

BOARD MEETING UPDATE

JUNE 10, 2013

APPROVED:

- May 13, 2013 Regular Meeting Minutes
- May 15, 2013 Special Meeting Minutes
- Bills/Claims
- Financial Reports
 - May Monthly Reports
- Hires
 - Shawna Bailey, AE Teacher (Recess) Associate, Step 1
 - Katelyn Ehrsam, Preschool Teacher, BA, Step 2
 - Zoe Fouch, 2nd Grade Teacher, BA, Step 2
 - Christine Heuer, AE Teacher Associate, Step 1
 - Crystal Hochstetler, MS Teacher Associate, Step 1
 - Shannon Hodges, DS Teacher Associate, Step 1
 - Gretchen Hutzell, MS Teacher Associate, Step 1
 - Chelsea Johnson, AE Teacher Associate, Step 1
 - Marilyn Kofmehl, HS Teacher Associate, Step 1
 - Julie Morris, 2nd Grade Teacher, BA, Step 2
 - Larry Schrock, MS Dean of Students, .5 FTE
 - Teresa Stanzyk, 1st Grade Teacher, BA, Step 2
 - Donna Stark, HS Teacher Associate, Step 1
 - Abbie Wynia, AE Teacher Associate, Step 1
 - Stephanie Bidney, Ass't HS VB Coach, Step 4
 - Angel Craigmile, MS Cheer Coach, Step 3
 - Adam Crannell, Ass't HS Football Coach, Step 2
 - Kaylie Jones, HS Dance Coach, Step 2
 - Rikki Kuhns, Ass't HS Cheer Coach, Step 4
 - Bric Nelson, Ass't HS FB Coach, Step 3
 - Roy Swinger, Ass't HS CC Coach, Step 4
 - Ashley Traver, Head HS Cheer Coach, Step 3
- Resignations/Terminations
 - Austin Hudson, MS Teacher Associate
 - Ashley Mayer, AE Teacher Associate
 - Marc McCartney, MS Football Coach
 - Erma Payne, MS Teacher Associate
 - Nic Rasmussen, MS Volleyball Coach
 - Gayle Schultz, AE Food Server Worker II
 - Kimberly Wolf, 1st Grade Teacher
- Transfers
 - Sheryl Barcus from HS Cook to HS Kitchen Manager, effective for 2013-14
 - Roxanna Bennett from HS FSWI to AE FSWII, effective for 2013-14
 - Tricia Garton from DS Teacher Associate to .5 DS Office Assistant

- Darcy Simpson from Ass't Concession Worker to Concession Manager, effective 6/1/13
- Handbooks
 - Adel Elementary Staff
 - Adel Elementary/DeSoto Intermediate Student/Parent
 - Desoto Intermediate Staff
 - GATE
- Open Enrollment Out for 2012-13
 - Hunter Hinde, 4th Grade, from ADM to VM (continuation)
 - Tyler Hinde, 2nd Grade, from ADM to VM (continuation)
- Open Enrollment In for 2012-13
 - Claire Walker, 10th Grade, from WCV to ADM (continuation)
- Open Enrollment in for 2013-14
 - Dakota Kahler, 8th Grade, from Johnston to ADM (Johnston released)
 - Delaney Kahler, 2nd Grade from Johnston to ADM (Johnston released)
 - Noah Kahler, 6th Grade, from Johnston to ADM (Johnston released)
 - Griffi Messer, K, from Waukee to ADM (met timeline)
- Open Enrollment Out for 2013-14
 - Malaina Elliott, 2nd Grade, from ADM to DCG (continuation)
- New Staff
 - 4 Associate Positions
- Lunch Prices
 - Adult \$3.20, K-5 Lunch \$2.50, 6-12 Lunch \$2.60, Breakfast, \$1.60, and Milk, \$.40
- District Developed Special Education Delivery Plan
- Banking Services
 - LSB

REPORTS/DISCUSSION

Technology Installation Update & Professional Development Update
 IASB Legislative Resolutions
 June 19 BOE Work Session Agenda Items
 Dallas County Hazard Mitigation Plan & Survey

CLOSED SESSION

Superintendent Evaluation

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.

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NOTICE OF PUBLIC MEETING

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District will meet at 6:00 p.m. on the 10th day of June 2013, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA
DISTRICT BOARD ROOM

June 10, 2013
6:00 P.M.

OPENING:

6:00 P.M.	Call to order Roll call Emergency additions and adoption of agenda
6:05	Consent agenda Approval of minutes Approval of bills/claims and transfers Secretary/Treasurer financial reports Personnel contracts Handbooks Adel Elementary Staff DeSoto Intermediate Staff Elementary Parent GATE Open enrollment Welcome of visitors and open forum

ACTION ITEMS:

New Staff 2013-14
2013-14 Meal Prices
District Developed Special Education Delivery Plan
Painting Bids
Banking Services Proposal

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:

SRO Year End Report
Transportation Update – possible hub changes
DE Site Visit Follow-up
District Goal Setting 2013-14 continued
Adjournment

CLOSED EXEMPT STRATEGY SESSION REGARDING NON-UNION EMPLOYEES, IOWA CODE, CHAPTER 21.9:
Negotiation Strategy Session for Administrative Personnel

RECONVENE TO OPEN SESSION/ACTION ITEM:

Administrative Settlement

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

Nancy Gee
Secretary
Board of Directors



Adel DeSoto Minburn

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

TO: Board of Directors
FROM: Greg Dufoe, Superintendent
SUBJECT: Memorandum for June 10, 2013

Work session starts at 3:00 pm.

Please see the materials provided in the folder in your board packet front pocket. We will start by reviewing some student achievement data and discuss the APR goals as recommended by our School Improvement Advisory Committee and our district Instructional Leadership Team.

Our discussion on short and long-range goals will be fairly informal. With Kim Roby gone, we will certainly want to discuss in full at our July meeting.

The bulk of our work session will be spent first with Travis Squires from Piper Jaffray. Travis will detail our bonding capacity and take us through a scenario that fits with the Option A as proposed in the facility master planning.

Tom and Dave will follow with a thorough review of the DRAFT master planning report (in your folder). Please review prior to the meeting. It is imperative that we have the board comment and question the work to date and provide additional direction as to next steps to keep driving forward. Thanks!

Personnel contracts:

I recommend the following resignations/terminations effective at the end of the 2012-13 school year unless otherwise noted:

Austin Hudson, MS Teacher Associate
Ashley Mayer, AE Teacher Associate
Marc McCartney, MS Football Coach
Erma Payne, MS Teacher Associate
Nic Rasmussen, MS Volleyball Coach
Gayle Schultz, AE Food Server Worker II
Haley Thiele, MS Special Education Teacher
Kimberly Wolf, 1st grade Teacher

I recommend the following new contracts effective for the 2013-14 school year:

Shawna Bailey, AE Teacher (Recess) Associate, Step 1
Katelyn Ehrsam, Preschool Teacher, BA, Step 2
Zoe Fouch, 2nd grade Teacher, BA, Step 2
Christine Heuer, AE Teacher Associate, Step 1
Crystal Hochstetler, MS Teacher Associate, Step 1
Shannon Hodges, DS Teacher Associate, Step 1
Gretchen Hutzell, MS Teacher Associate, Step 1
Chelsea Johnson, AE Teacher Associate, Step 1
Marilyn Kofmehl, HS Teacher Associate, Step 1
Julie Morris, 2nd grade Teacher, BA, Step 2

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Larry Schrock, .5 FTE MS Dean of Students, \$37,000, effective 8/1/2013
Teresa Stanzyk, 1st grade Teacher, BA, Step 2
Donna Stark, HS Teacher Associate, Step 1
Abbie Wynja, AE Teacher Associate, Step 1

June non-teaching contracts:

Stephanie Bidney, Ass't. HS Volleyball Coach, Step 4
Angel Craigmile, MS Cheer Coach, Step 3
Adam Crannell, Ass't. HS Football Coach, Step 2
Kaylie Jones, HS Dance Coach, Step 2
Rikki Kuhns, Ass't. HS Cheer Coach, Step 4
Bric Nelson, Ass't. HS Football Coach, Step 3
Roy Swinger, Ass't. HS Cross Country Coach, Step 4
Ashley Traver, Head HS Cheer Coach, Step 3

I announce the following transfers:

Sheryl Barcus, from HS Cook to HS Kitchen Manager, effective for the 2013-14 school year
Roxanna Bennett, from HS FSWI to AE FSWII, effective for the 2013-14 school year
Tricia Garton, from DS Teacher Associate to .5 DS Office Assistant
Darcy Simpson, from Ass't. Concession Worker (Manager) to Concession Worker (Manager), effective 6/1/13

Handbooks (Exhibit 1):

I recommend the following handbooks for approval effective for the 2013-14 school year:
Adel Elementary Staff
DeSoto Intermediate Staff
Elementary Parent
GATE

Open enrollment in for 2012-13:

Claire Walker, 10th grade, from WCV to ADM (continuation)

Open enrollment out for 2012-13:

Hunter Hinde, 4th grade, from ADM to VM (continuation)
Tyler Hinde, 2nd grade, from ADM to VM (continuation)

Open enrollment in for 2013-14:

Dakota Kahler, 8th grade, from Johnston to ADM (Johnston released)
Delaney Kahler, 2nd grade, from Johnston to ADM (Johnston released)
Noah Kahler, 6th grade, from Johnston to ADM (Johnston released)
Griffin Messer, K, from Waukee to ADM (met timeline)

Open enrollment out for 2013-14:

Malaina Elliott, 2nd grade, from ADM to DCG (continuation)

NEW STAFF 2013-14

I recommend adding five new associate positions for 2013-14 due to the increase in student needs. These positions will include two at Adel Elementary, two at DeSoto Intermediate, and one at the Middle School. Adel Elementary used subs in the 2012-13 school year to cover 1.5 FTE of the two positions listed.

2013-14 MEAL PRICES:

I recommend the following prices for meals for the 2013-14 school year:

- Adult Lunch 3.20
- K-5 Lunch 2.50
- 6-12 Lunch 2.60
- Breakfast 1.60
- Milk .40

The state requires the adult lunch price be at least the amount of reimbursement received for a free lunch and the per meal rate of USDA foods. That amount this year is \$3.16. The state also provides us with a tool to determine the amount we should be charging for lunch. It is recommended to adjust prices if we were charging less than 2.59 last year.

We have new breakfast regulations this year, which will increase the food costs so I recommend a consistent increase in breakfast and lunch.

I have not received new bids for milk but per carton rate is over .20 currently and it generally increases from year to year.

Liz will be on hand to review and answer any questions the board may have.

DISTRICT DEVELOPED SPECIAL EDUCATION DELIVERY PLAN (Exhibit 2)

I recommend approval of our District Developed Special Education Delivery Plan as submitted. The required committee revised our delivery plan this spring and we underwent the 30-day comment period. We did not receive any comments. This plan specifies our delivery models and our process to determine teacher caseloads.

PAINTING BIDS (Exhibit 3)

I recommend approving the painting quote from Turn Key Construction to paint the rooms listed at Adel Elementary and DeSoto Intermediate (not including the gym ceiling) for a total of \$19,544. We did get another quote from All Pro Painting for a total of \$18,784.

I recommend the slightly higher bid from Turn Key (as allowed by board policy 705.1) due to the known service from Turn Key and the fact that Turn Key did save us substantial money during the science room renovations by identifying a reverse change order due to work not deemed necessary. Our board policy allows for "other factors deemed relevant by the board" in addition to the low bid especially at this dollar amount. I did follow up on this question with Danielle Hainfeldt at Ahlers and Cooney.

I am not recommending the scope of painting at the high school pending decisions regarding upgrades per the facility master planning process as well as budget constraints for this current year.

