall use the lockers assigned to them for storing their school materials and personal items necessary for attendance at school. It shall be the responsibility of each student to keep the student's assigned locker clean and undamaged. The expenses to repair damage done to a student's locker are charged to the student.

There is Iowa legislation which allows RANDOM LOCKER INSPECTION AT ANY TIME WITHOUT PRIOR NOTICE. A student's locker can be searched whenever an administrator or teacher has a reasonable suspicion that a criminal offense has occurred or a school district policy, rule or regulation bearing on school order has been violated and the administrator or teacher has reasonable grounds that the search will produce evidence of the violation. Items in violation of school district policies, rules or regulations found in student lockers are confiscated. Illegal items will be given to law enforcement officials.

Locker inspections may be conducted periodically throughout the school year. Inspections are conducted in the presence of the student or another person. These inspections are generally for the purpose of insuring that lockers are clean and well kept.

Lost and Found

A lost and found center is kept at our school. Items found should be turned in there. Students should check immediately for any item they might have misplaced. It is recommended that your child be encouraged to be responsible for their personal property. Articles should be labeled, especially coats, boots, hats, etc. Valuables and money are not needed at school and should be left at home.

Lunchroom Guidelines

All of the schools in the ADM District have a computerized breakfast and lunch ticket system. Each student will have his or her own account. Through the use of a bar code on a student lunch identification card, the student will be the only one able to access funds from their account. Students may deposit any amount of money in the account and will be notified when the account is running low. Money needs to be deposited into the account before school. Depositing money in the lunch line is not recommended, as it will slow down the process. Please keep up with your child's balance. Lunch accounts this year will not be allowed to drop below negative \$5.00 (the cost of two daily lunches). When an account reaches negative \$5.00, an e-mail will be made to the parent to request that money be deposited into their account. Students with negative \$5.00 balances will not be allowed to charge any more lunches to their account. If parents or guests want to visit at lunch time it is very helpful if they have the correct amount for one lunch with them and do not use their child's account. 6th grade students will be issued one free lunch identification card at the beginning of the school year. 7th and 8th grade students may request a card. If this card is lost, the replacement cost for an additional lunch identification card is \$5.00. Students may order an additional card from the food service personal in the lunchroom.

1. If your student has food allergies, a form is available of the school web site that must be completed and signed by a physician before any substitutions can be made.

2. Students are not allowed to leave the cafeteria with any food or drink items.
3. When leaving the cafeteria, students will exit the south hallway of the commons and follow the hallway by the north gym to return to the middle school building.
4. Students may not bring food from an outside restaurant into the lunchroom. Students may eat hot lunch or bring a sack lunch. Students are to remain at school during lunchtime. There may be a special case when a student may be granted permission to leave, but this must be cleared in writing with the principal's office.

Media Center

The Media Center is a place where students have the privilege of working and reading without being disturbed. The media center has an excellent collection of books, magazines, reference materials, and audiovisual materials. The atmosphere maintained will be one of quiet with limited talking and no disruptive behavior. If a student displays unacceptable behavior, he/she will be asked to leave. Loss of media center sign out privileges for one or more weeks may result if a student continually disregards this rule. The media specialist has the freedom to assign seats in the media center when the need arises.

Books are checked out for two weeks and may be renewed two times. There is a fine of five (5) cents per item per day for each day the books are overdue (weekends are not counted nor are days the student is absent from school). Students with overdue books or past due fines may lose library privileges until the obligation is taken care of. A charge will be assessed for damaged or lost books. All materials must be checked out at the circulation desk; a student may not have more than three books checked out at a time. Vertical file material and magazine articles may be photocopied. No backpacks are allowed in the library.

General Rules

1. Any student, other than those with open campus, are required to have a signed pass of some sort to utilize the facility.
2. Working in groups may be permitted at the discretion of the media specialist.
3. Students not using media center resources may be asked to return to their classroom or study hall.
4. Designated computers will be to use on a first come, first serve basis unless previously reserved by an instructor.
5. All students will be signed out five minutes prior to the bell at the end of each period.

Computer Use

1. Students will use the computers in the main part of the media center.
2. Any classes using the lab area must have an instructor in attendance at all times.
3. Headphones and ear buds will not be allowed in the media center or the media center computer lab.
4. Internet surfing will not be allowed by those students whose name appears on the weekly Failing/Incomplete list.

Open Enrollment

Parents/guardians considering the use of the open enrollment option to enroll their children in another public school district in the State of Iowa should be aware of the following date:

March 1, 2013 - Last date for regular open enrollment requests for the 2012-2013 school year. If good cause exists, you must file paperwork immediately at the time of the change (move). Parents should be aware that open enrollment may result in the loss of athletic eligibility at the varsity level.

Parents/guardians of open enrolled students whose income falls below 160% of the federal poverty guidelines are eligible for transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend. For further details, contact Debbie Stiles in the ADM Central Office at 515-993-4283.

Physical Displays of Affection

The physical display of affection is not appropriate at school. Kissing, embracing and handholding are not permitted.

Physical Education

Students are expected to dress out for Physical Education class. The required dress is an ADM t-shirt with sleeves or a plain white t-shirt, black, red or gray shorts/sweat pants and clean athletic shoes. **The school no longer charges a towel fee so students will be expected to bring their own towels and launder them starting this school year.**

Plan For The Integration of Special Needs Students

The Adel DeSoto Minburn Community School District has adopted policies which afford all special needs children in the district an appropriate educational program within the least restrictive environment. The district's professional staff, in cooperation with the AEA, will evaluate, staff, and provide an individual educational plan (IEP) for each special needs child in need of special education services. Procedures and guidelines for implementing the process shall include, but not be limited to, the following considerations for each child:

- * consideration of a full continuum of placement options.
- * documentation to reflect the appropriateness of the placement decision.
- * reconsideration of the appropriateness of the placements decision at the annual review.
- * notification of procedural safeguards to parents at appropriate times.
- * consideration of physical, functional, social, and societal integration needs.

