

# **ADM Gifted and Talented Program**

## **Handbook Modifications for 2013-1014**

### **Page 2: Definition: Add:**

*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*

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### **Page 7: Identification Criteria:**

Delete community members and change it to read:

*2 GATE parents (1 from each level), and 1 board member*

*#2: Delete composite score*

### **Page 8: Identification Criteria:**

Add #6: *Enrichment services received*

### **Page 11:**

#### **Level I:**

Add: *literature discussion groups*

#### **Level I2:**

Delete: 6. *Experiences in the Star Lab*

### **Page 13: Level I:**

Add: *literature discussion groups*

Add: *Participation in First Lego League*

**Page 13: Level I:**

#5: Delete: *such as The Thinking Cap Quiz Bowl.*

**Page 14:**

#3: Change to read: *Students who demonstrate mastery of a math unit will receive math enrichment.*

**Page 15:**

Level III: #1: Change to read: *First Lego League-STEM Programming*

Level III: Add #8 to read: *8. A World in Motion-STEM Programming*

**Page 18:**

Level III: Add:

*6. National History Day*

*7. Writing competitions*

**Page 22:**

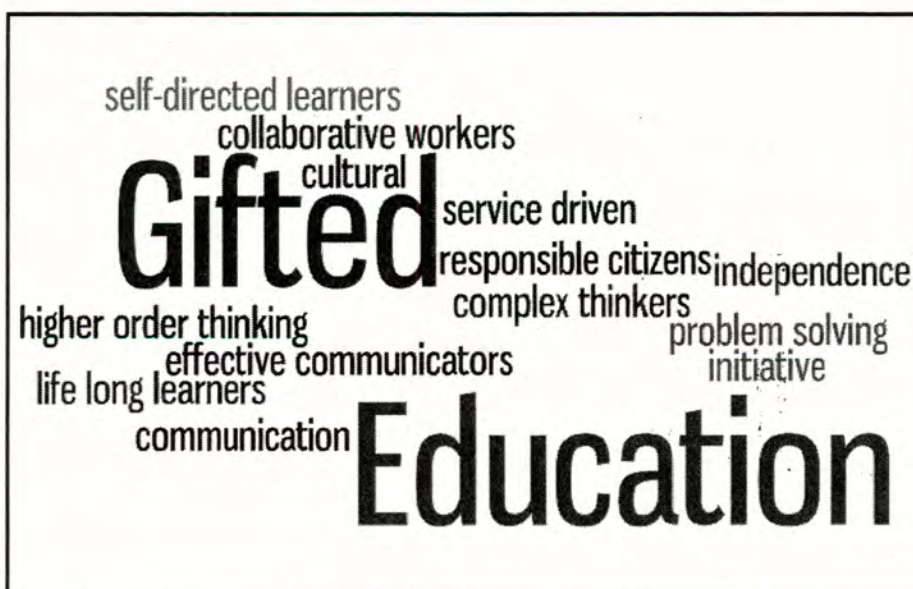
GATE Staff Job Descriptions:

Change .6 GATE teacher to read: *.75 GATE teacher*

Change literature circle groups to read: *literature discussion groups and conferencing*

# ADEL DESOTO MINBURN COMMUNITY SCHOOLS

## Gifted and Talented Program Handbook



*2013-2014*



**Adel DeSoto Minburn CSD  
Gifted and Talented Program  
2013-1014**

**Vision**

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

**Mission**

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

**Definition**

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

Iowa Code 257.44 Gifted and Talented children defined.

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

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

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

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



### **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.

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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.

### **Goals**

ADM's Gifted and Talented program seeks to recognize and develop talents in advanced-level learners. To this end, the long-range program goals will serve as the foundation to guide the development and delivery of the gifted and talented program. Data regarding the various components of the program will be collected throughout the year. This data will be analyzed and used as the basis to determine the overall success of the program and to establish short-term goals for the upcoming year. These short-term goals, which are measurable and data driven, will represent areas in need of improvement of areas of concern



### **Long-Range Program Goals**

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

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

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

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

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

\*To provide for quality professional development for all staff.

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

### **District Student Learner Outcomes**

Adel DeSoto Minburn students will acquire the KNOWLEDGE BASE needed to use effectively the following strategies and skills necessary for success in adult life.

Adel DeSoto Minburn students will be EFFECTIVE COMMUNICATORS who:

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

Adel DeSoto Minburn students will be COMPLEX THINKERS who:

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

Adel DeSoto Minburn students will be COLLABORATIVE WORKERS who:

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

Adel DeSoto Minburn students will be SELF-DIRECTED LEARNERS who:



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

Adel DeSoto Minburn students will be RESPONSIBLE CITIZENS who:

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

### **Gifted and Talented Student Goals**

The students will:

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



## **Identification**

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

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

### **Kindergarten through Third Grade Identification**

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

1. Students' verbal responses and written work that is related to the Kingore lessons conducted by the GATE teacher in the grade level general education classrooms and/or

2. GATE teacher's and general education teacher's observations of the student's ability to problem solve at a higher level and/or a high degree of creativity and/or

3. Documented evidence of student performance that is above grade level expectations. Screening information *could* be obtained from the following documents:

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



### **Third through Fifth Grade**

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

### **Identification Criteria**

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

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

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



Ability Index in the 9<sup>th</sup> stanine, or the top 3% of local norms in any of the listed areas and/or

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

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

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

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

### **Grades 6-12**

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

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



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

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

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

### **Differentiated Programming and Levels of Services**

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

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



## **GRADES K-3 Programming**

### **Student Learner Goals**

The student will:

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

### **Whole Group Services: Kingore Identification Model**

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

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

<b>Time Frame</b>	<b>Grade Level</b>	<b>Activities</b>
1 <sup>st</sup> quarter	3 <sup>rd</sup> Grade	Kingore Identification lessons

### **Level I: Extended Learning Opportunities**

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

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

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



of students in grades Kindergarten through the first semester of grade 3. Formal identification of students for pull-in GATE services will take place before the end of the first semester of the student's third grade year. Placement in the pull-in program will occur during the second semester of the third year.