BANKING SERVICES PROPOSAL

Proposals for banking services were sent to Raccoon Valley Bank, People's Bank, Lincoln Savings Bank, and Wells Fargo. Bids were received from People's Bank, Lincoln Savings Bank, and Wells Fargo. Bart Banwart and Nancy Gee reviewed the proposals together. People's Bank's proposal was dismissed due to an incomplete proposal. Going through a process to review banking services is routine and

Wells Fargo submitted a complete bid and waived all fees. (ADM has been with Wells Fargo for several years and they currently waive all fees.) Lincoln Savings Bank submitted a proposal that included some fees but set a minimum interest rate of .40% over the length of the contract. The interest rate is variable so it may go higher but LSB will not pay less than .4% interest (\$100,000 minimum balance).

Because the Request for Proposal document only asked for services and didn't include interest rates, Wells Fargo was given the opportunity to improve their bid by introducing a guaranteed minimum interest rate. They weren't able to do that.

Our current rate of interest is .2% but is variable.

The banking proposal was initially to be awarded at the May board meeting. If the Board approves the change of banking services from Wells Fargo to Lincoln Savings Bank, I recommend the contract date be moved back to September 1, 2013.

Due to the potential increase in interest revenue, I recommend we award the banking services to Lincoln Savings Bank. We are also confident in LSB and their large total assets and commitment to having a local branch in Adel. The local commitment to ADM Schools is an added plus.

It is important to note that no conflict of interest exists due to Tim's role at LSB. According to our school attorney, Tim can even engage in the discussion of this issue at the board table if his relationship is noted. He will need to abstain from the actual vote.

Administrative Reports/Discussion items:

SRO Year End Report (Exhibit 4)

Monte Keller will be on hand to provide his annual year-end SRO report.

Transportation Update – possible hub changes (Exhibit 5)

Richard Beechum will be here to update the board on transportation for 2013-14, including utilizing bus passes to increase safety for students.

We will also discuss in full the idea to alter our bus hub process in order to increase safety and manage traffic flow in and out of the Nile Kinnick Drive campus. A review is in your materials.

DE Site Visit Follow-up (Exhibit 6)

Included in your materials is verification that we have completed all required components of the DE site visit follow up. It is important to have the board know that we have followed through on those things.

District Goal Setting 2013-14 continued

If necessary we can take additional time to discuss our goals for 2013-14 during our regular board meeting.

Important dates:

- BOE Work Session: FRK – Master Planning work?
- July BOE meeting: move date from July 8 to July 15?
- July 8th – First day to file nomination papers for School Board Election
- August 1st, 5:00 pm – Deadline for filing nomination papers
- September 10th Board of Directors Election Date



Adel DeSoto Minburn

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

SUMMARY OF JUNE 10, 2013, BOARD OF DIRECTORS REGULAR MEETING

PERSONNEL CONTRACTS

I recommend the following resignations/terminations effective at the end of the 2012-13 school year unless otherwise noted:

Austin Hudson, MS Teacher Associate
Ashley Mayer, AE Teacher Associate
Marc McCartney, MS Football Coach
Erma Payne, MS Teacher Associate
Nic Rasmussen, MS Volleyball Coach
Gayle Schultz, AE Food Server Worker II
Haley Thiele, MS Special Education Teacher
Kimberly Wolf, 1st grade Teacher

I recommend the following new contracts effective for the 2013-14 school year:

Shawna Bailey, AE Teacher (Recess) Associate, Step 1
Katelyn Ehram, Preschool Teacher, BA, Step 2
***Bre Forret, MS Office Administrative Assistant, Step 1**
Zoe Fouch, 2nd grade Teacher, BA, Step 2
Christine Heuer, AE Teacher Associate, Step 1
Crystal Hochstetler, MS Teacher Associate, Step 1
Shannon Hodges, DS Teacher Associate, Step 1
Gretchen Hutzell, MS Teacher Associate, Step 1
Chelsea Johnson, AE Teacher Associate, Step 1
Marilyn Kofmehl, HS Teacher Associate, Step 1
Julie Morris, 2nd grade Teacher, BA, Step 2
Larry Schrock, .5 FTE MS Dean of Students, \$37,000, effective 8/1/2013
Teresa Stanzyk, 1st grade Teacher, BA, Step 2
Donna Stark, HS Teacher Associate, Step 1
Abbie Wynja, AE Teacher Associate, Step 1

June non-teaching contracts:

Stephanie Bidney, Ass't. HS Volleyball Coach, Step 4
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Adam Crannell, Ass't. HS Football Coach, Step 2
Kaylie Jones, HS Dance Coach, Step 2
Rikki Kuhns, Ass't. HS Cheer Coach, Step 4
Bric Nelson, Ass't. HS Football Coach, Step 3
Roy Swinger, Ass't. HS Cross Country Coach, Step 4
Ashley Traver, Head HS Cheer Coach, Step 3

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Summary
June 10, 2013
Page 2

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Roxanna Bennett, from HS FSWI to AE FSWI, effective for the 2013-14 school year

Tricia Garton, from DS Teacher Associate to .5 DS Office Assistant

Darcy Simpson, from Ass't. Concession Worker (Manager) to Concession Worker (Manager), effective 6/1/13

OPEN ENROLLMENT

Open enrollment in for 2012-13:

Claire Walker, 10th grade, from WCV to ADM (continuation)

Open enrollment out for 2012-13:

Hunter Hinde, 4th grade, from ADM to VM (continuation)

Tyler Hinde, 2nd grade, from ADM to VM (continuation)

Open enrollment in for 2013-14:

***Abbey Fouts, 9th grade, from Waukee to ADM (good cause)**

***Max Founts, 6th grade from Waukee to ADM (good cause)**

***Sam Fouts, 6th grade, from Waukee to ADM (good cause)**

Dakota Kahler, 8th grade, from Johnston to ADM (Johnston released)

Delaney Kahler, 2nd grade, from Johnston to ADM (Johnston released)

Noah Kahler, 6th grade, from Johnston to ADM (Johnston released)

Griffin Messer, K, from Waukee to ADM (met timeline)

Open enrollment out for 2013-14:

Malaina Elliott, 2nd grade, from ADM to DCG (continuation)

***Indicates an update since the memorandum was published.**

LUNCH PRICES 2012-13

ADULT \$3.00
 K-5 \$2.40
 6-12 \$2.50
 Brkfst \$1.50
 Milk \$.35

LUNCH PRICES 2013-14

ADULT \$3.20
 K-5 \$2.50
 6-12 \$2.60
 Brkfst \$1.60
 Milk \$.40

ADULT Price Requirement for 2013-14

Commodity Rate .24 + Federal Reimbursement for Free 2.86 + .06 Additional Reimbursement = 3.16

Commodity Rate per Meal .24

Reimbursement Rate Federal	Lunch	Breakfast
Free	2.86	1.55
Reduced	2.46	1.25
Paid	.27	.27
Additional Reimbursement	.06	-
Reimbursement Rate State	.04	.03

Paid Lunch Equity PLE

The PLE tool was created to help School Food Authorities calculate their paid lunch price increase requirements and non-Federal source contributions to meet the requirements in Section 205 of the Healthy, Hunger-Free Kids Act of 2010.

Requirement price to the nearest cent 2.59 and optional price rounded down to the nearest 5 cent = 2.55

K-5 at 2.50 and 6-12 at 2.60 equals the 2.55 recommendation.

Breakfast

.10 increase to be consistent with lunch. New requirements will increase costs with more fresh fruit and whole grains.

Milk

Bids will be returned June 14th.

Chocolate milk is majority purchased. Initial bid price last year was .198 per carton and final price was .220 per carton.

Changes for the Adel Elementary School Staff Handbook 2013-2014:

BALANCED LITERACY (page 5)

Changed Reading Tutors to Tiger Troop.

Reading recovery, removed Minburn Elementary

Title 1 Reading, changed grade levels to be first – fifth grade.

Title 1 Reading, removed Minburn Elementary

Performance Benchmark Prek-2 Assessments removed Minburn Elementary

Parent-Child Sight Word Program removed Minburn Elementary

BUILDING ASSISTANCE TEAM (page 23)

Changed from Building Assistance team to Intervention Team. Also changed staff members from Christal Tilley to Cindy Carlson or Melissa Greer.

HARASSMENT, BULLYING, INITATIONS AND HAZING POLICY (page 23)

Changed Board Policy number from 403.6 to 502.13R1

MILK/ORANGE DRINK BREAKS (page 17)

Changed the title to Drink Breaks

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION (page 18)

updated language

PUBLISHING CENTER (page 25-26)

Removed sentences from Alphabet Alley

PROGRESS REPORTS (page 25)

Changed progress reports from symbols to numbers.

RECESS/PLAGROUND RULES (page 28)

Changed Prek noon recess from 10:55-11:25 to 11:25-11:55

SAFETY (page 28)

Added our intruder process

SCHOOL LUNCH PROGRAM (page 30)

Adjusted lunch times.

Page 32
Scholarship
none

Adel Elementary

Staff Handbook

2013-2014

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INTRODUCTION

This handbook is intended to serve as a guide to assist elementary school staff members in carrying out their responsibilities at Adel Elementary School. It is not a contract.

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

Items not covered in this handbook may be found in the current board policy handbook and/or the negotiated agreement currently in effect. Please refer to those pieces of information.

PROFESSIONALISM AND ETHICS

We are looked upon by the community as a highly-trained professional group. It is our obligation to display this training through appropriate dress, word and actions.

The freedom with which some staff members communicate confidential school information to friends and acquaintances outside of the school reflects on the competence of the individual. Most of the activities that are conducted between professional staff members should remain completely confidential. It is a gross breach of professional ethics when confidence is not maintained.

Let us all display a high level of professional ethics in our conduct with one another and within the community.

ABUSE OF STUDENTS BY ADEL DESOTO MINBURN EMPLOYEES

Pursuant to Chapter 232 of the Iowa Code, abuse of children may fall into either of the two following categories--physical abuse and sexual abuse.

To constitute a violation of the Iowa Code, acts or omissions by the employee must have occurred on school grounds, on school time, at a school-sponsored activity, or in a school-related context. Any district employee may receive a report of alleged abuse of a student by a district employee. The report shall immediately be given to the designated investigator Darcy Simpson, telephone number 993-5805.

ADM BOARD POLICIES--AWARENESS/NOTIFICATION

The following policies need to be reviewed each school year by staff members. A copy of the ADM Board Policies Handbook is available in the staff lounge or from your principal's office.

<u>Policy</u>	<u>Notice</u>
105	Needs Assessment - every 5 years - Director of School Improvement/Superintendent
210.6	Policy Review - every 5 years - Superintendent
401.2	Equal Employment Opportunity - annual notice and annual review
401.3	Harassment
402.4R1	Family Medical Leave - annual notice to staff and posting
402.12	Hazardous Chemical training for new employees
402.13	Substance Abuse - notification to staff and federal grants
402.14	Employee Complaint Procedures
501.5	Attendance Center Assignment - annual report to Board if requested.
501.7	Student Transfers Out or Withdrawals - monthly report to Board if requested
501.8	Student Attendance Records - Principals daily
502.6	Student Complaint Procedures
502.13R1	Student Harassment Investigation Procedures
504.3	Student Publications - distribute to student - HS Principal
505.1	Assignment of Courses - annual report to Board (handbook approval)
506.1	Student Records - August notice to parents
507.5	Emergency Plans and Drills- staff annually
600	Goals and Objectives of the Educational Program - annual report to 280.12 Committee
604.7	Post-secondary - annual notice to parents
606.9	Insufficient Classroom Space - annual review
703.3	Publish Budget Hearing
704.3	Investments - report to Board periodically
707.2	Treasurer Report - annually - Treasurer
707.3	Financial Reports - annually - Board Secretary
707.5	Insurance Report - once every three years - Board Secretary
710	Insurance Program - review every three years - Board Secretary
801.8	Supervision of Construction- monthly report during construction - Superintendent
804.6	Bomb Threats - written report each occurrence - Superintendent
904.5	Distribution of Materials - post in each building

AEA 11 MEDIA AND EDUCATIONAL SERVICES

AEA 11 Media Center has many fine videos, books, kits, etc. available to all staff members. Staff members should complete a media request form for the materials being requested. This form, available from your principal's office, should be given to your principal for review and approval. After reviewing the request, the principal will send the request to the AEA or return it to the teacher for further discussion.