The district will cooperate with the AEA, other local school districts within the AEA, districts outside the AEA, and out-of-state facilities to assure the appropriate placement of each special needs student.

In service activities related to least restrictive environment, as well as all other aspects of the special education process, will be provided for district staff and parents at the district and building level through group presentations and written communications. One-on-one in service opportunities which occur throughout the special education process will continue to be utilized.

The district's compliance with least restrictive provisions will be evaluated through the individual educational plan (IEP) developed for each special needs child, compliance monitoring conducted by the AEA or Department of Education, and parent satisfaction with the educational progress made by their child.

ADM has several collaborative language arts, science, social studies and math classes at each grade level. In collaborative classes there are two teachers, a regular education teacher and a special education teacher. The regular education teacher teaches the same concepts to all students. The special education teacher watches for any student who might struggle for whatever reason, and she/he instructs in a more individual way that reinforces what the regular education teacher has presented. It is an added bonus to our students when there are two teachers in the classroom.

Grievance Procedure:

Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the ADM Harassment/Bullying Policy all have grievance procedures for employees, students, and parents. The grievance procedure for Title IX is found on page 16 of this handbook.

Pledge of Allegiance, Flag Salute and National Anthem

A student shall not be forced to participate in the Pledge of Allegiance, singing of the National Anthem, or saluting of the flag. Recognizing the fact that a student has a responsibility to demonstrate a proper respect for his/her country and its flags, a student choosing not to participate shall either sit or stand, remaining respectfully silent at all times.

Posting of Information

Students who wish to post or distribute information must receive permission from the principal at least three (3) days before the posting or distribution. This applies whether the information deals with school-sponsored or non school-sponsored activities. The principal can explain or answer questions regarding the school's rules on posting and distributing materials.

Procedures for Students Who Are Transferring to Another School or School District

The school district automatically transfers a student's records to a new school district upon receipt of a written request from the new school district for the student's records. Parents are hereby notified that the student's records will be sent. Under these circumstances, parents, upon request, will be given an opportunity to view the student's records that were sent and a right to a hearing to challenge the content of the student's records that were sent. Parental consent is not necessary to forward a student's records to a student's new school district or for the school district to request them from a student's previous school district. When a new student transfers into the school district, the student's records are requested from the previous school district.

Profanity and Inappropriate Language

Profanity is defined as the use of vulgar, abusive, obscene, insulting, or inappropriate language (spoken or written) and/or gestures. Students using profanity will be subject to a detention or suspension.

Religion-Based Exclusion from School Programs

The ADM Community School Board recognizes the existence of various religious beliefs and acknowledges the American tradition of separation of church and state. Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. If the principal grants an exemption, he/she will designate an alternative activity or study for the student. In notifying the principal, the parents shall abide by the following:

- * The notice shall be in writing.
- * The objection shall be based on religious beliefs.
- * The objection shall state which activities or studies violate their religious beliefs.
- * The objection shall state a proposed alternate activity or study.

Report Cards, On-Line Grading and Conferences

The report card is only part of our process of reporting to parents. Report cards are issued after each quarter. If you have questions, feel free to call. The first and third quarter report card will be available at the Parent/Teacher Conference held at the end of the first and third quarter. For the 2nd and 4th quarters, report cards will be mailed home.

Parent/Teacher Conferences will be held after the 1st quarter (Oct. 23 and 25) and after the end of the 3rd quarter (March 12 and 14). Your scheduled day and time for Parent/Teacher Conferences will be mailed to your home. If you are unable to attend at your designated time, please call the school office. The need for additional conferences may arise during the school year. The request may be initiated from either the home or the school. Please do not hesitate to contact your child's teacher if you need more information.

On-line grading is available through the Internet. Current seventh and eighth grade parents have user names and passwords. Sixth grade parents will receive information, user name and passwords by mail at the beginning of the school year. If you have lost your user name and password, you must come in person to the middle school office to receive a copy of this information.

Roller Blades and Skateboards

Students may not bring roller blades and/or skateboards to use on the school playground, parking areas or sidewalks.

Saturday School

In order to ensure that students have the best opportunity to learn, an effort will be made by the administration to assign Saturday School attendance in place of suspension whenever appropriate. This will allow the student to serve a consequence without removing the student from the learning environment provided by the teacher and the classroom.

- Students will enter the building through the High School entrance and report to the assigned teacher by 8:00 am. They will be dismissed at noon. Late arrival will result in an added time to be made up the following Saturday.
- Students are to bring material for studying or reading with them and remain busy during this time.
- Talking and/or sleeping will not be allowed.
- Food and drinks are not permitted without the supervisor's approval.
- Students will be given restroom breaks.
- Failure to attend Saturday school or violation of rules while attending Saturday school will require the student to make up the time on the following Saturday plus additional disciplinary action as determined by the administration.