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

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

#### **Level II: Modification of General Education Curriculum**

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

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

Examples of Level II services include:

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



## **Grades 3-5**

### **Student Learner Goals**

The student will:

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

### **Whole Group Services: Kingore Identification Model**

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

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

### **Level I: Extended Learning Opportunities**

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

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

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

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



needs

- \*Participation in First Lego League
- \*Research Projects on selected topics
- \*Projects infused with technology

### **Level I: Pull-in Program**

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

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

Examples of Level I pull-in curriculum include:

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



7. Independent research methods are demonstrated as students select a topic, research it, create a PowerPoint, and present the information to their peers.

### **Level II: Modification of General Education Curriculum**

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

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

Examples of Level II services include:

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



### **Level III: Special Opportunities**

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

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

Examples of Special Opportunities include participation in:

1. First Lego League- STEM Programming
2. Science Fairs
3. Children's Theatre
4. Select or Honor Choirs
5. Art competitions or shows
6. Continental Math League
7. Area Spelling Bees
8. A World in Motion-STEM Programming

### **GRADES 6-12**

Student Learner Goals

The student will:

1. access educational opportunities and options commensurate with his/her abilities
2. pursue independent study using individual interest and abilities
3. write measurable long and short-term goals and objectives
4. utilize researching skills using print, non-print and community resources
5. produce products based upon higher level thinking skills
6. perform a service project at his/her developmental level
7. observe and/or participate in cultural events
8. exhibit leadership skills



9. display creative thinking in problem-solving situations
10. demonstrate effective speaking and presentation strategies for varied audiences
11. explore career options based upon values, needs, abilities, and interests
12. employ effective learning strategies

### **6-8 Grade Services**

#### **Level I: Pull-in Services**

##### **Level I: Pull-in Program**

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

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

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

1. Accessed educational opportunities and options commensurate with his/her abilities.
2. Pursued independent study using individual interest and abilities.
3. Written measurable long and short-term goals and objectives.
4. Utilized resourcing skills using print, non-print and community resources.
5. Produced products based upon higher level thinking skills.
6. Performed a service project at his/her developmental level.
7. Observed and/or participate in new and different cultural events.
8. Exhibited leadership skills.



9. Displayed creative thinking in problem-solving situations.
10. Showed effective speaking and presentation strategies for varied audiences.
11. Used assertive communication including reflective listening and "I" messages.
12. Explored career options based upon value, need, abilities and interest.
13. Employed effective learning strategies.

### **Level II: Modification of General Education Curriculum**

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

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

Examples of Level II services include:

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

### **Level III: Special Opportunities**

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



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

Examples of Special Opportunities include participation in:

1. Technology Fair
2. Department of Energy/ISU Science Bowl & Solar Car Competition
3. Belin Blank Summer Institute
4. Art competitions or shows
5. Select or Honor Choirs and/or Bands
6. National History Day
7. Writing competitions

### **Grade 9-12 Services**

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

### **Level I: Elective GATE Class**

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

GATE identified students will be able to register for GATE independent study classes and will meet daily. The class will be individualized to meet the specific student needs in the areas of personal and affective abilities,



including career exploration, researching, cultural and service projects, communications, college exploration, organization and study skills, stress management and perfectionism. Students will design independent studies with contracted goals and objectives, using a mentorship when appropriate and possible. The students will have a flexible environment tailored to their interests, skills, learning styles, leadership styles and past experiences. Students may earn one credit per semester.

Examples of Level I opportunities:

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

### **Level II: Modification of General Curriculum**

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

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

Examples of Level II opportunities:

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



### **Level III: Enrichment and Special Opportunities**

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

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

Examples of Level III opportunities:

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

### **Level IV: Early College and AP Course**

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

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



### **Level V: Advocacy**

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

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

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

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

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

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

### **Professional Development**

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

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

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



### **Staff Qualifications**

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

### **G.A.T.E Staff Job Descriptions**

- .75 G.A.T.E Teacher
  - 6<sup>th</sup>-12<sup>th</sup> grade GATE instructor-collaborate with classroom teachers from each subject/grade level. This will be an opportunity to differentiate the existing curriculum for identified students
  - Monitor 9<sup>th</sup>-12<sup>th</sup> grade independent study G.A.T.E. students
  - Attend G.A.T.E Professional Development
  - Bi-monthly meetings with each identified student
  - Develop and implement PEPs
  - Communicate with parents about the identification process, programming, and procedures
- .8 K-5 G.A.T.E. Teacher
  - Teach math enrichment groups
  - K-2 ELP students
  - 3-5 GATE enrichment lessons, 3<sup>rd</sup> grade Kingore lessons, reading support in the form of literature discussion groups and conferencing
- .2 GATE Coordinator-
  - Create a plan and oversee the K-12 GATE program. Bridge each grade level span for succinct K-12 programming
  - Develop a professional development plan for GATE teachers
  - Yearly update of the GATE program overview document
  - Oversee the bi-yearly GATE identification process
  - Communicate with parents about the identification process, programming, and procedures
  - Coordinate the Personal Education Plans for each identified student
  - Facilitate the GATE Self-Audit/Reflection process
  - Develop and communicate with staff members about the GATE program
  - Update the Gifted and Talented Education district brochure



### **Budget**

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

### **Program Evaluation**

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



# **ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT**



## **Special Education Service Delivery Plan 2013 - 2018**

Board Approval Date XXX



**Question 1: What process was used to develop the delivery system for eligible individuals?**

“The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)”c”. The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of the AEA.”