AEA 11 Educational Services offer many fine services to our school. Teachers who would like to make use of these services should contact the principal regarding these services.

The AEA van will deliver materials on Monday and Wednesday around 8:30 AM. Materials being returned should be in the principal's office by 8:00 AM on these days in order to be processed for return.

ARRIVAL OF STUDENTS

Town students should be encouraged to not arrive at school until 8:15 AM unless they are taking part in the breakfast program. Busses will be arriving between 7:55 and 8:10 AM.

Students who have been absent, who have questions regarding their schoolwork, or who have been directed by their teacher to report to their classroom before 8:15 AM may go directly to their classroom before 8:15 AM. All other students will report to their classrooms at the 8:15 AM bell.

Students arriving before 8:15 AM must do one of the following:

1. Stay on the south or west playground area.
2. Go to the old gym to take part in the breakfast program.
3. Go to their classroom if instructed to do so by their teacher or if they have been absent and/or would like assistance with their schoolwork.
4. During inclement weather, PreK and Kindergarten students should report to the lunchroom, and 1st and 2nd grade students should report to the gym where they will sit quietly on the floor until they are dismissed at approximately 8:15 AM.

The above procedure is effective from the second day of school on. For the first day only students may enter the building at 8:00 AM and go directly to their rooms. In case of school starting at a later time in the morning, the same time format (10 to 25 minutes before the start of school) will be set aside and supervised as usual.

Supervision of the time slot 7:55 - 8:15 AM will involve all associates assigned to PreKindergarten through 2nd grade. All associates will be assigned outside duty to supervise the south and west playgrounds. One associate will supervise the entryway by the main office and one associate will supervise the bus unloading zone in front of the building. During inclement weather, the playground associates will report to the old gym to supervise the students seated there. The other associates will continue to supervise the bus unloading area and main entry by the office making sure that students enter the building in a proper manner.

Determination whether the students will be indoors or outdoors will be made by the principal prior to 7:55 AM. A green sign hung in the main entryway will indicate that we are indoors. No sign or a red sign in the same location will indicate that we are outdoors.

AUDIO VISUAL MATERIALS

Our school is very fortunate to have a fine audio visual setup. Various audio visual materials and services are available from our Media Center. Teachers are encouraged to utilize these services and materials when the content supports grade level outcomes. Teachers must use careful judgment when making decisions regarding instructional minutes. Audio visual materials are intended to enhance and support grade level outcomes. Teachers must guard instructional minutes when making the decision to use audio visual materials. At the Prek-second grade level, videos should not exceed 30 minutes. Exceptions to this policy can be made after consulting the building principal.

BALANCED LITERACY

The ADM School District has made early literacy a priority. The prek-second grade teachers are not required to assess science and social studies for report card purposes. They are allowed and encouraged to teach all content areas through the vehicle of literacy. The prek-second grade teachers have rewritten their curriculum to be integrated throughout their day with the exception of math instruction. This process has allowed teachers to come to consensus on their priorities and instructional strategies.

Our balanced instruction include the following nine components for students in grades prekindergarten through second grade. All nine components are implemented each day:

Component:	Description:	Values:
Reading Aloud:	The teacher reads aloud to the whole class or small groups. A carefully selected body of children's literature is used; the collection contains a variety of types of literature. Favorite books are reread many times.	Involves children in reading for enjoyment Develops sense of story. Demonstrates reading for a purpose. Increases vocabulary. Promotes oral language development.
Shared Reading:	Using an enlarged text that all the children can see, the teacher involves children in reading together following a pointer. An example of this process might be rereading a big book, poem or song.	Demonstrates early strategies. Demonstrates process of reading. Provides social support. Provides opportunity to behave like a reader.

Balanced Literacy continued

Guided Reading:	The teacher works with a small group who have similar reading skills. The teacher selects and introduces new books and supports children reading the whole book to themselves, making teaching points during and after the reading.	Provides opportunity to problem-solve while reading for meaning. Provides opportunity to use strategies on extended text. Challenges the reader and creates a context for successful processing on novel texts.
Independent Reading:	Children read on their own or with partners from a wide range of materials.	Provides opportunity to apply reading strategies independently. Promotes fluency through rereading. Builds confidence through sustained, successful reading.

Shared Writing:	Teacher and children work together to compose messages and stories; teacher supports this process by acting as the scribe.	Demonstrates how writing works. Provides opportunities to draw attention to letters, words and sounds.
Interactive Writing:	As in shared writing, teacher and children compose messages and stories that are written using a "shared pen" technique that involves children in the writing.	Demonstrates concepts of print, early strategies and how words work Provides opportunities to hear sounds in words and connect with letters.
Guided Writing:	Children engage in writing a variety of texts. The through mini-lessons and conferences.	Provides opportunities to be writers. Increases students abilities to use different forms
Independent Writing:	Children write their own pieces and learn to revise, edit and publish their work.	Fosters creativity and ability to compose. Provides opportunities for students to problem solve new text. Provides opportunities for the independent production or written text.
Word Work:	Teachers work interactively with student to incorporate phonetic strategies students can use while problem-solving next text.	Provides opportunities for students to problem solve new text. Provides opportunities to make connections between letters, sounds and words.

Additional programs that have been implemented to support literacy:

Program	Grade Levels	Building	Supports
Tiger Troop	Prek-2	Adel Elementary	guided & independent reading; word work
Reading Recovery	first grade	Adel Elementary	all components
Title I Reading	first - fifth grade	Adel Elementary DeSoto Intermediate	guided reading & word work
Spelling Curriculum	first-eighth grade	Adel Elementary DeSoto Intermediate Middle School	word work, guided writing, independent writing
Performance Benchmark Prek-2 Assessments		Adel Elementary	guided reading
Parent-Child Sight Word Program	first grade	Adel Elementary	all components
Prekindergarten	five year olds	Adel Elementary	all components

BOMB THREAT PROCEDURES

I. Upon receipt of a bomb threat the following procedures shall be taken:

1. Notify the Adel Police Dept. (911) using a different phone and line--be sure to give them the threat line number and keep that line open so the phone company can put an immediate tracer on it. Use a pre-arranged signal to notify the principal (or contact the superintendent's office as necessary) so that the principal's office and the superintendent's office are aware of the bomb threat and give as many details as possible.

For notification of civil authorities, phone the Adel Police Dept. (911) who will forward the information to the sheriff, highway patrol, and personnel that are trained for bomb inspection/removal. In reporting this to the police department, state that a "Bomb Threat" has been called in to the school. Give your name and telephone number.

2. The decision to evacuate or not to evacuate Adel Elementary School will be decided by the building principal and/or the top authority administrator available. Notification to all personnel will be by intercom or done personally. The announcement will include a statement that a special evacuation exercise is being held and that all personnel and students should leave the building via the fire exit doors and go to the Rapids Street Baptist Church.
3. Students from grades Prek-2 will be evacuated as necessary to the Rapids Street Baptist Church during search procedures.
4. Bus drivers will be contacted later if transportation is needed.
5. Teachers will accompany and be responsible for their assigned groups.
6. After the search and consultation with authorities, the school administration and authorities will jointly determine if the building is safe for occupancy.
7. The principal shall file a written report with the superintendent's office of any additional procedures during the bomb threat.

II. Operational Procedures for Non-certified Staff:

Secretaries: Answering the call: If possible turn call over to the principal.

1. Keep the caller on as long as possible--switch to a separate phone line to notify the Adel Police Dept. of the bomb threat so the phone company can put a tracer on the outside line (give threat line number and keep threat line open).
2. Indicate to others in the office that this is a threat call by prearranged signal.
3. Attempt to determine the:
 - a. Location of the bomb
 - b. Time of detonation
 - c. Appearance
 - d. Kind
 - e. Time of placement
 - f. Reason for placement of bomb
4. Advise caller of seriousness of the act.

Bomb Threat Procedures Continued

5. Listen for background noises.
6. Listen for voice characteristics
 - a. Male or female
 - b. Speech peculiarities
 - c. Nationality brogue
7. Report information to principal. (In absence of the principal, report to superintendent).

Custodians

1. Shut off all natural gas.
2. Leave electricity on to aid in search.
3. Leave the search of boiler room, storage areas, etc., to the properly trained authorities. Do, however, note as quickly as possible anything that may seem "a little out of the ordinary" - "a little different than usual." Most important: leave things alone. Evacuate the building with the rest of the personnel.

Cooks

1. Shut off all operations.
2. Evacuate the building.

Others

1. Leave the search of classrooms, closets, cloakrooms, halls, any/other to the properly trained authorities. Do, however in passing, note as quickly as possible anything that may seem "a little out of the ordinary" - "a little different or misplaced than usual."
 - a. Move out as instructed using the fire exits with your students. (Teachers need to know exactly who they have and are responsible for even if they have to grab a grade book and take it with them. Remember who was absent, etc.)
 - b. Do not let students stop for any items except for coats. A suggestion would be to have students take some reading materials such as library books, reading textbooks, etc. with them. This material might come into use in case we have a long wait at the Baptist Church.
 - c. When you are outside of the building, stay with your group and take your group to the fire drill area. Make sure all students under your charge are accounted for. Make sure all students under your charge are accounted for. From the fire drill area, classes and their teachers should proceed to the Baptist Church.
 - d. You will be responsible for your group at the Baptist Church, loading the busses if directed to do so, and/or returning to school if directed to do so.
 - e. Most important: If you receive a bomb threat warning to evacuate the building(s), leave things alone.
 - f. Students with a special teacher will be supervised by that teacher until the classroom teacher is able to take over. Special teachers will be assigned to assist where needed by the administrator in charge. Students out for recess will be gathered at one location on the playground where all respective classroom teachers will meet to take control of their class.

Bomb Threat Procedures Continued

- g. Teachers are not to dismiss any students unless directed by the administrator in charge. At no time should teachers use the term "bomb threat" when dealing with students, parents, and/or the public. Refer to it as an evacuation exercise.

III. In the event bomb is located or exploded:

1. Located bomb
 - a. Authorities will inactivate or move bomb to safe location.
 - b. Students will return to their building upon determination that the building is safe.
2. Bomb explosion
 - a. Make certain no additional bombs are on location.
 - b. If damage is minor students may return to the building after it is determined to be safe from further explosion and remains structurally sound.
 - c. If damage is sufficient to make further school sessions impractical, students should be dismissed to their home. Bus drivers will be notified to transport bus students home.

IV. Search Procedures:

1. The principal shall be in charge of the students and staff.
2. Authorities will be in charge of search procedures:
 - a. Search announced location of bomb first.
 - b. Search outside building.
 - c. Search inside - aided by custodians and/or non-duty teachers who may volunteer to help such search.
 - d. Check on possibility of more than one bomb.
3. After the stated time of detonation has expired, a search has been completed, and the buildings certified safe by the authorities, they will notify the building principal/superintendent whose responsibility it will be to render final judgment taking into consideration the safety of the students and other personnel whether or not to reoccupy the building.

In the event of a bomb threat against all of the ADM School buildings, Adel Elementary will evacuate to the Rapids Street Baptist Church at 1601 Rapids Street. Pastor Jeff Duffy is at the church in the morning and can be reached by phone (993-3914) in the afternoon to let us in.

BOOKS

Proper book care should be emphasized in all classes. Students are responsible for their books, library books, etc. and will be charged accordingly for lost books, for the abuse of books, and other materials. Replacement costs and penalties for damages will be determined and collected by the office.

BUS CONDUCT

Those students who ride a bus to school must follow all bus rules. The rules and procedures used for violations follows. Please review these bus rules with your children.