School Calendar

Classroom Days	M	Tu	W	Th	F	ADDITIONAL DAYS
						ADEL DESOTO MINORNN COMMUNITY SCHOOL DISTRICT 2012-13 SCHOOL CALENDAR Approved 3/26/2012
July						July-Aug.
Aug.	6	7	8	9	(10)	Curriculum writing, guidance extended contract, & inservice for classified staff. Exact days flexible.
	(13)	(14)	15	16	17	Aug. 10 & 13
	20	21	22	23	24	Aug. 14, 15, 16, 17
	27	28	(29)	30	31	Aug. 20
						Aug. 21
						Dismiss 2:30 PM
						Dismiss 1:00 PM; Professional Development meetings
19	Sept.					
	3	4	5	6	7	Sept. 3
	10	11	(12)	13	14	Sept. 12
	17	18	19	20	21	
	24	25	(26)	27	28	Sept. 26
						Dismiss 1:00 PM; Professional Development meetings
22	Oct.					
	1	2	3	4	5	Oct. 10
	8	9	(10)	11	12	Oct. 19
	15	16	17	18	19	Oct. 22
	(22)	23	24	(25)	26	Oct. 23
	29	30	31			Oct. 25
						Dismiss 1:00 PM; Professional Development meetings
						End 1st Quarter (44 days)
						No school - Workday
						Dismiss 1:00 PM; K-12 P/T Conf. 2:00-8:30 PM
						Dismiss 1:00 PM; K-12 P/T Conf. 2:00-8:30 PM
19	Nov.					
				1	2	Nov. 7
	5	6	(7)	8	9	Nov. 21
	12	13	14	15	16	Nov. 22-23
	19	20	21	22	23	
	26	27	28	29	30	
						Dismiss 1:00 PM; Professional Development meetings
						No school K-12 - Allowance for P/T Conf.
						Thanksgiving vacation
15	Dec.					
	3	4	(5)	6	7	Dec. 5
	10	11	12	13	14	Dec. 21
	17	18	19	20	21	Dec. 24-Jan. 1
	24	25	26	27	28	
	31					
						Dismiss 1:00 PM; Professional Development meetings
						End 2nd Quarter (41 days); End 1st Semester (85 days)
						Christmas vacation
20	Jan.					
		1	(2)	3	4	Jan. 1
	7	8	9	10	11	Jan. 2
	14	15	16	17	18	Jan. 3
	(21)	22	23	24	25	Jan. 7-10
	28	29	30	31		Jan. 21
						New Year's Day
						Workday
						Classes resume
						Grades 9-11 ITEDs
						No School K-12 Teacher Professional Development
19	Feb.					
					1	Feb. 6
	4	5	(6)	7	8	Feb. 15
	11	12	13	14	(15)	Feb. 20
	18	19	(20)	21	22	
	25	26	27	28		
						Dismiss 1:00 PM; Professional Development meetings
						No School K-12 Teacher Professional Development
						Dismiss 1:00 PM; Professional Development meetings
15	Mar.					
					1	Mar. 8
	4	5	6	7	8	Mar. 12
	11	12	13	14	15	Mar. 14
	18	19	20	21	22	Mar. 15
	25	26	(27)	28	29	Mar. 18-22
						Mar. 27
						End 3rd Quarter (49 days)
						Dismiss 1:00 PM; K-12 P/T Conf. 2:00-8:30 PM
						Dismiss 1:00 PM; K-12 P/T Conf. 2:00-8:30 PM
						No school K-12 - Allowance for P/T Conf.
						Spring break
						Dismiss 1:00 PM; Professional Development meetings
21	Apr.					
	1	2	3	4	5	April 1-5
	(8)	9	10	11	12	April 8
	15	16	(17)	18	19	April 17
	22	23	24	25	26	
	29	30				
						Grades 3-8 ITBS
						No School K-12 Professional Development meetings
						Dismiss 1:00 PM; Professional Development meetings
18	May					
				1	2	May 8
	6	7	(8)	9	10	May 17
	13	14	15	16	17	May 19
	20	21	22	23	24	May 24
	27	(28)	29	30	31	
						Dismiss 1:00 PM; Professional Development meetings
						Seniors last day
						Commencement - 2:30 p.m.
						Dismiss 1:45 PM - Workday
						End 4th Quarter (44 days); End 2nd Semester (93 days)
						End school year (178 days) Actual last day of school may change.
						Memorial Day
						No School K-12 Teacher Professional Development - TQ Day
178	June	3	4	5	6	7

Snow days will be added to the end of the year.
This calendar may be altered, including spring break, if excessive snow days occur.

PD Day or Workday ()
Early Dismissal □
Vacation/Holidays □
P/T Conferences □
Begin School □
End Quarter/Semester □

Classroom Days
P/T Conf. Allowance
Inservice/Workdays
Professional Dev.
Sub Total
Teacher Quality PD
New Teacher PD
1:00 Dismissal - PD

178
2 11/21 and 3/15
5 8/14 8/15 8/16 10/22 1/2
4 8/17 1/21 2/15 4/8
189
1 5/28
2 8/10 8/13
10 8/29 9/12 9/26 10/10 11/7 12/5 2/6 2/20 3/27 4/17 5/8

Additional Days
Classified/Inservice
New Teacher Orientation
Curriculum Writing
Guidance Extended Contract

School Office Hours

The school offices are open from 7:30 a.m. until 4:00 p.m. on Monday-Friday. On early dismissal days when P-T conferences are scheduled, the school office will remain open. The answering machine is on seven days a week, 24 hours a day.

School Pictures

School pictures are taken yearly. Parents will be notified of the time pictures will be scheduled. Information regarding the cost of the pictures and other details will be sent home. The purchasing of pictures is entirely the parent's option and no effort will be made by the school to encourage the parent's option. **Fall school pictures will be taken on September 11, 2012.**

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Adel DeSoto Minburn School District has the 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 program and practices of the school system.

If there are questions or complaints, please feel free to contact Kim Timmerman, ADM Middle School Principal, at 515-993-3490. The grievance procedure for Section 504 is found on page 16 of this handbook.

Selling Items At School

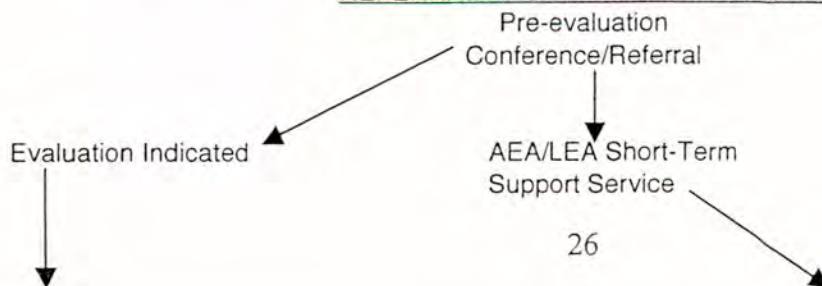
Students or staff members are not permitted to solicit or sell merchandise to other students or staff members at school.