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The following are the committee members whom created this document and their relationship to the district.

- Greg Dufoe (Superintendent)
- Misty Christensen (Heartland AEA Regional Director)
- Lee Griebel, (High School Principal)
- Kim Timmerman (Middle School Principal)
- Jodi Banse (DeSoto Intermediate Principal)
- Carole Erickson (Adel Elementary Principal)
- Ann Heitz, Abby Lang, Jonna Nelson, Becky Olson, Kristin Rourk, Tammie Seaholm, Michelle Siefken, Jamie Wahlert, Gloria Whisner (Special Education Teachers)
- Erica Lippincott, Molly Longman, Jon Markus, Julie McAdon, Leanna Stine-Smith (General Education Teachers)
- Dirk Benn, Sarah Benn, Teresa Gibson, Sara McGinnis (Parents)



Question 2: How will services be organized and provided to eligible individuals?

## Continuum of Services

### **Continuum of Services for Early Childhood**

*For the purpose of this plan, the regular early childhood program and teacher will be identified as general education early childhood program and general education early childhood teacher.*

General Education Early Childhood Program is defined as a program where less than fifty percent of the children have disabilities and Early Childhood Special Education Program is more than fifty percent of the children have disabilities. A general education early childhood program, with teacher holding a dual endorsement, means a child is served in the general education early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes pre-kindergarten and early childhood special education.

**Consulting Teacher Services:** Consulting teacher services are defined as indirect services provided by a licensed early childhood special education teacher to a general education early childhood teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the early childhood education classroom.

**Co-Teaching Services:** Co-teaching services are defined as providing of specially designed instruction and academic instruction to a group of students with disabilities and non-disabled students. These services are provided by the early childhood special education teacher and general education early childhood teacher, in partnership, to meet the content and skill needs of students in the general education early childhood classroom. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base.

**Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a licensed early childhood special education teacher in a general education early childhood classroom to aid the student(s) in accessing the general education early childhood curriculum. These services are provided simultaneously with the general education early childhood content area instruction.

**Pullout Services:** Pullout services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed early childhood special education teacher and provides supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are delivered in an individual or small group setting for a portion of the day. Pullout services supplement the instruction provided in the general education early childhood classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pullout setting does not supplant the instruction provided in the general education early childhood classroom.

**Special Class:** Special Class services for early childhood are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a licensed early childhood special education teacher to provide instruction which is tied to the general education early childhood curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special



classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student receiving his or her primary instruction separate from non-disabled peers.

## **C continuum of Services for School Age**

**Consulting Teacher Services:** Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction in the general education classroom. This level of service includes reverse consultation services that are provided from a specific certified content area teacher to a special education teacher who is teaching a 'pull out' class for special education students in that specific content area. Reverse consultation only needs to be provided if the special education teacher does not hold the certified endorsement in the area he/she is teaching the 'pull out' class in. (i.e. Special education teacher is teaching a section of math for special education students in her classroom. Special education teacher does not have a math endorsement.) The general education teacher who holds the certified content endorsement will consult with the special education teacher in teaching the content area and/or modifying his/her instructional methods using specially designed instruction in the special education classroom. Documentation must be written down each time the special education teacher and general education teacher consult regarding students. This needs to have date, time and brief points of discussion regarding students. This documentation needs to be kept for audit purposes.

**Collaborative Services:** These services are provided in the general education classroom to students with disabilities who are integrated in that classroom. An additional adult is in the classroom and made available to assist the teacher and students as needed. The additional adult may be a certified teacher or a teacher's assistant. The additional adult may help all students if needed, but special needs students come first. This may include reading material or tests aloud, assisting with writing, answering questions, assisting with behavior plans, etc. This level of service requires communication between the general education teacher, special education teacher, and the additional adult. The additional adult should be working with students during this time. Documentation must be written down each time the special education teacher and general education teacher consult regarding students. This needs to have date, time and brief points of discussion regarding each student. This documentation needs to be kept for audit purposes.

**Co-Teaching Services:** Co-Teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. Co-teaching is provided by both, a special education teacher and a general education teacher, in a partnership to meet the content and skill needs of students in the general education classroom. These services include the 6 different types of co-teaching strategies; 1 teach-1 drift, 1 teach-1 observe, parallel teaching, alternative teaching, station teaching, and team teaching. Documentation must be written down each time the special education teacher and general education teacher consult regarding students. This needs to have date, time and brief points of discussion regarding each student. This documentation needs to be kept for audit purposes. Co-Teaching strategies need to be documented and should be specific to content being taught. This documentation needs to show which teacher is responsible for each activity of a lesson. It also needs to reflect each of the different teaching strategies.

**Pull-Out Services:** Pull-out services are defined as direct specially designed instruction provided in the special education setting to a group of individual students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a specific portion of the day. Pullout services supplement the instruction provided in the general education classroom through pre-teaching and re-teaching of specific needed skills.

**Special Class:** Is provided by a certified special education teacher who will provide instruction that is tied to the general education curriculum, but has been modified to meet the unique needs of the student. Special class services as direct specially designed instruction provided to an individual with a disability. This is delivered in a self-contained setting, with some integration into the general education setting for social interaction with peers. This



service includes, but is not limited to teaching of life skills, behavior skills, social skill lessons, alternate assessment, special schools, in-home instruction for homebound students and possible instruction in hospital settings.