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.

Bus Conduct Continued

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. 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.

Students must be ready to board the bus at the designated time. The bus cannot wait for those students who are late. If your student is not riding the regular bus as scheduled, please call 993-4285. The information will be shared with the driver.

The above regulations apply to all students riding regular bus routes, shuttle routes, and all activity trips. Violations of the above regulations by any student(s) will be reported to the individual student's parents/guardians and principal. Repeated violations by the student(s) may result in temporary or permanent suspension of bus-riding privileges for the student(s).

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. When a student fails to respond to normal discipline, the driver should inform the student and parents that continued violation may result in suspension from the bus. If another violation occurs, it will be viewed as insubordination. The driver should report the student to the principal and inform the principal that a suspension warning was given to the student and parent. In most cases, the principal will support the driver's recommendation to suspend and will set the length of time. Parents and driver will be notified of any suspension.

If a driver reports a student to the principal and has not warned both student and parent of a possible suspension, the principal will usually follow these guidelines:

First Report: Following a bus driver's first report of student misconduct, that student may be notified that further misconduct will result in his/her being suspended from the bus for a period of 1-10 days. The student's parents will be notified that further misconduct by the student will in all probability result in bus suspension.

Second Report: Following a driver's second report of a student's misconduct that student may be suspended from riding the bus for a period of 1-10 days. The student's parents will be notified of this suspension as soon as possible.

Further incidents and misbehavior may result in a consideration of permanent suspension from the bus by the Adel DeSoto Minburn School Board. It is the responsibility of the superintendent or the building principal to make the final decision and/or recommendation to the Board as to

Bus Conduct Continued

how the child is to be disciplined for bus misconduct. The seriousness of the incident may prescribe that the outlined process above be ignored in favor of more decisive discipline even on the first offense.

Teachers will be responsible for supervising their students when the class is on a field trip or other activity requiring bus transportation. Teachers may assign students to specific seats. Teachers should seat themselves so that they can be immediately accessible to any difficulties arising on the bus involving their students. The teacher(s) sitting in the front seat of the bus with all of the students seated at the back of the bus is not an effective way to supervise students.

CLASS RECORD (GRADE) BOOKS

Class record books are to contain all grades and other evaluations helpful in arriving at an estimation of each student's progress during that quarter. Sufficient evaluation information should be recorded each quarter in order to enable the teacher to report as completely as possible each student's progress for that quarter. Parents/Guardians have a right to review their student's grades and we have the obligation to justify the evaluation given. Student grades and evaluations are to be recorded by the teacher. Students stating their grade orally during class time as the teacher records it is not acceptable.

CLASSROOM VISITATION

Parents are welcomed and are encouraged to visit classes at any time during the school year except the first two weeks and the last two weeks of the school year. Parents are requested to stop in the principal's office beforehand.

Children who are not regularly enrolled in Adel Elementary School will not be permitted to visit our school.

CLOSING OF SCHOOL

In the event circumstances arise which necessitates starting school late or canceling school for that date radio stations KIOA, KRNT, KSO, WHO, KJJY, KWKY, KLYF (all Des Moines Stations) and KDLS (Perry) will carry an announcement to this effect. An attempt will be made to get this information to the respective stations by 7:00 AM.

The telephone tree will also be used to inform staff members that school is starting later or being cancelled. The cooperation of all staff members is essential in this manner.

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

Community Resources Continued

- 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>

COPYRIGHT GUIDELINES

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

The following should be followed in all cases. Here is what they say teachers can do:

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

Brevity is defined as a complete poem of less than 250 words, a complete article or essay of less than 2,500 words, an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, one chart, diagram or other illustration per book or periodical, and two pages or 10% of short "special works".

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

The guidelines prohibit: 1) copying to replace or create anthologies 2) photocopying of consumable works 3) copying as a substitute for buying books, and 4) charging students more than the actual cost of copying.

CUMULATIVE RECORDS

All teachers are encouraged to study the permanent cumulative records of their students. It must be recognized that the use of these records is reserved for faculty members and the information therein should not be made public. Record only meaningful information in the cumulative records. Parents or guardians do have a right to inspect cumulative records and challenge any information that is not meaningful. Your principal will handle all requests for the inspection of school records.

Cumulative records are stored in the principal's office and may be checked out any time during the school day. The cumulative records cannot be taken from the building unless the principal has given permission to do so. This permission is not given out lightly. It is best that cumulative folders be returned to the principal's office daily after their use. The Cumulative Record Review Log must be signed by all individuals reviewing these records except Adel DeSoto Minburn Community Schools staff and Heartland AEA Special Education staff.

Cumulative Records Continued

Office personnel will record all semester grades on cumulative records and permanent record cards. The attendance for the year will be recorded on both cumulative records and permanent record cards.

CUSTODIAL CARE OF ROOMS

Adequate school plant care is a vital factor in the success of an effective school program. The custodial service program is maintained to enable adequate school plant operations. It must also be a cooperating endeavor or it will achieve only a limited degree of success. The cooperation of all staff members and pupils thus becomes the vital factor in any custodial program.

The following suggestions can insure for teachers that their rooms will be cleaner and more pleasant.

1. Books and supplies should be stored in students' desks and not on floors and seats.
2. Chairs that are not attached to desks or tables should be placed on top of the desks and tables when school is dismissed.
3. Have students pick up scraps and other items off the floor before dismissal time.
4. Have students remove mud, sand, snow, etc. from their shoes before entering the building.
5. Be sure all windows are closed and the lights turned off when leaving school. Lock your classroom door after school when leaving if the room has been cleaned.
6. After dumping tempera paint in the sink, run water to rinse the sink completely.

DAILY BULLETIN

A daily bulletin will be prepared listing the absentees and related announcements. This bulletin should be ready for distribution by 9:30 AM daily via email. Teachers wanting to include information in the bulletin should have that information written out completely and in the principal's office prior to the start of the school day for inclusion in that day's bulletin.

The daily bulletin will be posted in the lounge.

DAILY PLANNING

In case a teacher is absent, it is the teacher's responsibility to make sure the completed plans are in his/her room before the substitute teacher arrives.

Duplicate lesson plans are only required of teachers new to the Adel DeSoto Minburn Community School system during the first nine weeks of school. However, your principal will be checking lesson plans as she formally or informally observes classes. If your principal feels that the teacher is not meeting the criteria for lesson planning, the principal and teacher will work together to improve the planning method.

DAILY SCHEDULE

Each teacher will file a copy of their Daily Schedule with the principal by the end of the second week of school. This work schedule should be accurate and kept up-to-date with the principal if changes are made. A second copy of the Daily Program should be available for substitutes to follow. This may be kept in a folder or a lesson plan book. Forms will be provided for these schedules.

DEVELOPMENTALLY APPROPRIATE PRACTICES -- PHILOSOPHY

We at Adel Elementary School continue to recognize that young children learn best through active involvement with their environment. This involvement provides for the growth and development of the whole child, physically, emotionally, socially, and intellectually. To nurture this development in a relaxed setting requires time.

We believe a developmentally appropriate program will provide children more time and opportunity:

1. To feel good about themselves as capable, unique individuals
2. To engage in playful work
3. To grow in decision making, problem solving, and creative thinking
4. To express themselves through language, writing, movement, and use of materials and resources
5. To interact in guided and informal play experiences
6. To develop self-motivation, self-discipline, and self-direction toward purposeful activities
7. To explore their environment using their five senses
8. To foster a curiosity and enthusiasm for learning
9. To enjoy age-appropriate activities for their own sake, not only as a preparation for the future

DEVELOPMENTALLY APPROPRIATE PRACTICES -- GOALS

The goals of the early education program at Adel Elementary School continue to provide:

1. A child-centered environment that encourages competence and self-esteem
2. A positive, noncompetitive, nonsexist atmosphere that fosters an acceptance of the uniqueness of self and others
3. A physical setting that allows a child to safely explore self-selected activities
4. A learning setting in which teaching means facilitating a child's intellectual growth through guided discovery in a prepared environment
5. An experiential, hands-on-curriculum flexible enough to meet individual and group needs

DEVELOPMENTALLY APPROPRIATE PRACTICES – GOALS Continued

6. Developmentally-sequenced activities that not only contribute to a child's total progress but are also enjoyable and meaningful
7. Effective communication skills (oral, written, listening, reading) that are interwoven into the child's daily experiences
8. Opportunities for family involvement that strengthen the educational program, enhance the child's experiences, and lay a foundation for the future of the home-school partnership
9. A more adequate assessment of each child's ongoing educational and developmental needs in terms of physical, emotional, social, and intellectual growth

DISCIPLINARY PRACTICES

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 who enforce 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 school 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 an elementary discipline policy.

Student's Responsibility

Students should be aware of the conduct expected of them in the individual classroom, on the playground, in the hallways, on the school bus, and at any school functions or activities. 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, and administration. Students will be expected to:

- respect the rights and property of other students, adults, and the district.
- respect the authority of all school personnel.
- practice common courtesy.
- use appropriate voice levels while inside the building.
- obey all playground rules.

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

- They will receive verbal praise.
- Students will also receive written praise in the form of happy-grams.

Those who follow school regulations will be allowed to participate in special school/classroom activities.

Parent's Responsibility

It should be the responsibility of the parents to know and see that their child is aware of behavior expectations in policies as set by the teachers, administration, and the Adel DeSoto Minburn Board of Education. 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'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 playground areas and at all activities which Adel DeSoto Minburn students are involved in the teaching/learning process. Teachers will sit with their students at assemblies and large group activities for the purpose of supervision and participation. Teachers will be charged with the responsibility of reporting to the administration what may be considered more serious infractions of school rules.

When inappropriate behavior is demonstrated by a student the following procedures will be followed by teachers:

The first time the student violates a rule, he/she will receive a verbal reminder regarding the rules he/she violated.

If a student repeats the same violation or violates another rule within a given period of time, he/she will receive an appropriate punishment determined by the teacher or staff member involved. The teacher or staff member may also want to contact the parent if the situation warrants it.

In some cases the violations may continue. At this point the student will be sent to the principal. The parents will be contacted by the principal by phone call, in person to inform them of the situation. The principal and/or the teacher will determine an appropriate punishment.

If a student is sent to the principal for consistent violations or misbehavior of a severe nature, a conference will be arranged with the student, parent, teacher, and principal. At this meeting steps will be taken to insure compliance with the discipline policy.

It is of vital importance that communication and understanding be established between teacher, student, parent, and administration when discipline problems arise.

Principal's Responsibility

The principal's primary responsibility is to assist the teachers, parents, 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 the following manner:

- A. 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. Students will receive an explanation of why their conduct was inappropriate.

The decision on the type of discipline to be administered will be determined by the principal with input from the teacher and/or playground supervisor taken into consideration.

The type of discipline to be administered shall be reasonable considering the nature of the student's misconduct which gives rise to the discipline, the age and physical condition of the student, the nature of the discipline itself, and the motive to be accomplished by the discipline. Parents will be notified of incidents of misbehavior when the incident is of a serious nature or is repetitive in nature. Running in the hallway is not a serious incident when compared to running in the hallway and knocking someone down causing an injury to that individual. In the case of the latter example, parents could be notified by phone, or personal contact.

- B. 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, parents will be notified and a parental conference may be requested. The conference will be entered into with the objective being to help the student. The conference will involve the student, his/her parents, teacher(s), and principal. A consideration for detention, probation, or an in-school or out-of-school suspension of an appropriate length, not longer than ten days, may result from this conference.

Detention means the student's presence is required during nonschool hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on nonschool 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 building 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 either an in-school suspension, an out-of-school suspension, 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 practice but will not attend or participate in school activities.

- C. A severe infraction or continual infraction of school rules or behavior problems will 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 502.2B for details.

- D. 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.

Children at the beginning of school are entitled to know what order and discipline a teacher expects from them. The Master Teacher takes "no things for granted" and realizes that each child is different.