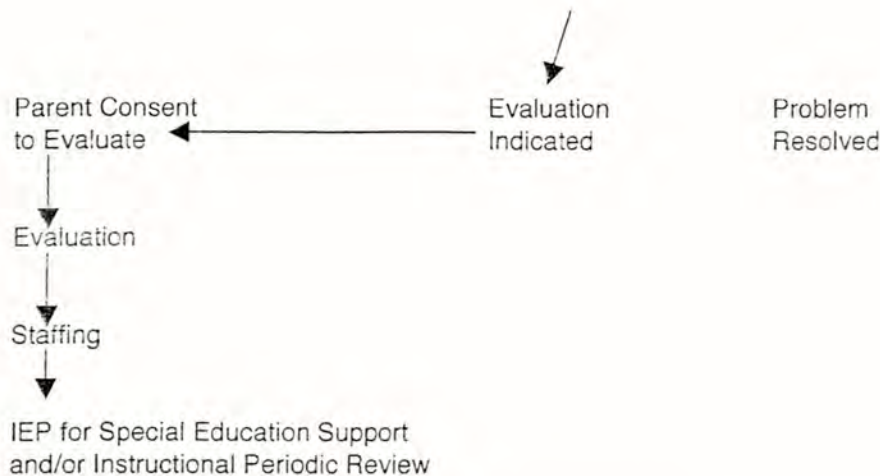
Special Education Services

Parents and teachers can begin the referral process for students to be evaluated for possible placement into special programs. The referral forms are available through our Building Assistance Team. Programs available are: speech, hearing, emotional, learning, mental, physical, visually impaired, behavior, and severe/profound. Please contact the classroom teacher or building principal for further information. The recommended referral procedures listed below assure compliance with parents and children's rights and fulfill necessary record requirements. See the flowchart which outlines the referral procedure.

1. A pre-evaluation conference/referral should be held with the principal, the staff member, other appropriate school personnel, and AEA support staff to discuss the existing problem to see if it can be resolved at the classroom level. At this level AEA/LEA personnel may be able to provide short-term comprehensive evaluations for very mild problems.
2. If it is necessary to seek additional information, the principal will:
 - a. Secure written permission from the child's parents by using the Part II-Parent Consent for Evaluation. This form may include a request for comprehensive evaluation.
 - b. Forward the Referral Form and Parent Consent for Evaluation Form to the appropriate personnel or the Heartland Zone Coordinator.
3. Upon receiving the completed referral, Heartland personnel shall complete the appropriate types of evaluations and return a written report to the principal. Evaluations conducted by local school personnel will be coordinated by the principal. Specific evaluations may be requested. However, when placement in a special educational instructional program is being considered, the evaluation shall include, but is not limited to the following: Speech and Language, Social Functioning, Academic Status, Hearing, Intellect, Behavioral Observation, Health History, Motor Functioning, Educational History, Vision, Adaptive Behavior, Career-Vocational.

REFERRAL PROCEDURE FLOWCHART





Sportsmanship

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

Student Attendance Policy

A. Philosophy - It is the educational philosophy of the ADM Community School District that regular attendance by all students at school is essential and cannot be duplicated by other methods. Students are unable to obtain the maximum opportunities from the educational program offered without attendance at scheduled classes and activities. Consequently, the Board of Directors, the Administrators, and the Staff of the ADM Community School District expect that students shall be in attendance at scheduled classes for one hundred eighty (180) days per academic year.

Students are expected to be in school and to make attendance a top priority. Only through consistent attendance and class participation do students achieve the benefits of the education program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate class objectives. Learning lost due to an absence can never be replaced. Regular attendance and being well prepared for class helps students in school as well as prepares students for adulthood.

B. General Statements - Parents who know their child will be absent **MUST** notify the office prior to the absence. If advance notification is not possible, parents must notify the office on the day of the absence prior to 9:00 a.m. A parent may elect to send a note with another child in the family informing us of the absence. This note should be delivered to the principal's office. The same procedure applies if a child is absent the afternoon session after attending the full morning session. If notification is not received, the office will attempt to contact the parents at their home/work number.

C. Absences - The school determines whether an absence is excused or unexcused.

- **Excused absences** include, but are not limited to, illness, medical, dental, religious (special services), family emergencies, serious illness or death of a family member, and school activities.
- **Unexcused absences** include, but are not limited to, tardiness, shopping, baby-sitting, concerts, preparation or participation in parties or other celebrations. Students are expected to be in class on time. Being tardy for class is considered an unexcused absence unless approved by the principal.

Attendance procedure:

1. If a child is not present at the starting time of the morning session (8:15 am), he/she will be counted absent for a half day if they do not arrive by 10:00 am. If they arrive before 10:00 am, they will be counted tardy for the morning session. A note from the doctor, dentist, or other medical personnel will erase the tardy.

2. If a child is absent at the beginning of the afternoon session (12:30 pm), he/she will be counted absent for a half day if they do not arrive by 2:00 pm. If they arrive before 2:00 pm, they will be counted tardy for the afternoon session. A note from the doctor, dentist, or other medical personnel will erase the tardy.
3. A student who is absent from school ten (10) days per semester is considered to have excessive absenteeism. A letter from the principal will be sent to parents and the Dallas County Juvenile Court Officer.
4. Once a student has accumulated twelve (12) absences per semester, a meeting will be set up with the principal, parents and the Dallas County Juvenile Court Officer. If excessive absences continue, the matter will be reported to the Dallas County Attorney's Office.
5. An absence will not be counted toward the ten (10) day limit if the student/parent provides the school with medical verification from a doctor, dentist, or other medical personnel. Court related absences would also not count toward the ten (10) day limit when documentation of a court appearance is provided to the office. Students who need to leave school during the school day must notify the office either with a signed note or a telephone call from parents.