**Possible additions or changes in a students' service that could be decided by the IEP team:**

- Students may receive different services at multiple points along the continuum based on their IEP needs.
- Services may be provided within the district, or through contractual agreement with other districts and/or agencies.
- The special education teacher is responsible to collect that data on times when consulting with the general education teacher or other team members who interact with the student.
- The continuum includes services for eligible individuals ages 3-21, including preschool.
- Adel DeSoto Minburn Community School District has adopted the Iowa Quality Preschool Program Standards (QPPS) for the Early Childhood Special Education/Community Preschool serving children ages three to five.



### Question 3: How will caseloads of special education teachers be determined and regularly monitored?

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at the beginning of the school year and again at the end of the 1<sup>st</sup> semester by individual district special education teachers with their building principal and/or special education coordinator. Caseloads may be also reviewed at any time when caseloads change by request of the teacher, principal, or special education coordinator.

In determining special education teacher caseloads, the Adel DeSoto Minburn Community School District will use the following values to assign points to the caseloads of each teacher in the district. A full time caseload will be considered by the following:

Pre K (3- and 4-year-olds): The regular early childhood program and early childhood special education programs must meet the criteria of the Quality Preschool Program Standard being implemented (QPPS) regarding maximum class size and teacher-child ratios.

K-2: A teacher may be assigned a caseload within a range of 65-85 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

3-5: A teacher may be assigned a caseload within a range of 65-85 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

6-12: A teacher may be assigned a caseload within a range of 85-105 points. This caseload limit may be exceeded if doing so does not prevent the affected teacher's ability to provide the services and supports specified in the students' IEPs. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.



## Caseload Determination Rubric for Grades K-2

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider	Student requires no specially designed instruction	Joint planning typical for that provided for all students 0 minutes a week	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	106 minutes or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 106 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	107-319 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teachers(s) conduct joint planning for 11 - 20 minutes with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 107-319 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours mon for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals delivered by special education teacher	320-425 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed from 320-425 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Point Total: \_\_\_\_\_



## **Caseload Determination (K-2)**

### **Curriculum**

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers

**One Point:** Student requires accommodations to the general curriculum

**Two Points:** Student requires significant modifications to the general curriculum

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies and alternate assessment is used to measure progress

### **IEP Goals**

**Zero Points:** Student has IEP goals instructed by another teacher or service provider

**One Point:** Student has 1-2 IEP goals delivered by special education teacher

**Two Points:** Student has 3 IEP goals delivered by special education teacher

**Three Points:** Student has 4 or more IEP goals delivered by special education teacher

### **Specially Designed Instruction**

**Zero Points:** Student requires no specially designed instruction

**One Point:** 106 minutes or less of instruction is specially designed and/or delivered by special education personnel

**Two Points:** 107-319 minutes of instruction is specially designed and/or delivered by special education personnel

**Three Points:** 320-425 minutes of instruction is specially designed and/or delivered by special education personnel

### **Joint planning and consultation**

**Zero Points:** Joint planning typical for that provided for all students

**One Point:** Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Two Points:** Special education teacher(s) conduct joint planning for 11-20 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Three Points:** Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week



## **Paraprofessional Support**

**Zero Points:** Individual support needed similar to peers

**One Point:** Additional individual support from an adult is needed for 106 minutes or less of the school day

**Two Points:** Additional individual support from an adult is needed for 107-319 minutes of the school day

**Three Points:** Additional individual support from an adult is needed from 320-425 minutes of the school day

## **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers

**One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student

**Three Points:** Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

## **FBA/BIP**

**Zero Points:** Student requires no FBA or BIP

**One Point:** Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)

**Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others



# Caseload Determination Rubric for Grades 3-5

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider	Student requires no specially designed instruction	Joint planning typical for that provided for all students 0 minutes a week	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	104 minutes or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 104 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	105-311 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 11 -20 minutes with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 105-311 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals delivered by special education teacher	312-415 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed from 312-415 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Point Total: \_\_\_\_\_



## **Caseload Determination (3-5)**

### **Curriculum**

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers

**One Point:** Student requires accommodations to the general curriculum

**Two Points:** Student requires significant modifications to the general curriculum

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies and alternate assessment is used to measure progress

### **IEP Goals**

**Zero Points:** Student has IEP goals instructed by another teacher or service provider

**One Point:** Student has 1-2 IEP goals delivered by special education teacher

**Two Points:** Student has 3 IEP goals delivered by special education teacher

**Three Points:** Student has 4 or more IEP goals delivered by special education teacher

### **Specially Designed Instruction**

**Zero Points:** Student requires no specially designed instruction

**One Point:** 104 minutes or less of instruction is specially designed and/or delivered by special education personnel

**Two Points:** 105-311 minutes of instruction is specially designed and/or delivered by special education personnel

**Three Points:** 312-415 minutes of instruction is specially designed and/or delivered by special education personnel

### **Joint planning and consultation**

**Zero Points:** Joint planning typical for that provided for all students

**One Point:** Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Two Points:** Special education teacher(s) conduct joint planning for 11-20 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Three Points:** Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week



## **Paraprofessional Support**

**Zero Points:** Individual support needed similar to peers

**One Point:** Additional individual support from an adult is needed for 104 minutes or less of the school day

**Two Points:** Additional individual support from an adult is needed for 105-311 minutes of the school day

**Three Points:** Additional individual support from an adult is needed from 312-415 minutes of the school day

## **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers

**One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student

**Three Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

## **FBA/BIP**

**Zero Points:** Student requires no FBA or BIP

**One Point:** Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)

**Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others



# Caseload Determination Rubric for Grades 6-8

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider	Student requires no specially designed instruction	Joint planning typical for that provided for all students 0 minutes a week	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	110 minutes or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 110 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	111-330 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 11 -20 minutes with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 111-330 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals delivered by special education teacher	331-440 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed from 331-440 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Point Total: \_\_\_\_\_