A soft spoken word can often work wonders with children. A glance from the teacher can also be an effective manner to discipline students. An emphasis shall be placed upon the growth of the ability for students to discipline themselves accordingly.

Treat all students in an impartial and considerate manner. Make the punishment of a student an individual matter. Do not punish the group for the misconduct of the individual.

Organize the work in such a manner as to keep students busy with constructive and profitable tasks during every minute of the school day. Circulate around the room as much as possible. By doing so you are able to "reach" all areas of the classroom on a continual basis, hence removing potential pockets for trouble to start.

It is recommended that a student who is causing difficulty in the classroom be moved to an area in the classroom where he/she does not influence others. A "time-out center" can be established to allow a student a chance to settle down and then return to the regular classroom activity.

In most situations discipline problems can be effectively handled by the teacher(s) involved. Teachers are expected to make contact with parents involving discipline concerns of students in the classroom and other school settings. Proper communication between school and home will eliminate most concerns immediately.

Major problems, including constant petty offenders, should be reported to the principal.

Teachers are to avoid corporal punishment at all times.

DRINK BREAKS

All students in Grades Prek-2 are eligible to take part in one drink break during the school day as designated by the teacher. Milk and orange juice are available from the coolers located in the hallway near the kitchen. Water and cups are available in the classrooms.

Teachers shall document each participating student's account the day the student takes part in this break period. If a student is unable to have milk or juice because of financial reasons, please consult with Carole.

Empty cartons are to be returned to the wastebaskets located beside the coolers. Empty cartons are not to be kept in the classroom overnight nor are they to be placed in the classroom's wastebasket. The latter causes spills to accumulate and form an unsightly mess and odor in the bottom of the wastebasket. This becomes extremely difficult to remove.

ELP

The Adel DeSoto Minburn Community School District ELP (Extended Learning Program) has a plan which provides for four different building programs with multiple levels of service to be provided for gifted students in Grades Prek-12. Because educational research does not support the identification of students through the use of standardized test scores prior to the middle

ELP Continued

years, and because student ability and achievement scores tend to fluctuate widely during early elementary years, such scores will not be used to formally identify students for a "pull-out" program in Grades Prek-2. The ELP instructor will use the formative and summative assessments with all children to facilitate higher order thinking skills and identify children for Extended Learning Program activities. These activities will be collaboratively planned by the ELP instructor and the teaching staff and will be implemented by the classroom teacher. Participation will be dependent upon multiple factors: student interest, ability demonstrated in particular areas, parent input, and teacher recommendation. This Extended Learning Program carries no implication for future ELP services.

NONDISCRIMINATION STATEMENT

Students, parents, employees and others doing business with or performing services for the Adel DeSoto Minburn Community School District are hereby notified that this school district does not discriminate on the basis of race, color, creed, religion, gender, national origin, sexual orientation, gender identity, disability, age(for employment), marital status (for programs), or socioeconomic status (for programs) in admission or access to, or treatment in, its programs and activities or hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), 504 or Iowa Code 280.3 is directed to contact: Nancy Gee, Business Manager, 801 Nile Kinnick Drive South, Adel, IA. 50003, 515-993-4283, who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, 504 and Iowa Code 280.3. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), 504 or Iowa Code 280.3 is directed to contact:

Nancy Gee
801 Nile Kinnick Drive South
Adel, Iowa 50003
Telephone: 515-993-4283

Nancy Gee has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, 504 and Iowa Code 280.3.

FIELD TRIPS

All field trips - local or out town - shall receive office approval before they are scheduled. Parent's approval must be obtained for all trips. A parent permission form for all field trips off school grounds will be sent home at the beginning of the school year for parents to sign and return to school. Parents are requested to sign this form granting permission for their child to participate in field trips off school grounds throughout the school year with prior notification being supplied by their child's teacher.

FIRE DRILL

GENERAL INSTRUCTIONS

1. All teachers should have a sign posted at all times in their rooms indicating the fire exits. Be definite with these signs.

2. All students, teachers, and staff members must vacate the building when the fire alarm is sounded. Time should not be taken to put materials away or to put on coats.
3. A warning will be given before the first fire drill, but no warnings will be given for any other drills.
4. Prepare your students for a fire drill the first day of school.
5. After leaving the building, students should line up at least 50 feet from the building and be prepared to re-enter the building when the all clear signal is given.
6. When leaving the building, students must be absolutely quiet and orderly. This is necessary if instructions have to be given.
7. Each room is to exit in single file in the order prescribed in the description and map that follows.
8. When the fire drill signal sounds, one student should be assigned to close any open windows in the room, if appropriate. The teacher should turn off the lights and close the door. The teacher should be the last person to leave the room to verify that all students have left. It is strongly suggested that the teacher take his/her grade book to be used as a check system for the class.
9. The signal for returning to the building will be the ringing of the recess bells.
10. Teachers may want to have a practice, on their own, ahead of the regular fire drill.
11. Teachers should review these rules carefully with their students and explain the importance of fire drills.
12. In case of a real fire, classes and their teacher will go to the middle school after being directed to do so by the principal or his designated person. No exceptions will be allowed unless approved by the principal. If any class and/or teacher is indisposed because of the fire, the principal should be notified some way by another adult so that he may account for the class and/or the teacher and take appropriate action.

A check-out system for all students will be used in case of a real fire. The bus drivers will be contacted by the principal or his designated person, and the country children will be taken home. After the buses have left, the town children will be dismissed only to a parent/guardian. All children will be checked out through the principal's office.

Fire Drill Continued

13. No teacher should release a child from their charge unless directed to do so by the principal or his designated person.
14. Emergency exits must be kept clear of any material at all times. Any materials in the halls must not impede the safe passage of people through the halls.
15. Classrooms and personnel assigned to the North Parking Lot will report to that location, but in case of a real fire, will immediately seek to leave that area to proceed to a safer location. This is due to the potential danger that a fire in the Boiler Room area could bring about.

**FIRE DRILL
ADEL ELEMENTARY SCHOOL
ASSIGNED STATIONS FOR FIRE DRILLS**

Procedure and Location of Elementary Students and Personnel During Fire Drill

Room Numbers

- 1.-----exit building via main entrance and go south on sidewalk.
- 2.-----exit building via main entrance and go south on sidewalk.
- 3.-----exit building via main entrance and go south on sidewalk.
- 4.-----exit building via main entrance and go south on sidewalk.
- 5.-----exit building via main entrance and go south on sidewalk.
- 6.-----exit building via main entrance and go south on sidewalk.
- 10.----exit building via main entrance and go south on sidewalk.
- 11.----exit building via main entrance and go south on sidewalk.
- 12.----exit south to Kindergarten playground door and south to concrete area.
- 13.-----exit south to Kindergarten playground door and south to concrete area.
- 14.-----exit north to the playground door and go west.
- 15.-----exit south to Kindergarten playground door and south to concrete area.
- 16.-----exit building via main entrance and go south on sidewalk.
- 20.-----exit south to the playground door and go west.
- 21.-----exit south to the playground door and go west.

Fire Drill Continued

- 22.-----exit north to the sidewalk and go west.
- 23.-----exit north to the sidewalk and go west.
- 24.-----exit south to the playground door and go west.
- 25.-----exit south to the playground door and go west.
- 26.-----exit north to the sidewalk and go west.
- 27.-----exit north to the sidewalk and go west.

- 28.-----exit west to the playground door and go west.
- 29.-----exit west to the playground door and go west.
- 30.-----exit north to the sidewalk and go east to the north parking lot.
- 31.-----exit north to the sidewalk and go east to the north parking lot.
- 32.-----exit north to the sidewalk and go east to the north parking lot.
- 33.-----exit north to the sidewalk and go east to the north parking lot.
- 34.-----exit via custodial entrance (north) and go to the north parking lot.
- 35.-----exit north to the sidewalk and go east to the north parking lot.
- 36.-----exit north to the sidewalk and go east to the north parking lot.
- 37.-----exit north to the sidewalk and go east to the north parking lot.
- 40.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 41.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 42.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 43.-----exit to main hallway, go to main entrance via south ramp and go south on sidewalk.
- 44.-----exit to main hallway, go north to the sidewalk and go east to the north parking lot.
- 45.-----exit to main hallway, go north to the sidewalk and go east to the north parking lot.
- 50.-----exit east door of old gym and go to the east parking lot.
- 51.-----exit north to the sidewalk and go east to the north parking lot.
- 52.-----exit north to the sidewalk and go east to the north parking lot.
- 53.-----exit north to the sidewalk and go east to the north parking lot.
- 54.-----exit east door of old gym and go to the east parking lot.

Fire Drill Continued

- 55.-----exit east door of old gym and go to the east parking lot.
- 56.-----exit west side of bus garage to the north parking lot.
- 60.-----exit building via south entrance and go south on sidewalk.
- 61.-----exit building via south entrance and go south on sidewalk.
- 62.-----exit building via south entrance and go south on sidewalk.
- 63.-----exit building via south entrance and go south on sidewalk.
- 64.-----exit building via east entrance and go to the east parking lot.

Teachers should take a count of all students in their class, knowing that they are accounted for.

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

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

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

Harassment Continued

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.

Additional reference to Board Policy 502.13R1 (Harassment) is made as supplementary to this concern.

Intervention Team

The intervention team is available for all teachers and staff members. The main idea behind the intervention team is to quickly assist in developing individualized instructional plans for children having learning or behavior problems. 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:

1. To help teachers to individualize instruction to meet the needs of all students.
2. To support teachers including students with special needs.
3. To provide an efficient pre-referral screening for special education services.

Teachers and staff members can refer their concerns to the Intervention Team. The Intervention Team and the teacher/staff member 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, if necessary. When appropriate, students are referred for further evaluation.

Referral forms for Intervention Team services are available in the office or from Cindy Carlson or Melissa Greer.

LOST AND FOUND

Items pertaining to "lost and found" should be brought to the office. Periodically we will arrange for "lost and found" items to be displayed so that students can claim what is rightfully theirs. Teachers should encourage parents to label caps, hats, boots, gloves, mittens, jackets, sweaters, etc. This helps tremendously in returning "lost" items.

ADEL ELEMENTARY POST OFFICE

Mail Carriers:

The second graders at Adel Elementary will be our mail carriers. They will pick up the mail from each classroom, everyday starting at 11:00. They will bring the mail collected to the media center and sort it into baskets for each classroom.

The same children will deliver the mail to the classrooms and return to the playground or classroom when finished with these jobs.

Ms. Erickson will train the second graders how to be mail carriers.

Classroom:

Classroom teachers will decide how they want to utilize the postal system.

Classroom teachers will decide who will get the mail and disperse it to the students in the classroom.

Classroom teachers will decide how little or how much they want to incorporate the postal system in to their own classrooms.

PROFESSIONAL MEETINGS

Staff members will be given consideration to attend workshops or other professional meetings which support our building goals. Reimbursement for traveling expenses and registration fees for these meetings will be made when properly authorized. Permission must be obtained from your principal a reasonable time in advance of meeting date(s). Staff members attending meetings, workshops, etc., are expected to share the information gained from these opportunities with the remainder of the staff.

PROGRESS REPORTING OF STUDENTS

The report card is only part of our process of reporting to parents. Report cards are issued after each quarter. The 1st and 3rd report cards are available at Parent/Teacher Conferences held at the end of the first and third quarters. For the second and fourth quarters, report cards will be sent home with the students.

Parent/Teacher Conferences will be held after the first quarter and the third quarter. Conferences are scheduled from 2:00 p.m. - 8:00 p.m. Please refer to the school calendar for conference dates.

Teachers will be responsible for scheduling conferences at the end of the first quarter and the third quarter. Teachers will complete the conference postcards for their conferences approximately one week before the date of the conferences involved. The office will mail the conference postcards.