Sign-in/Sign-out Procedures - Students who return to class or arrive after the school day has begun must present a signed note from their parent, the parent may call the school office, or the parent may personally notify the office. Students are not released to anyone other than their parents during the school day unless the office has a note signed by the parent, been instructed by a parent phone call or the parent has personally notified the office. When you pick up your child, we ask that the child check out, and upon returning your child, we ask that the child check in.

Make-up Work - Students are responsible for arranging to make up schoolwork and are allowed to make up schoolwork. Students who know they are going to be absent prior to an absence must make arrangements with their teachers in advance to make up schoolwork. Parents requesting assignments for their child who has been absent or will be absent should do so through the principal's office. The teachers involved need sufficient time to properly organize work being sent home. It is recommended that parents of absent students make their request early in the school day so that the materials can be readied by the end of the school day. Students will have one day to make up schoolwork for each day they are gone.

Tardies - Students should be on time to school and class. Names of students tardy for each class are turned into the office. Once a student has accumulated three tardies, a one-hour detention will be issued.

Practice and Performance Requirements: A student must be in attendance all day on the day of a scheduled activity (plays, musicals, athletics, cheerleading, etc.) in order to participate unless advanced arrangements have been made with the office (e.g.- funeral or doctor appointment). In order to attend co-curricular activity practice, a student must be in attendance at school during the afternoon (periods 5, 6, 7 & 8).

Driver's License Exams - Students taking driver's license examinations or obtaining driver's permits from examiners in Adel may be excused from study halls with parent/guardian permission. Students are NOT allowed to miss a class to take their driver's license examination.

Student Council

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

The membership of the student council consists of students who are willing to serve the school and the student body. Meetings are held as needed. The faculty sponsor is Jim DePue and he will be present at every meeting. Student council sign-up occurs in August of the current school year. Student council members must maintain an overall scholastic average of "C" or better.

Student Directory Information

The Adel DeSoto Minburn Community School District and/or principal of each building may release the following types of directory information to the public using discretion relative to the privacy of the student and the family and the totality of the surrounding circumstances: NAME, ADDRESS, TELEPHONE LISTING, DATE AND PLACE OF BIRTH, MAJOR FIELD OF STUDY, PHOTOGRAPH AND LIKENESS, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS,

DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED AND THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT.

Parents who do not want their child's directory information to be released and/or published must notify their principal in writing no later than September 15th of the school year.

Student Illness or Injury at School

A student who becomes ill or is injured at school must notify his or her teacher or another employee as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify the parents according to the information on the emergency form. If the student is too ill to remain in school, the student is released to the student's parents or, with parental permission, to another person directed by the parents.

While the school district is not responsible for treating medical emergencies, employees may administer emergency or minor first aid if possible. The school contacts emergency medical personnel if necessary and attempts to notify the parents regarding where the student has been transported for treatment.

Student Property at School

Students who bring items to school assume all risks associated with their action. Students should not be encouraged to bring personal items to school unless the items are related to specific classroom activities. If a staff member feels that an item or items a student has brought to school is inappropriate or potentially dangerous to the individual student or another person, that staff member may take that item or items from the student. The item or items in contention, especially if it might be potentially dangerous to the student or another person, will be brought to the attention of the principal.

An inappropriate or potentially dangerous item or items will be either destroyed or returned to the student's parent or guardian. Disciplinary action, if any is necessary, will be determined in an appropriate manner and time.

Student Records Policy

The Adel DeSoto Minburn Community School District maintains records on each student in order to facilitate the instruction, guidance, and educational progress of the student. The records contain information about the student and his/her education and may include, but are not limited to the following types of records:

Identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports.

The records of each student are generally located in the school which he/she is attending. Any exception will be noted in the student's other records or by the person in charge of record maintenance for each school building. The name and position of the person responsible for maintenance of student records for each building is listed below:

Adel Elementary	Ms. Carole Erickson, Principal	515-993-4285
DeSoto Intermediate	Mrs. Jodi Banse, Principal	515-834-2424
ADM Middle School	Mrs. Kim Timmerman, Principal	515-993-3490
ADM High School	Mr. Lee Griebel, Principal	515-993-4584

The following persons, agencies, and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. Other school officials, including teachers, determined to have legitimate educational interest in the information;
2. Another school where the student seeks or intends to enroll;
3. Specified government officials for audit or evaluation purposes (e.g., DE or ADA officials, CPAs, state auditor);
4. Appropriate parties in connection with financial aid to a student to enable the student to attend an educational institution;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. Juvenile justice authorities under the terms of Iowa Code section 280.25;
8. Appropriate officials in case of health and safety emergencies;

9. Parents of dependent students as defined in the IRS Code; or
10. Pursuant to court order.

Student records are reviewed and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary level to middle school level to high school level, and when a student transfers out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance.

Parents of students under age 18 and students over age 18 may exercise the opportunity to review educational records of the student, to obtain copies of the records, to write a response to material in the record, to challenge the content of the record on grounds of inappropriateness, inaccuracy, or an invasion of privacy, and to have the records explained.

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

Study Hall/Homeroom Guidelines

1. Arrive on time, and bring all necessary materials. Tardiness results in loss of sign-out privileges.
2. Sit in your assigned seat.
3. Bring something to work on during study hall (homework or independent reading material).
4. No talking . . . unless given permission by the study hall supervisor.
5. Treat others with respect. (Both your classmates and your teacher.)
6. Bring a signed planner pass if you need to go see a specific teacher. Fill planner pass out at your table or desk
7. Use your sign-out privilege wisely (only one per period). You must sign out regardless of your reason for leaving the room.
8. Ask the study hall teacher for help with schoolwork if needed (only one person at a time).
9. Keep rest room trips to a minimum amount of time (3 to 4 minutes). Use the nearest restroom to the study hall location.
10. Benefits of following these guidelines:
 - Less homework to take home
 - Development of important life skills (time management, good study habits, self-discipline).