## **Caseload Determination (6-8)**

### **Curriculum**

**Z. Points:** Student is functioning in the general education curriculum at a level similar to peers

**One Point:** Student requires accommodations to the general curriculum

**Two Points:** Student requires significant modifications to the general curriculum

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies and alternate assessment is used to measure progress

### **IEP Goals**

**Zero Points:** Student has IEP goals instructed by another teacher or service provider

**One Point:** Student has 1-2 IEP goals delivered by special education teacher

**Two Points:** Student has 3 IEP goals delivered by special education teacher

**Three Points:** Student has 4 or more IEP goals delivered by special education teacher

### **Specially Designed Instruction**

**Z. Points:** Student requires no specially designed instruction

**One Point:** 110 minutes or less of instruction is specially designed and/or delivered by special education personnel

**Two Points:** 111-330 minutes of instruction is specially designed and/or delivered by special education personnel

**Three Points:** 331-440 minutes of instruction is specially designed and/or delivered by special education personnel

### **Joint planning and consultation**

**Zero Points:** Joint planning typical for that provided for all students

**One Point:** Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Two Points:** Special education teacher(s) conduct joint planning for 11-20 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Three Points:** Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week



## **Paraprofessional Support**

**Zero Points:** Individual support needed similar to peers

**One Point:** Additional individual support from an adult is needed for 110 minutes or less of the school day

**Two Points:** Additional individual support from an adult is needed for 111-330 minutes of the school day

**Three Points:** Additional individual support from an adult is needed from 331-440 minutes of the school day

## **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers

**One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student

**Three Points:** Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

## **FBA/BIP**

**Zero Points:** Student requires no FBA or BIP

**One Point:** Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)

**Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others



# Caseload Determination Rubric for Grades 9-12

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider	Student requires no specially designed instruction	Joint planning typical for that provided for all students 0 minutes a week	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires accommodations to the general curriculum	Student has 1-2 IEP goals delivered by special education teacher	104 minutes or less of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 104 minutes or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals delivered by special education teacher	105-312 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 11 -20 minutes with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed for 105-312 minutes of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals delivered by special education teacher	313-416 minutes of instruction is specially designed and/or delivered by special education personnel	Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week	Additional individual support from an adult is needed from 313-416 minutes of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student- Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Point Total: \_\_\_\_\_



## **Caseload Determination (9-12)**

### **Curriculum**

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers

**One Point:** Student requires accommodations to the general curriculum

**Two Points:** Student requires significant modifications to the general curriculum

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies and alternate assessment is used to measure progress

### **IEP Goals**

**Zero Points:** Student has IEP goals instructed by another teacher or service provider

**One Point:** Student has 1-2 IEP goals delivered by special education teacher

**Two Points:** Student has 3 IEP goals delivered by special education teacher

**Three Points:** Student has 4 or more IEP goals delivered by special education teacher

### **Specially Designed Instruction**

**Zero Points:** Student requires no specially designed instruction

**One Point:** 104 minutes or less of instruction is specially designed and/or delivered by special education personnel

**Two Points:** 105-312 minutes of instruction is specially designed and/or delivered by special education personnel

**Three Points:** 313-416 minutes of instruction is specially designed and/or delivered by special education personnel

### **Joint planning and consultation**

**Zero Points:** Joint planning typical for that provided for all students

**One Point:** Special education teacher(s) conduct joint planning for 10 minutes or less with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Two Points:** Special education teacher(s) conduct joint planning for 11-20 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week

**Three Points:** Special education teacher(s) conduct joint planning for 21 minutes or more with a general education teacher(s) and/or paraprofessional(s) over the course of each week



## **Paraprofessional Support**

**Zero Points:** Individual support needed similar to peers

**One Point:** Additional individual support from an adult is needed for 104 minutes or less of the school day

**Two Points:** Additional individual support from an adult is needed for 105-312 minutes of the school day

**Three Points:** Additional individual support from an adult is needed from 313-416 minutes of the school day

## **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers

**One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student

**Three Points:** Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated

## **FBA/BIP**

**Zero Points:** Student requires no FBA or BIP

**One Point:** Requires limited time assessment, planning, data collection and communication with others (less than 2 hours per month)

**Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others



#### Question 4: What procedures will a special education teacher use to resolve caseload concerns?

Caseloads will be reviewed at the beginning of the school year and at the end of the 1<sup>st</sup> semester by individual district special education teachers with their building principal and/or special education coordinator and may be reviewed at any time when caseloads change by request of the teacher, principal, or special education coordinator. If the caseload limit is or will be exceeded by 10% for a period of 9 weeks, then a review may be requested in writing.

When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

#### REQUESTING A CASELOAD REVIEW

1. Teacher shall request and be granted a meeting with the building principal to discuss caseload. Such meetings shall be informal in nature and solution-focused. The principal shall keep a record of the meeting date, teacher name, concerns, and possible revisions to the caseload.
2. If the teacher feels further consideration is warranted, written notice of the concern shall be submitted to the building principal within five working days following the informal conference. The written notice should express the specific caseload concern and a suggested or preferred resolution to the concern.
3. The building principal shall convene a review committee within ten working days to listen to the concern from the referring teacher and to problem solve. This committee will include the building principal and the special education teacher and at least one other member such as: AEA personnel, or other district administrator. Prior to this meeting, the teacher shall gather the relevant data as outlined in the caseload determination document that is part of the District Special Education Plan in addition to the teacher's schedule. This information will be provided to the principal at least 24 hours prior to the scheduled meeting. During the meeting, the committee will consider available resources and scheduling possibilities. Corrective actions may include, but not limited to: realigning students, reviewing assignment of paraprofessionals, reorganizing teacher resources, hiring additional staff, or prioritizing collaboration efforts to improve the delivery of special education services to all special education students. The options of corrective actions will be considered, with the goal of the committee to reach consensus. Within five working days after the meeting, the principal shall submit a written response to the teacher and to the Superintendent's office.
4. If the written response does not resolve the caseload concern, the teacher has five working days after receiving the written response to submit a written appeal to the Superintendent's office. The written appeal should clearly state the concern, the proposed resolution(s) suggested by the review committee and all the data that was provided to the review committee.
5. Within ten working days after receiving the appeal, a representative from the Superintendent's office shall convene a meeting with the teacher and the principal to discuss the concern. This representative shall then submit a written response to the teacher and principal within five days of the meeting.
6. If the written response does not resolve the caseload concern, the teacher may appeal to the AEA Director of Special Education in writing, also providing a copy of the appeal to the Superintendent's office.



Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

The ADM School District will examine their State Performance Plan (SPP) and Annual Progress Report (APR) data to determine priorities and develop an action plan, as needed, for special education. If the district meets SPP/APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA.



## Assurances

☒ The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following:

(1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.

(2) The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.

(3) The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.

(4) The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.

☒ The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.

The Adel DeSoto Minburn School Board approved the committee on February 11, 2013.

☒ The district assures prior to the school board adoption, this delivery system was available for comment by the general public.

The District Developed Special Education Plan was posted on the district website April 26, 2013 until May 30, 2013. There were zero comments received from the public.

☒ The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).

The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.

The district assures the school board has approved the service delivery plan for implementation.

The Adel DeSoto Minburn Board approved the plan on XXXX at their regular board meeting.





33376 Timber Hills Drive  
Adel, Iowa 50003

Greg Dufoe and Matt Yori  
Adel Comm. Schools  
801 South 8<sup>th</sup> Street  
Adel, IA 50003

Here is a list of rooms at the three schools and the pricing for each. All painting figured going back with same colors.

ADM High School		Pricing per room
• Athletic Hall (painting around graphics)	\$2,294.00	
• Zoo Hall (changing blue to black)		\$1,777.00
• Room 210	\$ 887.00	
• Room 205	\$ 669.00	
• Room 206	\$ 763.00	
• Room 202	\$ 763.00	
• Room 110A	\$ 144.00	
• Room 402	\$ 697.00	
ADM Elementary		
• Kitchen	\$ 944.00	
• Music Room	\$ 861.00	
• Room 41 & 42	\$ 426.00	
• Room 28	\$ 415.00	
• Large Kindergarten Rooms	\$1,707.00 each	
• Small Kindergarten Room	\$ 755.00	
• Preschool Room	\$1,109.00	
• Pre-K Room	\$ 690.00	
Desoto School		
• Common Hallway	\$1,660.00	
• Commons	\$1,366.00	
• Gym	\$4,490.00	
• Gym Ceiling	\$2,165.00	



Thank you for giving me the chance to bid your project and please feel free to give me a call at (515)-202-6644 with any questions. Estimate valid for 30 days.

Sincerely,

Steve Telford  
Turnkey Construction, Inc.  
*[info@turnkeyconstructioniowa.com](mailto:info@turnkeyconstructioniowa.com)*





**Brad Neff, President**  
**All Pro Painting, LLC**

Office / Shop located at:  
 101 E Sheridan Ave  
 Des Moines, IA 50313  
 Phone: 515-556-6501

# Estimate

Date	Estimate #
6/5/2013	12

Estimate for:

Adel Schools

				Project
				Adel Schools
Description	Qty	Rate	Total	
ADM High School				
Interior Painting Classroom 210	1	957.60	957.60	
Interior Painting Classroom 206	1	714.00	714.00	
Interior Painting Classroom 205	1	604.00	604.00	
Interior Painting Classroom 202	1	714.00	714.00	
Interior Painting Classroom 110A	1	105.00	105.00	
Interior Painting Classroom 402	1	604.00	604.00	
Interior Painting of 200 Hallway with changing the Graphics to new colors	1	1,440.00	1,440.00	
Interior Painting Athletic Hallway	1	1,814.40	1,814.40	
Desoto School				
Interior Painting of Gym (option Ceiling \$ 2750.00)	1	4,300.00	4,300.00	
Interior Painting of the Commons Hallway	1	1,152.00	1,152.00	
Interior Painting of the Commons	1	1,314.00	1,314.00	
ADM Elementary				
Interior Painting of Pre K room	1	614.00	614.00	
Interior Painting of Preschool room	1	975.00	975.00	
Interior Painting of Kitchen walls only (will need to prime first with a sealer)	1	1,400.00	1,400.00	
Interior Painting of the Music Room	1	925.00	925.00	
Interior Painting of Classroom 28	1	475.00	475.00	
Interior Painting of 41 and 42	1	450.00	450.00	
Interior Painting of the Smaller Kindergarten Room	1	675.00	675.00	
Interior Painting of the Bigger Kindergarten Rooms	4	1,626.00	6,504.00	
Bid includes 2 coats eggshell and semi-gloss finish				
<b>Total</b>			\$25,737.00	



**SRO Year End Report**  
**2012/2013**  
**School Year**



## **SRO Year End Report**

### **2013**

At the beginning of the 2012 school year I met with all of the ADM School District Principals (Carole Erickson, Kim Timmerman, Lee Griebel, and Jodi Banse,) and gave each a business card with my current contact numbers. I attended a staff meeting at each of the schools, introduced myself to the teachers, discussed my position and explained how I am available to talk with their students about various law enforcement related topics.

On November 26th, I arranged to have the drug dog search the ADM High School, as well as the 6-8 Middle School. The Dallas County Sheriff's Office brought their drug dog and conducted a search of student lockers and locker rooms.