The following symbols are used in Grades Prek-2:

- Prekindergarten:
- 4 Exceeds Grade Level Expectations
 - 3 Meets Grade Level Expectations
 - 2 Approaching Grade Level Expectations
 - 1 Area of Concern

Progress Reporting of Students Continued

- Kindergarten:
- 4 Exceeds Grade Level Expectations
 - 3 Meets Grade Level Expectations
 - 2 Approaching Grade Level Expectations
 - 1 Areas of Concern

- Grade 1:
- 4 Exceeds Grade Level Expectations
 - 3 Meets Grade Level Expectations
 - 2 Approaching Grade Level Expectations
 - 1 Area of Concern

- Grade 2:
- 4 Exceeds Grade Level Expectations
 - 3 Meets Grade Level Expectations
 - 2 Approaching Grade Level Expectations

1 Area of Concern

Report cards for Art, Music, Physical Education, and Chapter 1 classes will be completed by those teachers. These teachers will record their evaluations on the report cards and return them to the classroom teachers. Original copies of each student's report card will be filed in the cumulative folder by the classroom teacher at the end of the school year.

Teachers should contact the parents/guardians of students who are having difficulty with their schoolwork when the problem is apparent. Waiting until the report card is distributed is unwise. Too much time may have passed to right the concern(s). Effective communication between the home and school is a key to successful teaching.

Publishing Center

Alphabet Alley

The publishing center will be located in the workroom. A mailbox will be outside the door for students to place their cards when they are ready to come to Alphabet Alley.

Eileen VerWoert will take care of the scheduling of the students individually. Students will be notified when it is their turn to come. Eileen will be working with up to four students at a time, so hopefully their wait won't be too long.

The students need to have a general idea for illustrations prior to coming to the center. I will read through each story with each student at their first visit to the center. We will decide on page breaks and talk about illustration and cover ideas. The amount of time spent at the center will vary, but will not exceed 30 minutes per session.

Students will be allowed to publish 1 story per year. Our goal is to have each child publish at least 1 story during their time at Adel Elementary.

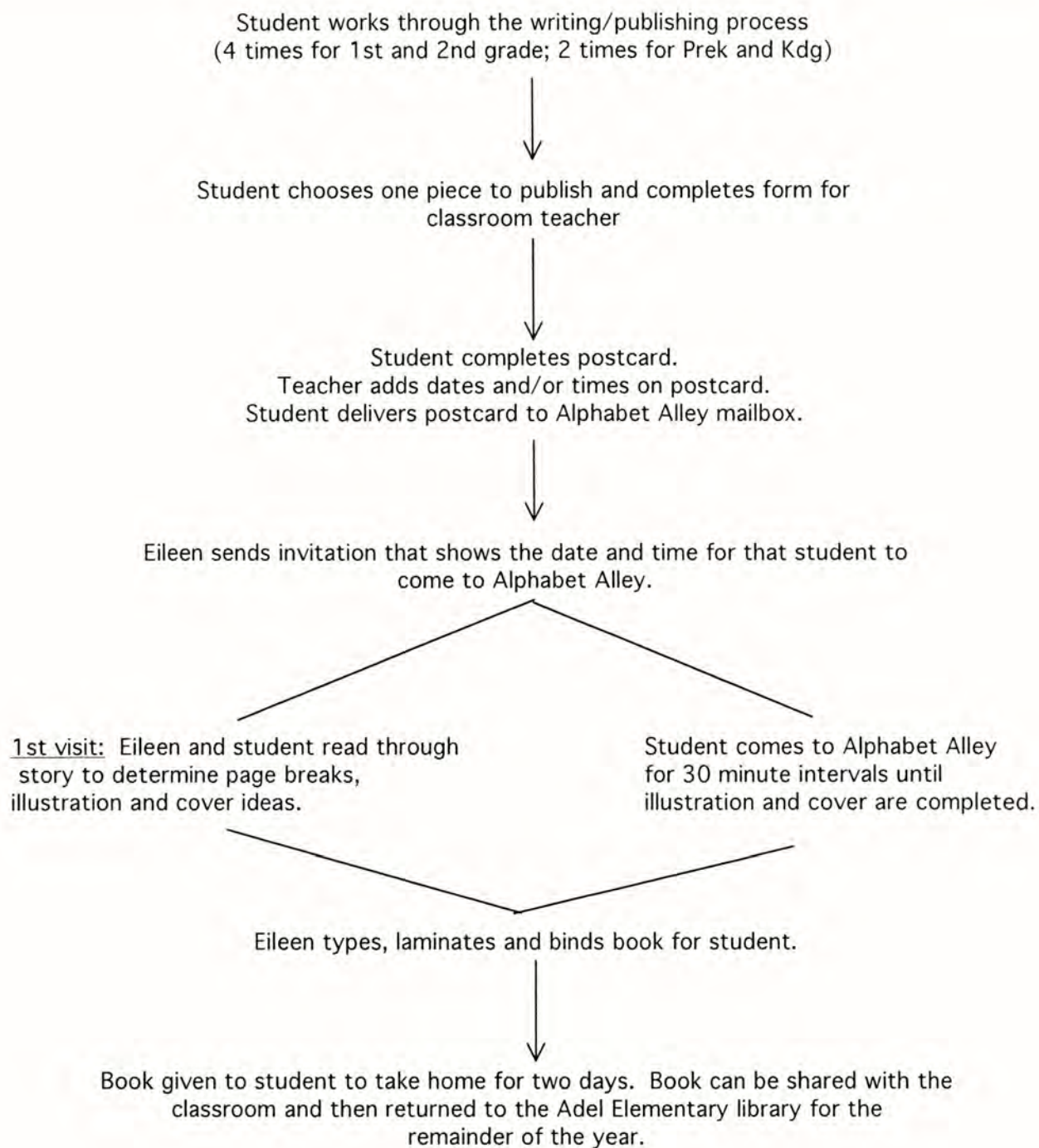
Each book will have a comment sheet attached in the back. Students may then take their book home for a few days to share with friends and family, who will sign their name and let the student know what they liked best about their book.

Books that have been published will be announced on Friday mornings after the Kids of Character. Books then be available in the library for the rest of the school to enjoy until the end of the school year. They will then be sent home.

Publishing Center Continued

Books can be taken home to share with family and friends for two days. Students can read their books to the class. Books that have been published will be announced during Friday's Announcements. Books will remain in the library for the remainder of the school year and will then be sent home.

ALPHABET ALLEY TIMELINE



PUPIL ATTENDANCE PROCEDURE

Attendance is taken at 8:25 AM and again at the return time to the classroom after lunch. Please use the attendance slips provided by the office. The attendance slips should be sent to the office by 8:35 AM and 12:45 PM daily.

Students who arrive late in the classroom in the morning because of a late bus should not be counted as tardy. A student is considered tardy if he/she arrives after the morning take up time but before the lunch period. A student is considered tardy if he/she arrives after the afternoon take up time but before the dismissal of school. There are no exceptions given for Pupil Attendance Procedure Continue

doctors' appointments, religious holidays, funerals or out of school related field trips. Students are counted as either present, absent, or tardy at the take up time.

Parents of students who have been absent may call in to the school for their child's work. We will honor all requests for this nature to the best of our ability with reason. Teachers will be notified of the request as soon as possible. All missed assignments are important and will be made up within reason. Students required to make up work may result in fewer unnecessary absences on their part.

The classroom teacher has no authority to excuse pupils from school. If parents come to the classroom door for their child and you are unaware of the need for the child to leave your classroom, please refer that parent to the office. If a note from home is sent requesting that a student be dismissed for some reason, please send the note to the office with your attendance slip.

No mention should be made of perfect attendance. Perfect attendance awards will not be distributed this school year.

READING MATERIALS

All reading materials are stored in the book room.

RECESS/PLAYGROUND RULES

We have adequate space and equipment where children are free to play with others for fun, without the fear of failure or rejection, and without any need for destructiveness. We see the playground as a place to help students develop desirable character and social traits.

The playground is set up for use by students during the school day who are enrolled at Adel Elementary School. Use of the playground by these students and other community persons outside of this period of time is at their own risk as the district will not be responsible for actions taken during that time.

Recess periods are provided for all of our students during the school day. We feel a productive learning environment also includes periodic exercise and fresh air. All students are expected to go outside during recess periods unless they have a medical reason. We request that a note stating the medical reason for no recess be sent by the student's parent or doctor. A doctor's request is needed to have a student remain indoors for extended periods of time. Students will not be taken outdoors in times of extreme cold and during rain or wet snow.

Recess/Playground Rules Continued

Recess Times:

PreK: Morning--10:05-10:20 AM; Noon--11:25-11:55 AM; Afternoon--1:50-2:05 PM
Kindergarten: Morning--10:05-10:20 AM; Noon--11:25-11:55 AM; Afternoon--1:50-2:05 PM
Grade 1: Morning--9:50-10:05 AM; Noon--11:10-11:40 AM; Afternoon--1:30-1:45 PM
Grade 2: Morning--9:30-9:45 AM; Noon--10:55-11:25 AM; Afternoon--2:05-2:20 PM

Teachers will review periodically with the students the following playground rules. As is the case for most things, good judgment and common sense play an important part for all staff members regarding playground situations. Any activity which could result in an injury to any student should be immediately curtailed. Safety for all students should be uppermost always. Special instructions/directions in using the playground equipment will be provided for all students who demonstrate a need for this assistance. It is required that a set of the playground rules be posted in every classroom.

The following procedures are established for our playground.

1. Play and act appropriately on the playground, keeping your body to yourself. Use kind talk with one another at all times.
2. Immediately line up with your class when the bell rings at the end of recess. Use line basic skills, and quickly quiet down before entering the building.
3. Use play equipment appropriately.

Students who find they cannot follow these playground rules will be disciplined accordingly by supervisory personnel. In cases of serious infractions and repeated violations, parents will be notified of these situations by the principal.

Students identified as violators may lose their playground privileges for a period of time ranging from one recess period upward to one full week. Repeated violations of these playground rules by a student may result in the student being removed from the general playground area and assigned to a specific "time out" area, either on the playground or within the building. A conference involving the child's teacher, playground supervisor, principal, parents of the child involved, and the child himself/herself will be held if efforts to change the behavior of the child are unsuccessful or if the infraction is considered serious in nature.

SAFETY

All adults entering our building must check-in and out at the office.

Each adult (that is not an ADM employee) must wear a button that says: visitor, volunteer, or worker.

1. The outside door by Jennifer Rife's classroom should be locked at 8:15 after the students come into the building and unlocked at 9:25.
 - a. The building custodian will lock it at 8:15 and Herrick/ Hyziewicz will unlock it at 9:25.
 - b. This door will then be locked back up by Herrick/ Hyziewicz at 10:20 and unlocked at 10:50. The door will be locked back up at 11:55 by Herrick/Pettit.
 - c. Herrick/Petit will unlock it for the p.m. recesses and lock it up at 2:20.

Safety Continued

2. The outside door by Bailey Luellen's classroom should be locked at 8:15 after the students come into the building and unlocked at 9:25.
 - a. The building custodian will lock it at 8:15 and M. White will unlock it at 9:25.
 - b. This door will then be locked back up by M. White at 10:20 and unlocked at 10:50. The door will be locked back up at 11:55 by Kendall.
 - c. M. White will unlock it for the p.m. recesses and lock it up at 2:20.
3. The doors at the end of the first and second grade hallways should remain locked at all times.
4. The door by the custodian's office will be locked at 8:15 and stay locked all day.
5. The lunchroom door (east entrance) will always be locked.

6. The preschool door will be locked at 8:15 and unlocked by preschool staff when needed for arrival and dismissal throughout the day.
7. When you hear the announcement, "Teachers, please go to your classrooms with your students", Carole, Marvin, Sheryl Oneal and/or office personnel will call 911.
8. If it is a medical emergency, the announcement will be: "Teachers, due to a medical emergency, please go to your classrooms".