Students who choose not to follow these guidelines may lose privileges, be sent to the office, or face other disciplinary measures.

Supply Lists

Supply List for 6th Grade – 2012-13

Trapper type notebook (optional)

Reading - 1 RED pocket folder, 1 red spiral notebook, 1 pkg. 3x5 lined index cards 1 pkg. loose leaf paper

Social Studies - 1 BLUE pocket folder & 1 blue spiral notebook

Writing - 1 YELLOW pocket folder, 1 yellow spiral notebooks, 1 one-inch 3-ring binder, 1 composition notebook (not spiral)

Science - 1 GREEN pocket folder, 1 green spiral notebook, 1 one-inch 3-ring binder

Math - 1 PURPLE pocket folder & 2 purple spiral notebooks

Post-it notes – 3"x3" - 1 pkg. of 12

#2 pencils – 2 dozen

2 red checking pens

One set of colored pencils

One large eraser

One pencil bag

One small pencil sharpener

One small clear protractor

2 Highlighters

1 Box Facial Tissue (for homeroom)

1 container disinfecting wipes (for homeroom)

Two brown Grocery Sacks to use as book covers for Math Book and Social Studies Book

Band students: 1 marching band lyre (to be purchased through the school by mid-September)
Clothes for Physical Education – shorts (red, black or gray), ADM or plain white t-shirt, athletic shoes
For Computer Class: Headphones (inexpensive - to be left at school); and a 1-inch, 3-ring binder

OPTIONAL DONATIONS TO HOMEROOM TEACHER:

Sticky notes
Expo markers
Small, inexpensive calculator
Hand sanitizer
Extra pencils

Supply List for 7th Grade – 2012-13

Trapper type notebook with **pocket folders** as shown below:

Geography – BLUE
Science – GREEN
Reading – YELLOW
Math – RED
Language Arts – PURPLE
Computer – BLACK

Spiral notebooks as follows:

Geography – BLUE (1 FOR THE YEAR)
Science – GREEN (2 FOR THE YEAR)
Reading – YELLOW (2 FOR THE YEAR)
Math – RED (2 FOR THE YEAR)
Language Arts – PURPLE (1 FOR THE YEAR)
2 Composition Notebooks (1 WRITING/1 SCIENCE)
Several lead pencils - mechanical is okay (*need to replenish during the year*)
Blue or **black** pens (optional) (no gel pens)
Red Pens (REQUIRED FOR WRITING)
12" metric/standard ruler
One large eraser
One box of markers – **NO SHARPIES**
One box colored pencils
Book covers (brown paper grocery sacks **PREFERRED**)
Basic calculator – inexpensive (needs positive/negative button and square root)
250 Index cards - size 3 X 5 and lined on one side
Current physical for athletic participation (includes cheerleaders)
3" x 3" **yellow** sticky notes (WRITING AND SCIENCE)
3 glue sticks (will need to replenish through the year)
Round tipped scissors
1 pkg. loose leaf paper (250 count minimum)
1 pencil bag
Headphones/earbuds (inexpensive, to be left at school) for GTT classes
Clothes for Physical Education – shorts (red, black or gray), ADM or plain white t-shirt, athletic shoes
1 Container Disinfecting Wipes (FOR HOMEROOM)

OPTIONAL DONATIONS TO HOMEROOM TEACHER:

Hand sanitizer
Skinny dry erase markers
Glue sticks
Round-tipped scissors

8th Grade Supply List for 2012-2013

Trapper type notebook with pocket folders for each subject
Composition notebook (not spiral) for Science
Spiral notebooks for each subject –*need to replenish throughout the year*
2-pocket folder for World Language Exploratory

Large number of #2 lead pencils
 Large number of pens (black or blue ink only)
 2 packages dry erase markers
 Highlighters
 One box colored pencils - *need to replenish during the year*
 Calculator (small & inexpensive)
 4 packages small Post-it Notes (1-1/2 x 2 inches) – *need to replenish during the year*
 8 packages of large Post-It Notes (3 x 3 inches) - *need to replenish during the year*
 Index cards (4 x 6 inch, ruled)
 1 spiral notebook for Reading journal
 1 composition book for Writing class
 6 large brown paper grocery sacks (to be used as book covers; NO fabric covers)
 Clothes for Physical Education – school color shorts, ADM or plain white t-shirt, athletic shoes
 Current physical for athletic participation (including cheerleading)
 Headphones or earbuds for Computer class
 A 1-inch, 3-ring binder for computer class
 Chorus students: 3-ring binder

OPTIONAL DONATIONS TO HOMEROOM TEACHER:

Hand sanitizer
 Disinfecting wipes
 Tissues
 Pens
 Pencils

Theft

Students who steal will be subject to the following disciplinary action – detentions, suspension, recommendation for expulsion or formal charges by law enforcement. Students must return all stolen property or pay for any stolen property that cannot be returned.

Transportation Guidelines

The purpose of this section of the student/parent handbook is to share information with parents and students regarding the safe and efficient transportation of students to and from school and on activity trips. With everyone's cooperation our transportation system will be able to meet the goal of providing safe and efficient transportation for all students who are involved with travel on a school bus.

If questions or concerns develop, especially discipline matters, please contact your child's bus driver first as he/she may be able to respond directly to your inquiry with firsthand information. There may be times when your child's bus driver may not be able to respond directly to your inquiry. In situations like this, please make contact with either your child's principal or the district transportation director.