Before and after school, I patrol the areas near the ADM High School, Adel Elementary, and the 6-8 Middle School. At times, I have provided additional assistance directing traffic after school at the ADM High School on days when high school students and middle school students are dismissed at the same time. When asked, I have assisted with truancy checks of students within the district, and have brought students to school when needed. I have assisted with monitoring the lunchroom at the high school, and middle school and additionally visit the other schools during lunchtime and recess. Throughout the semester, I have conducted random door checks at all schools in the district and report to the principal and custodian if doors are unlocked. I am available as a resource to all students, parents, staff, and principals in the ADM District.

#### **Classroom visits-** 92 (All Schools)

On September 9th, I talked with the 6<sup>th</sup> grade classes about bicycle laws and safety. On September 13<sup>th</sup>, I visited the 1<sup>st</sup> graders at the Adel Elementary School and talked about bullying and gave examples. On September 24<sup>th</sup>, 25<sup>th</sup>, and October 1<sup>st</sup>, 6-8 Middle School Counselor Aaron Mager, and I talked with each of the 6<sup>th</sup>, and 7<sup>th</sup>, grade classes about bullying and harassment. We went over several examples and shared information from a power point presentation. Students were encouraged to let teachers and principals know when they are being bullied or harassed at school right away. We shared possible school and legal consequences of bullying. We additionally discussed concerns about how bullying can occur online and on cell phones as well. Students were encouraged to help make the ADM School District a bully free environment.



On September 28<sup>th</sup>, I visited with the pre-K classes at the Adel Elementary School about strangers and safety. On October 18<sup>th</sup>, and 19<sup>th</sup>, I talked with the kindergarten classes at the Adel Elementary School about my job as a police officer, safety, and shared information about some of the tools that I use on the job. On October 26<sup>th</sup>, I was invited to talk with the Adel Elementary pre-school students about strangers and safety. Classroom visits serve as great tool for me to build relationships with the students on a different level.

On January 14<sup>th</sup> the 3<sup>rd</sup> grade D.A.R.E. program began. The third grade D.A.R.E. program is made up of four classroom lessons. The third graders concluded the program with a party on February 14<sup>th</sup>. The 5<sup>th</sup> grade D.A.R.E. program began on February 27<sup>th</sup>. This year the 5<sup>th</sup> grade D.A.R.E. curriculum saw many new changes from the previous D.A.R.E. curriculum. The 5<sup>th</sup> grade D.A.R.E. keepin' it REAL program is made up of 9, 45-minute classroom lessons. During the nine classroom lessons, students learned about the importance of making safe and responsible decisions, facts about alcohol, tobacco, risks and consequences, peer pressure, how to deal with stressful situations, basics of communication, nonverbal communication and listening, bullying, and why it is important to help others. We also discussed how important it is to have a strong help-network of people they can talk to when they are in need of assistance. Students learned about the D.A.R.E. Decision Making Model. The D.A.R.E. Decision Making Model serves as a guide to help student's think through situations and problems to help them come up with the best and safest choice. The 5<sup>th</sup> graders concluded the program with a graduation on Monday, May 20<sup>th</sup> at the DeSoto Intermediate gym.

**School Visits 31** (Lunch with kids, recess, class visits)-

It has been my goal to go to each school at least once a week. If I am not able to go to a school during the week, I try to make that school the first school that I visit the next week. I have visited students during lunchtime at the DeSoto- Intermediate School, and the Adel Elementary School. I have additionally spent time with the students at each of these schools during recess. I have not included the Middle School or the High School in this count since I am in both of these schools at some point each day.

**Games and Dances- 5**

I provided security at all of the home football games as well as coordinating traffic control following the games. I am currently paid \$35.00 per hour to work an event for the school. If I am not able to work the event, I make arrangements to have another officer work the event in my absence.

**Total Calls (August 20th- May 31st)- 240**

**\*Calls include school visits, class visits, and other situations handled.**

**High School- 78**

**(Class visits - 2)**

**Middle School- 38**

**(Class and School visits- 15)**



**DeSoto Intermediate – 92**  
**(Class and School visits- 85)**

**Adel Elementary- 26**  
**(Class and School visits - 21)**

**Central Office- 4**

**School Bus Violations –2**

SRO Monte S. Keller  
Adel Police Department



## Executive Summary

Since 1983 D.A.R.E. has demonstrated leadership in the prevention of drug abuse. Collaborative efforts among Law Enforcement, Education and Prevention Science have distinguished the D.A.R.E. program. D.A.R.E.'s *keepin' it REAL* Elementary Curriculum continues this commitment to provide cutting edge instruction that prevents drug use by developing basic or core skills needed for safe and responsible choices. These skills extend beyond drugs to health and mature choices in life. Developing core academic and life skills, the curriculum furthers both educational and prevention goals.

The D.A.R.E.'s *keepin' it REAL* Elementary Curriculum is designed based on the Socio-Emotional Learning Theory (SEL). SEL identifies fundamental, basic skills and developmental processes needed for healthy development including:

- self-awareness and management
- responsible decision making
- understanding others
- relationship and communication skills
- handling responsibilities and challenges

The curriculum uses this theory to teach youth to control their impulses and think about risks and consequences resulting in more responsible choices. We believe that if you can teach youth to make safe and responsible decisions, this guides them to healthy choices not only about drugs but across all parts of their lives. As they grow to be responsible citizens, they will lead healthier and more productive drug-free lives.

The ten lessons are arranged in a scaffolding process, starting with the basics about responsibility and decision making and then building on each other allowing students to develop their own responses to real life situations. The very first lesson starts with responsibility and introduces decision making with subsequent lessons applying these skills in increasing complex ways to drug use and other choices in their lives. It is D.A.R.E.'s vision that youth who think their way through situations, make better choices that are not impulsive, communicate, and relate to people, will be drug-free and more successful in all areas of their lives. This is our vision for success and the journey that begins with lesson one.