SALUTE TO THE FLAG

Patriotism and respect for our nation and its flag should be incorporated everyday into every classroom. Teachers should provide for a time at the beginning of each day or at another appropriate time of the day for the Pledge of Allegiance or another appropriate patriotic activity. Other appropriate activities could include the singing of The National Anthem or another patriotic song, a story about an American patriot, flag etiquette studies, etc.

SCHOOL ASSEMBLIES

School assembly programs are scheduled on an educational basis. These programs can be a great assistance in extending our curriculum. Teachers are expected to supervise their classes during assembly programs.

SCHOOL BREAKFAST PROGRAM

All students in Grades Prekindergarten through Grade 2 are eligible to participate in the school breakfast program. Breakfast is served from 7:55-8:15 AM every school day unless note otherwise. Breakfast is served in our old gym.

Students should report to the old gym if they wish to eat breakfast. A roster of each class with the members of the class listed is kept at the table by the entrance to the breakfast serving line. Students who have an account, either full or reduced price or who receive free breakfast, will identify themselves to the person at the table in order to have their name credited for a breakfast eaten.

School Breakfast Program Continued

Our accounting procedures and management practices do not allow for charging at any time. Free or reduced price breakfast meals are available to qualified families.

The following procedures have been established for our breakfast program.

1. Students will come to the old gym in a quiet, orderly manner and report to the person at the breakfast table. If it is necessary for the students to wait in line, they will do so in the same manner as described here.
2. Students will take their silverware, napkin, etc. before taking their food tray.
3. Students will walk in the old gym.

4. Students will eat their own food. "Trading" of food or eating food from another student's breakfast plate will be discouraged.
5. Students are expected to use proper manners while present in the old gym.
6. Students will return their trays in an orderly fashion. Students will dispose of disposable items in the proper containers and place their tray on the return counter.
7. Students are to return to the playground area, weather permitting, or be seated in the old gym during inclement weather conditions, if they are finished with their breakfast before 8:15 AM. If they finished after 8:15 AM, they will report directly to their respective classrooms.
8. All food items must be eaten in the old gym.
9. Students are permitted to converse in a quiet manner with each other at their breakfast table. Loud talking, yelling, etc. will result in the student or students involved being removed from that table to a time-out area. In addition, recess time may be taken away from those students who continually violate this rule. Students who demonstrate an uncooperative attitude and/or continually demonstrate poor manners towards others may be assigned to a specific seat/location during their breakfast time.

The breakfast menu for the upcoming month is published in the monthly district newsletter.

SCHOOL LUNCH PROGRAM

Lunch times are as follows:

Grade 2: 11:30-11:48

Grade 1: 11:51-12:09

Kindergarten & PreK: 12:12-12:36

Teachers should escort their students to the lunchroom at their designated time. Cold lunch and hot lunch students from the same class will eat at the same table(s).

School Lunch Program continued

Students should be given an ample opportunity to wash hands properly before coming to the lunchroom. Proper health practices can be instilled in our students under these circumstances.

Students are given ample time to eat, therefore, they do not need to hurry, but by the same token they must not loiter and waste time by excessive visiting. Students should be urged to taste all foods. Students must take the responsibility of conducting themselves in a courteous manner. Any accidents of spilled food or liquid will be cleaned up immediately.

No food is to be taken out of the lunchroom by students. All student lunches are to be eaten in the lunchroom unless permission is received from the principal in advance to do otherwise. An exception to this is food served with classroom parties or at snack time which may be eaten in the classroom.

The following procedures are in effect for our lunchroom.

1. Students will come to the lunchroom in a quiet, orderly manner. The responsibility for this rests with the classroom teacher. If it is necessary for students to wait in line, they will do so in the same manner as described above
2. Students will take their silverware and napkin before taking their food tray.
3. Students will walk in the lunchroom.
4. Students will eat their own food. "Trading" of food or eating food from another student's lunch will be discouraged.
5. Students are expected to use proper manners at all times while in the lunchroom.
6. Lunchroom supervisor will dismiss students on a staggered schedule. Students are to return their food trays in an orderly fashion after being dismissed by a lunchroom supervisor. Silverware should be placed in the containers provided. The empty milk carton along with all paper scraps should be placed in the proper trash containers. Students will then walk to their classrooms. Teachers are expected to be in their classrooms at the time of their students lunchroom dismissal.
7. Students who have had a sack lunch will dispose of their paper items, food scraps, etc. in the trash containers provided.
8. All food items must be eaten in the lunchroom.
9. Food items, paper scraps, etc. will be removed from the lunch table and the floor area underneath the lunch table before that table is dismissed from the lunchroom.
10. Students are permitted to converse in a quiet manner with each other at their lunch table. Loud talking, yelling, etc. will result in the student or students involved being removed from that table to a time out area. In addition recess time may be taken away from those students who continually violate this rule. Students who demonstrate an uncooperative attitude and/or continually demonstrate poor manners towards others may be assigned to a specific seat/location during their lunch period.

The lunch menu for the upcoming month is published in the monthly district newsletter.

SCHOOL NURSE

The school nurse is on duty 7:45 AM-3:45 PM every school day. Even though the nurse's office is in the Elementary Building, the nurse is concerned with the health of all students Prek-12. The nurse's duties include first aid, counseling and care of ill students, health checks and screenings, serving as a resource person on health and nutritional matters, and keeping student health and immunization records current.

If a student needs medication, the nurse will keep the medicine in the nurse's office and dispense it when necessary. A note from the parent/guardian must accompany all medications before they can be given at school. Teachers should refer all students with medicinal needs to the nurse.

Teachers should carefully screen student requests to see the nurse. If a genuine need exists, the student should be sent to the nurse's office. If the teacher is in doubt, it is probably best

to send the student and the nurse can have the student return immediately to the classroom if the need is not serious.

If a student is absent three consecutive school days (without any notification from the parents), the nurse will contact the parents/guardians and report back to the classroom teacher with the reason why the student is absent and, if possible, an approximate return date to school. The nurse must report all communicable diseases to the Iowa State Department of Health.

The school nurse will work closely with all staff members and the principal regarding possible child abuse cases. If a staff member is suspicious regarding a possible child abuse situation, that staff member should bring this situation to the principal and/or school nurse's attention at once.

SCHOOL PARTIES

Fall, Winter, and Valentines parties may be held in the classrooms. Parties should be held in the latter portion of the school day and should last no longer than 45 minutes. Parent volunteers may be utilized to assist with these parties, but the classroom teacher should assume the major responsibility for the party.

Individual birthday treats may be distributed by those students. Nutritional foods are best for treats of this type. It is suggested that the designated milk/orange drink break be utilized for this purpose. Teachers should discourage the distribution of invitations in the classroom by students to private birthday parties.

Teachers may occasionally want to "reward" a class for a particular effort or utilize a learning opportunity involving some type of situation centered around "food". These opportunities should be planned carefully so that they remain something special and should last no longer than 45 minutes. Your principal would like to know of these aforementioned occasions.

SCHOOL PROBLEMS IN GENERAL

Whenever any problem in the school, either of an instructional or an administrative nature, does not adjust itself well or when any difficulty arises, please discuss it with your principal. No difficulty is righted by talking it over with outsiders nor by complaining about it amongst others here at school. Since the spirit of our school is largely of our own making, we will make every attempt to have it pleasant and sincere.

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, please feel free to contact Carole Schlapkohl, Section 504 Coordinator for the Adel DeSoto Minburn Community School District, at 515-993-4778.

SMOKE-FREE BUILDING

Adel Elementary School is a smoke-free building.

SPECIAL EDUCATION SERVICES

AEA 11 provides special education service personnel in the area of speech, hearing, social work, school psychology, adaptive physical education, and consultative services. Students who might need any or all of these services should be discussed with your principal before any referral process is considered. If after a discussion with the principal, the need to refer a student for any of the above services will be made cooperatively by the teacher involved and the principal. A pre staffing form must be completed by the referring teacher for review by the staffing team before parent permission is sought.

Special education rules and regulations will be followed in all referrals. The key to a successful referral lies in proper communication between the school and home. Written permission from the parents or guardians must be on file in the principal's office before the referral is sent to the AEA.

Once the referral is recorded by the AEA, all staff members who have direct involvement with that student will become a part of the total staffing team. Input will be sought from members of the staffing team which will be considered in a full staffing chaired by the principal.

The recommended referral procedures listed below assure compliance with parents' and children's rights and fulfill necessary record requirements. See the flowchart below which outlines the referral procedure.

1. A pre-evaluation conference/referral should be held with the parents, principal, teacher(s), 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 consultation services to the classroom teacher and avoid needless full assessment evaluations for a very mild problem.
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, for a full assessment evaluation
 - b. Forward the Referral Form and Parent Consent for Evaluation Form to the appropriate personnel or the Heartland Zone Coordinator.

Upon receiving the completed referral, Heartland personnel shall complete the appropriate types of evaluations and return a written report to the parent and the principal before the staffing is held. Evaluations conducted by local school personnel will be coordinated by the principal. Specific evaluations may be requested. However, when placement in a special education instructional program is being considered, the evaluation shall include, but is not limited to, the following.

Speech and Language
Hearing
Health History
Vision

Social Functioning
Intellect
Motor Functioning
Adaptive Behavior

Academic Status
Behavioral Observation
Educational History
Career-Vocational

The Adel DeSoto Minburn Community School District has adopted policies which afford all children in the District an appropriate educational program within the least restrictive environment. The district's professional staff, in cooperation with AEA, will evaluate, staff, and provide an individual educational plan (IEP) for each child in need of special education services.

Procedures and guidelines for implementing this 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 placement decision at the annual review
- reiteration of due process procedures for parents should there be any placement disagreement
- 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 handicapped 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 inservice 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 plans (IEP) developed for each handicapped child, compliance monitoring conducted by the AEA and/or the Iowa Department of Education, and parent satisfaction with the educational progress made by their child.

This plan was formally adopted by the Adel DeSoto Minburn Community School District Board of Education, made a part of the district handbooks, made a part of the Board's records, and is available for public review.

STAFF LOUNGE

The staff lounge is provided for the enjoyment and convenience of all staff members. The entire building and grounds have been designated as a nonsmoking area by the Board of Education.

It is everyone's responsibility to keep the staff lounge neat in appearance. The staff lounge represents all of us, and the cooperation of everyone is needed to keep it presentable. The refrigerator should be kept clean and not become a storehouse of discarded or spoiled food

Staff Lounge Continued

items. The refrigerator will be cleaned out every Friday during the school year. For those weeks when there is no school on Fridays, the refrigerator will be cleaned out the last day of school for that week. The cooperation of everyone is appreciated in this matter. A schedule of individuals to clean the staff lounge on a weekly basis will be posted in the staff lounge.

STAFF MAILBOXES

Teachers mailboxes are located in the office. Mailboxes should be checked by teachers at least before school, at noon, and after school. It is also beneficial to check your mailbox at the AM/PM recess periods if this is possible.

Mailboxes for the principal, nurse, bus mechanic and custodians are located in the main office. Information for the High School, Middle School, DeSoto School, and Minburn School buildings may be placed in the appropriate baskets in the main office.

Unless it is an emergency, no students should be allowed to take items from mailboxes. Information placed in mailboxes is designated for staff members and not students.

STAFF PARKING

Staff members may park east of the old gym or north of the Boiler Room. Adel DeSoto Minburn Community Schools will not be responsible for damages to employees' vehicles due to natural causes while parked on school premises. Please refrain from parking in the circle drive area in front of the school on student attendance days.

STRANGERS

While supervising students on the playground, each staff member should be alert to the possibilities of strangers near the playground area. Note the license number of any strange vehicles around the school grounds and report this information to the office as soon as possible.

All teachers should review with their students at least twice a year (i.e.: beginning of the school year and end of February/beginning of March), the "dangers" that are possible in talking to strangers, accepting food or candy from strangers, and/or accepting rides in vehicles of strangers.