TRANSPORTATION DIRECTOR

The ADM Transportation Director, Richard Beechum, can be reached at the Adel Bus Garage, 515-993-5321 from 8:00 - noon daily. If your child will not be riding the bus or you need other information, you may call the Adel Elementary School office at 515-993-4285.

MORNING PICK-UP

The pick-up time is an approximate time that may vary with route conditions, weather, equipment, etc. It is recommended that students be ready a few minutes ahead of time. If your child/children will not be riding the bus, you may call the driver or Adel Elementary. Adel Elementary has direct radio contact with all buses to share necessary information. ***The bus driver is not required to wait for students at a bus stop who are not present at the designated pick-up time.*** Students must wait for the driver's signal before crossing the road to board the bus.

EVENING DELIVERY

All buses depart from the afternoon mix master at the Adel DeSoto Minburn Middle School at approximately 3:45 p.m. The return time is an approximate time that may vary with route conditions, weather, equipment, etc.

Students must wait for the driver's signal before crossing the road after departing the bus.

BUS PASSES

Parents must send a written note or may make a direct contact with the office of the principal for their child if the parents want their child to ride a bus other than their regular route bus, and when non-bus students desire to ride a route bus. A written note or direct contact is required when a regular route student wishes to board or depart the route bus at a location other than their regular boarding or departure location. Without this authorization for a change regarding the boarding or departure from the bus, the bus driver will follow the prior arrangement as scheduled. A non-bus student will not be permitted to ride by the driver unless proper notification is provided the driver.

BUS STOP LOCATIONS

Route buses will only stop at regular boarding or departure locations unless prior arrangements are made with the bus supervisor or director of transportation. Arranged stops must be along the regular route. When requesting an alternate stop, please be specific about the location. Notification regarding the alternate stop should be made as soon as possible.

BUS EVACUATION DRILLS

Bus drivers and all students, regardless if they ride a regular bus route or not, will complete a bus evacuation drill each semester through the school year. On these occasions, students practice evacuating the bus for emergency situations.

SCHOOL DELAY, EARLY DISMISSAL, OR CANCELLATION

If it is necessary to delay school, dismiss early, or cancel school altogether, notice will be given by the following radio and television stations. Please do not call the bus supervisor or the principals' offices unless it is necessary to get information to an individual student regarding transportation home.

(1040)WHO & WHO-TV(13)
KCCI-TV(8)
KRNT(1350)

KDLS(Perry)
KWKY(1150)
KJJY(92.5)

KIOA(93.3)
WOI(5)

INCLEMENT WEATHER

Weather conditions may vary in parts of the school district and can change rapidly. Drivers may make decisions on their routes to provide for the safety of the students on board. The transportation department will notify parents when the bus is unable to reach your residence. If parents are not home and it would be best for the student not to be left alone, the driver may drop the student with relatives, neighbors, or bring him/her back to school.

DRIVEWAY BUS TURN AROUND

Driveways used for bus turn around must be clear of vehicles at all times and have the snow removed to provide bus access. Road rock needed in these areas may be requested by the bus supervisor at the owner's expense.

REGULATIONS REGARDING STUDENTS RIDING SCHOOL BUSES

The primary responsibility for the bus driver is to drive the bus in a safe and courteous manner. Students can assist the driver in achieving this goal by cooperating fully with the regulations listed below. Activity trip chaperones and coaches are responsible for enforcing these regulations when students are involved with school-sponsored activities.

1. Students are to take a seat immediately upon entering the bus and remain seated while the bus is in motion.
2. Students may talk with normal tones. Loud and/or vulgar language is not acceptable.
3. Students books and other personal property must be properly stored either on their laps or under their seat. No glass jars or bottles are to be carried on the bus. The center aisle shall be clear at all times.
4. Students should assist in keeping the bus clean. Foods such as candy, gum, pop, etc. should not be eaten on the bus.
5. No actions which might distract the driver from driving the bus in a safe manner on the road will be tolerated.

6. Students will be held responsible and liable for any damage they may do to any part of the bus.

These regulations apply to all students riding regular bus routes, shuttle routes, and all activity trips. Violations of these regulations by any student(s) will be reported to the student's parents/guardian, and the transportation director. Repeated violations by the student(s) will be reported to the principal, and may result in a temporary or permanent suspension of bus riding privileges for the student(s).

ADMINISTRATIVE PROCEDURE CONCERNING BUS CONDUCT

Generally, school administrators will adhere to the following sequence of events if a serious incident involving a child or children occurs on the bus while it is transporting youngsters to and from school.

Drivers, like teachers are expected to handle routine discipline problems through the use of verbal reprimand, seating charts, parental contact, etc. The following guidelines will be used:

- 1st Offense: Warning: The driver will talk with the student to try and correct the problem, and warning notice will be sent home.
- 2nd Offense: The principal will be contacted about the student's misconduct, and the student may choose to be suspended from riding all buses for three days, or do a positive thing for someone.
- 3rd Offense: The student will be removed from all buses for five days, or do three positive things for someone.
- 4th Offense: The student may be considered for permanent removal from all buses.

It is the responsibility of the superintendent or the building principal to make the final decision and/or recommendation to the Board as to how the child is to be disciplined. The seriousness may prescribe that the outlined process be ignored in favor of more decisive discipline on the first offense.

VIDEO CAMERAS

The Adel DeSoto Minburn Community School District Board of Education has authorized the use of video cameras on school district buses. The video cameras will be used to monitor student behavior, to maintain order on the school buses, and to promote and maintain a safe environment. Students and parents are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding. Parents or guardians will be permitted to view portions of tapes concerning their child.

Unauthorized Persons/Criminal Trespass

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

Vandalism

Defacing/destroying school property will not be tolerated. This includes marking on the Middle School Building with any material and/or marking the sidewalk or other school property. Students who vandalize school property will be subject to the following disciplinary action - detentions to suspension or a recommendation for expulsion. Students must pay for cleanup and/or the property that is vandalized.