STUDENT ACCIDENTS/ILLNESSES

Students injured in accidents at school should be brought, if possible, to the nurse's office. If the situation is such that an injured student should not be moved, the nurse and/or principal will come to the location of the injured student. If in doubt no staff member shall move an injured student. Notify the office by sending a student to inform the office of the problem or use the intercom system from a classroom.

A student who has been seriously injured or taken ill will be given appropriate first aid. An attempt will be made to notify parents/guardians by phone. If this attempt is successful, instructions from the parents/guardians will be requested as to what should be done further for the student.

Student Accidents/Illnesses continued

If the attempt to notify the parents/guardians is unsuccessful, the emergency name and number should be tried. If success is met in this effort, the same request will be made as above. If this attempt is unsuccessful, the injured or ill student's family physician shall be contacted for instructions.

If the attempt to contact the injured or ill student's physician is unsuccessful and there still remains a medical emergency, the student shall be transferred to a hospital or a doctor's office by ambulance. A continued effort to notify the student's parents or guardians will take place until successful contact is made.

A student accident report, if warranted, must be completed by the supervising staff member. The nurse and/or principal will determine if an accident report is warranted. The accident report

shall be completed immediately. This procedure is for the protection of the supervising staff member and at the same time documents all factors involved in the accident. Student accident reports are available in the nurse's office.

STUDENT CONDUCT AND DISCIPLINE

Students are expected to be courteous, honest, and considerate of the rights and welfare of others. The teaching staff and your principal are responsible for school discipline along with the students' parents. Close cooperation between all will help us to maintain an effective school climate.

Students are prohibited from the possession of tobacco, the use or possession of alcohol, other controlled substances, or "look alike" substances that appear to be tobacco, alcohol or controlled substances on school property or at any activities sponsored by the school on or off school property.

Students may not possess firearms, knives, fireworks, or related items while on school property or at any activities sponsored by the school on or off school property.

Violation of the above by students will result in disciplinary action. Possession of alcohol, for those under legal age, and/or of a controlled substance may be reported to the local law enforcement authorities.

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 purposes of self-defense, the preservation of order, to quell a disturbance threatening others, to protect school district property, or for the protection of others located on school district property.

STUDENT DISMISSAL - END OF SCHOOL DAY

Bus students will be dismissed at 3:25 PM each school day unless noted otherwise. All bus students will exit from the building using the main entrance by the office area. At the beginning of the school year teachers may want to walk Kindergartners and Grade I students to their bus area for the first two or three days so that these students are familiar with their bus pickup location. These teachers should share the responsibility with each other for this situation and yet provide proper supervision for those students remaining in the classroom.

Student Dismissal continued

Town students will be dismissed at 3:30 PM unless the buses are delayed leaving from the building. If this is the case, town students should be held in their classroom until notified. Town students will be dismissed via intercom call. Town students will exit from the building using the same entrance that the bus students use.

All teachers and staff members are expected to assist in corridor supervision. Students should be informed of the dismissal procedures and the expected behavior from them during the dismissal procedure the first day of school.

STUDENT HOMEWORK

Teachers may assign students homework if the teachers feel it is warranted. Homework assigned should be considered under the following guidelines:

1. Some home preparations by students may be essential in all grades. This homework should have a definite value, be well-planned, and meaningful to the student.
2. Directions must be explicit and ample opportunity should be given each student to clear up any questions concerning the assignment before the assignment is sent home.

Student Homework Continued

3. Any school materials needed by the students to complete homework should be made available to all students and be of the highest quality.
4. Homework should never be assigned for disciplinary reasons nor should it have a disciplinary nature.

STUDENT PROPERTY AT SCHOOL

Students who bring items to school assume all risks associated with that 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 be destroyed or returned to the student's parents or guardian. Disciplinary action, if any is necessary, will be determined in an appropriate manner and time.

STUDENTS SELLING THINGS AT SCHOOL

Students are not permitted to solicit or sell merchandise to other students or staff members at school during the school day. All staff members should be aware regarding the "trading" of items between students. This practice should be discouraged.

STUDENT TRANSFER

When a student transfers from Adel Elementary School to another school, the teacher shall complete a student transfer form. This form is available in the principal's office.

The book series used for each subject, the topics and/or pages covered, citizenship and study habits, and other pertinent comments shall be included on the form. Return the copy of the transfer form to the principal's office for the attendance information and principal's signature. The transfer form will be sent along with the student's health and immunization records and cumulative folder to the student's new school upon request from the receiving district.

If students mention to a teacher that they might move or could possibly move, please inform the office. We will do likewise to teachers when we receive information about moving.

Teachers should make sure that all Adel Elementary School materials are returned before a student transfers. Teachers should also see that the transferring student takes all personal items when leaving school. Lunch and/or milk tickets should be sent to the office after the student has used them on the last day he/she is enrolled here. The principal's office will handle all refunds for fees and tickets.

SUPERVISION

Students should never be left unsupervised at any time.

SUPPLIES

Basic teaching supplies are available from the office supply room. We will operate on an honor system. The supplies were ordered for a year. When they are gone, you will have to provide your own supplies or address the situation with Carole Erickson.

Use your materials and supplies wisely. Waste is detrimental to our efforts to budget carefully.

TEACHER ABSENCE

When sickness or other justifiable reasons prevent a teacher from working, the teacher should notify Jamie Jorgensen at 993-3197 or 993-4285 during the school day as soon as possible so that a substitute may be secured. If it is known the evening before that you will not be able to be at work, please call Jamie at that time. This extra notice makes it easier to secure a substitute in almost all situations. Calls for a substitute after 6:15 AM makes it extremely difficult to secure substitutes with that short notice involved.

Substitutes are hired for one day at a time unless prior arrangements have been made. Therefore, it will be assumed that the teacher will return to the classroom the following school day unless the principal hears to the contrary by 3:35 PM on the day of absence. Your principal prefers to keep the same substitute in a classroom rather than employing two or more individuals for the same classroom while the teacher is absent.

At the beginning of school, it is expected that each teacher will prepare for a substitute a daily schedule with time allotments, seating chart(s), and other related information regarding procedures and practices in the classroom. This information should be kept in a folder marked

for a substitute teacher and placed in the top right-hand drawer of your desk. Lesson plans, manuals, materials needed for that school day, grade book, and other related information should

Teacher Absence continued

be readily available for the substitute. Although your principal and the teachers in your area, if there are any, are willing to assist the substitute, circumstances may prevent that from happening. The improper utilization of a substitute teacher wastes a valuable day that is available to us.

During the first few days of school, discuss the role of a substitute teacher with your class. Make sure they understand that their behavior and attitude is the same with a substitute teacher as it is with you. If you are dissatisfied with the job the substitute did, please report this information to your principal.

Teachers, who have been absent, are to complete a record of absence form upon their return to school. The teacher will receive a copy of the form for his/her records after the form has been signed by the principal and the superintendent.

Teachers may use temporary leave during their planning and break periods, or if some other staff member is willing to cover that teacher's responsibility outside of those periods of time, and if it is not detrimental to either of the teacher's classes, that arrangement will be given consideration by your principal. All temporary leaves must be arranged through the principal beforehand.

TEACHERS' WORKING HOURS

Teachers are expected to be in the building and working with classroom related activities at 7:45 AM. The time before school can be very valuable in ensuring a successful start for class that day.

After the 3:35 PM dismissal time for town students, the remaining portion of the workday is to be spent working with classroom related activities until 3:45 PM.

Changes in the described working hours may be warranted by meetings, weather conditions, school functions, parent-teacher conferences, etc. These changes will be made by your principal and shared with the teaching staff.

Teachers shall attend professional meetings and conferences called by an administrator for coordinating their work in the school program. These meetings may start at 7:45 or later in the morning or extend up to 4:30 in the afternoon (Article 6, Negotiated Agreement).

Teachers will receive an average of thirty minutes for a lunch period over the course of a week's time.

TELEPHONES/INTERCOM SYSTEM

Students will not be permitted to use the telephone during school time, unless absolutely necessary. Likewise, students will not be called to the phone unless the situation demands it. Teachers are to discuss this with their classes at the beginning of the school year.

Teachers receiving calls at school will be contacted at their next break or planning time by the principal's office either by intercom or a written message will be placed in their mailbox. Teachers will not be called to the phone from their class unless an emergency exists.

TORNADO DRILL INSTRUCTIONS

Listed below are the general directions for personal safety in case of a "Tornado Alert".

The signal for a tornado alert will be an announcement on the intercom. In case of an electrical outage, long blasts on compressed air marine horns will be used.

Everyone should remain quiet and calm so that directions can be heard. Everyone should get down on their knees, put their hands over their head, put their head toward the wall, and bend as low as possible. Do not expose yourself in any way to the danger of flying glass.

As soon as the danger has passed, each teacher should immediately account for his/her students. The principal's secretary will contact each teacher immediately after the alert to determine if all are present. If any classroom teacher is indisposed after the tornado has passed, the principal should be notified some way by another adult so he may account for the students and place someone in charge of them. Auxiliary personnel will be used for this.

A check-out system for all students will be used after a tornado. If the buses are operable, country children will be taken home. Each of these children will be checked out through the principal's office. No teacher should release a child from his/her charge unless directed to do so by the principal or his designee.

After the country children have left the school, town children will be released only to a parent/guardian. This will be done through the principal's office.

Rooms with procedures to be followed during tornado/severe storms are listed below.

- 1.----- go to room 3 and sit against north wall.
- 2.----- go to room 3 and sit against north wall.
- 3.----- go to room 3 and sit against north wall.
- 4.----- go to room 3 and sit against north wall.
- 5.----- go to room 3 and sit against north wall.
- 6.----- go to room 3 and sit against north wall.
- 10.----- go to room 16 – media center – sit quietly and wait.
- 11.----- go to room 16 – media center – sit quietly and wait.
- 12.----- go to room 15 – media center – sit quietly and wait.
- 13.----- go to room 15 – media center – sit quietly and wait.
- 14.----- go to room 15 – media center – sit quietly and wait.
- 15.----- sit against south wall.
- 16.----- sit against south wall.
- 20.----- sit against south wall.
- 21.----- sit against south wall.
- 22.----- sit against south wall.
- 23.----- sit against south wall.
- 24.----- sit against south wall.
- 25.----- sit against west wall.
- 26.----- sit against south wall.

- 27.----- sit against west wall.
- 28.----- sit against south wall.
- 29.----- sit against south wall.
- 30.----- sit against south wall.
- 31.----- sit against east wall.
- 32.----- sit against south wall.
- 33.----- sit against east wall.
- 34.----- sit against south wall.
- 35.----- sit against west wall.
- 36.----- sit against south wall.
- 37.----- sit against west wall.
- 40.----- sit against south wall.
- 41.----- sit against south wall.
- 42.----- sit against south wall.
- 43.----- sit against south wall.
- 44.----- sit against south wall.
- 45.----- go to room 44 and sit against south wall.
- 50.----- go to room 51 (boys locker room) and sit against east wall.
- 51.----- sit against east wall.
- 52.----- sit against east wall.
- 53.----- go to room 52 (girls locker room) and sit against east wall.
- 54.----- go to room 51 (boys locker room) and sit against east wall.
- 55.----- go to room 51 (boys locker room) and sit against east wall.
- 56.----- go to room 51 (boys locker room) and sit against east wall.
- 60.----- go to restrooms and sit against wall.
- 61.----- go to restrooms and sit against wall.
- 62.----- go to restrooms and sit against wall.
- 63.----- go to restrooms and sit against wall.
- 64.----- go to restrooms and sit against wall.

Rooms 23, 27, 33, and 37 should open the north doors, if possible, before the storm strikes.

Volunteers

Volunteers can become an important part of our school. There are many things they can assist with which can help our staff do an even better job teaching our students.

Interested teachers wishing to have volunteers should decide the number they would like to have, the days and times within those days the volunteers could assist, and an indication of what the teacher would want the volunteer to do. Contact your building administrator with your needs.

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

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

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

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