Vision Screening

Student referrals from teachers or parents may be considered. Please call the school nurse if you have any questions.

Visitation

Parents are welcome and are encouraged to visit classes. Classroom visits afford one of the best means to gain information about the educational program and to observe your child's performance in a classroom learning situation. To make the visit more worthwhile, the school suggests that parents should make their classroom visits

after the first two and before the last two weeks of the school year. The first two weeks are a period of adjustment as routines and procedures are being established. The last two weeks include many special activities and adjustments as the school year concludes. We prefer parents **not** visit during testing time, and we ask that you **not** bring small children when visiting the classroom.

All visitors to ADM School buildings must check in at the building office. Visitors to the buildings will be issued a card to identify their presence in the building.

To make your visit more rewarding and allow us to accommodate your wishes, we ask that you contact our office in advance. This does not mean that you are not welcome at any time, but your advance notice will aid us in preparing our daily activities. **At times when you do visit our building for the day or to relay a message to a student, we ask that you come to the office.**

Students from other schools will not be allowed to visit our school unless arrangements have been made with the principal's office the previous day. The student who is bringing a visitor must have a "visitor's permission" form signed by each of their teachers prior to the visit. It is expected that visitors stay no longer than half a day.

Volunteers

School volunteers are an important and integral part of our school. There are many things they can do that help the staff do an even better job teaching our students.

Interested individuals wishing to volunteer need to contact the middle school office. The office secretary will need to know the days and times a volunteer could assist and an indication of what the volunteer could do to assist the staff member.

Volunteers can work directly with students, reading to children, listening to children read, helping children locate books, or tutoring limited English-speaking students. They can assist teachers in classrooms, working with students or materials. Volunteers do such things as developing bulletin boards from teacher directions, develop learning stations and listening centers per teacher directions, assist with special projects in the classroom, and type items for teachers.

Volunteers will not check student papers or directly instruct or teach students, except as resource speakers. They do not counsel or discipline students or select materials. To avoid confusing students about who is in charge, parents are not assigned to their children's classrooms.

Successful volunteer-staff relationships include confidentiality, dependability, and flexibility. School information is confidential. The staff will expect the volunteer to be present at the appointed time because tasks are planned with the volunteer's help in mind. The staff member must give thorough directions and the volunteer must be willing to take direction; clarifying questions are encouraged. Relationships with school staff and students should be happy ones. If the assignment is not working out, contact the building principal at once. Cooperation is a key to a successful volunteer program.

Waiver of Student Fees

A student whose family meets the income guidelines for free or reduced price lunch or other applicable income standards is eligible to have his/her student fees waived or partially waived. Parents or students who believe they may qualify for a waiver should contact the Superintendent's Office for a waiver form. This waiver does not carry over from year to year and must be completed annually.

Weapons

Students shall not possess any weapon or dangerous object at school. Weapons or dangerous objects will be confiscated and students will be reported to the police. Appropriate disciplinary action may be taken against the student. Further, the use of normally non-dangerous objects in a threatening or assaultive manner is likewise prohibited. Non-dangerous objects could include: pencils, rulers, compasses, or books used in a threatening or assaultive manner. The use of any object in a dangerous way will be treated as if the item used were a dangerous weapon.

Students bringing a firearm to school or knowingly possessing firearms at school shall be expelled for not less than twelve (12) months. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of this policy, the term "firearm"

includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Students shall not possess toy weapons or "look-alike" weapons at school except with the knowledge and permission of a teacher, coach, or administrator, and then only for school or educational purposes. Violation of this policy shall result in confiscation of the "weapon" and detention or suspension, depending upon the student's disciplinary history.

Any student who threatens another person on school property or at a school event with a dangerous weapon or an object that resembles a dangerous weapon including, but not limited to, a toy pistol or rifle, squirt gun, cap gun, rubber knife or plastic grenade, or who displays any object in such a manner as reasonably to place another person in fear for his or her safety shall be subject to discipline by the principal or superintendent including possible suspension and recommendation for expulsion.

Students who have knowledge or a belief of the existence of a weapon on school grounds or at a school activity shall promptly report to a school official. Failure to report will be grounds for suspension or expulsion from school.

Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons, other dangerous objects or look-alikes for educational purposes. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. For more information please refer to Board Policy 502.8.

**Adel DeSoto Minburn Community School District
Request For Giving Medicine at School (form also found on MS Website)**

Pupil's Name _____ Grade _____

Teacher's Name _____

School Building _____

Medication _____

Time to be given _____ A.M.

Time to be given _____ P.M.

Date from _____ to _____

This medicine is furnished by parent or guardian with the regular label from the pharmacist, including the name and strength of the medication, and the date the prescription was filled. This request must be signed by parent or guardian to authorize giving the medication during school hours.

Parent/Guardian Signature _____ Date _____

Physician's Name _____

Date on prescription bottle _____

Pharmacy Name/Phone Number _____

Prescription number on bottle _____

Significant Information:

2012-13
ADM Middle School

I have received a copy of the ADM Middle School Student/Parent Handbook.

_____(Please Print)
Student Name

Parent Signature

Date _____

Please have your child return this signed form to their homeroom teacher during the first week of school (August 20-24, 2012).

REQUEST FOR GIVING IBUPROFEN AT SCHOOL

In the event that you would like school personnel to give your child Ibuprofen for minor aches and pains, headache, toothache, and menstrual cramps, the following form must be completed.

Medication: Ibuprofen Dose: Age appropriate Time to be given: As needed

Please check one:

- ☐ My child **MAY** have Ibuprofen as needed
- ☐ Please **CALL** me before giving Ibuprofen to my child

Parent or Guardian Signature _____ **Date** _____

*If your child repeatedly requests medication, we will ask that you send medication to school in its original bottle. Also, if your child has a chronic condition that requires frequent use of medication, please send medication in its original bottle to school with your child.