## D.A.R.E.'s keepin' it REAL Elementary Curriculum Design

Welcome to D.A.R.E. America's new *keepin' it REAL* curriculum for elementary school students. This innovative curriculum is intended to build on the partnership between D.A.R.E. and *keepin' it REAL* to provide enhanced tools for keeping youth safe and drug free.

The D.A.R.E. officer remains the key to delivering the curriculum. Officers are vital in making the lessons come to life while playing an incredibly positive role for D.A.R.E. students. The curriculum is based on the D.A.R.E. Decision Making Model and teaching communication and life skills through the effective "from kid through kid to kids" narrative approach that are the hallmarks of D.A.R.E.'s successful middle school *keepin' it REAL* curriculum. Lessons begin with a story about characters and real life situations the students will learn to know and care about. These stories are based in the actual experiences of students in schools around the country. Situations and role plays are integrated into the lessons to provide practice for each skill. Hopefully, students will be encouraged to tell their own stories by continuing to use the "someone I know" dialogue method. This is what makes the lessons "real" to them. The D.A.R.E. Decision Making Model helps students process their thoughts and help them make safe and responsible choices.

The **new D.A.R.E. *keepin' it REAL* elementary curriculum** continues many of the strengths of previous D.A.R.E. lessons, improvements have been made to be even more effective in encouraging students to lead safe, responsible, and drug-free lives. Here are some of the highlights:

- The new theme of **safe and responsible choices** provides a framework for teaching about decision making, risk, stress, communication, and peer pressure while providing youth with the information about drugs they need to make informed choices.
- There are increased opportunities to **practice the D.A.R.E. Decision Making Model** and **apply it to real life situations**.
- The new curriculum covers a **broad range of risks** students face in their lives on a daily lives, including drugs, as well as other risks they are likely to face in the near future.
- The skills are now taught through **stories**. This includes videos, situations and role plays, and journaling to give students the opportunity to practice skills, write, and plan for the future.
- The curriculum is tied to emerging **national educational standards**. A table linking the lessons to the standards is included in this manual.

### Core Concepts

After participating in our new curriculum, students will be able to:

- Exercise **self-control** particularly when under stress and pressure. The new curriculum will teach them to control their emotions, avoid impulsive behavior, and think critically about their experiences in order to plan a drug-free life.
- Identify the **risks and consequences** of their choices. The curriculum prepares them for the rapid changes and challenges they are about to face, including the increasing presence of drugs in their lives, by teaching them to evaluate the risks and consequences of their choices.
- Make **safe and responsible decisions**. The D.A.R.E. Decision Making Model continues to be central because youth this age need to understand how to think clearly and critically about the choices they face and, perhaps more importantly, plan for the ones they are about to face.
- **Communicate** more confidently and effectively, thus developing stronger **relationships** with peers, family, and authority figures.
- Become **safe and responsible citizens** by learning how to help others and know how to get help. We know youth of this age cannot do everything alone so the new curriculum stresses safe and responsible ways to give and get help.



## Lessons Overview

Based on the core principles, we constructed a ten lesson curriculum. Simply teaching something once is not enough for most young learners. That's why each skill is broken down into parts, "scaffolding" or building upon concepts so that they appear over and over again in lessons, each time in a more advanced and sophisticated way. The best example of this is the D.A.R.E. Decision Making Model. DDMM is introduced and modeled in lesson 1. In lesson 2, students use the "D" to define a problem involving drugs. In lesson 3, they define and assess risks and consequences in situations in which they often find themselves. In lesson 4, they define, assess and decide how to respond in stressful life situations. In lesson 5 they are using the entire model to define, assess, respond and evaluate strategies for handling peer pressure. In lessons 6-9, they are refining and expanding their decision making skills. All of the skills are reviewed in lesson 10. The concepts are charted below.

Concept	Lessons									
	1	2	3	4	5	6	7	8	9	10
Responsibility	x	x	x	x	x	x			x	x
Decision Making	x	x	x	x	x	x	x	x	x	x
Drug Information		x	x							x
Risk & Consequences			x	x				x	x	x
Peer Pressure				x	x	x			x	x
Stress					x	x		x	x	x
Confident Communication						x	x	x	x	x
Nonverbal Communication							x	x	x	x
Listening							x	x	x	x
Bullying								x	x	x
Helping Others									x	x
Getting Help										x

## Lesson Structure

The same basic lesson structure allows for consistency in delivery of each lesson:

- Review previous lesson
- Animated introduction story to engage, review previous lesson, and introduce this week's lesson
- Explain the basic concepts
- Describe the concepts and skills
- Practice the skills
- Apply DDMM
- Review and Journaling
- Closing Story

## D.A.R.E. Videos

The new curriculum uses original videos to introduce and summarize the lessons. The stories are based on interviews with D.A.R.E. students around the U.S. Starting in lesson 1, students will meet Michael and his friends in a video that summarizes that lesson and introduces lesson 2. The lessons then begin with introductory stories reviewing the previous lesson and introducing the main concept in the new lesson. These introductory stories are told through animated versions of Michael and his friends.



**LESSON ONE: Introduction to DARE's *keepin' it REAL***

- Define what it means to be responsible
- Identify student responsibilities in their daily lives
- Name the steps in the D.A.R.E. Decision Making Model (**DDMM**)

**LESSON TWO: Drug Information for Responsible Decision Making**

- Identify how alcohol and tobacco use affects student responsibilities
- Examine information on alcohol and tobacco
- Understand the health effects of alcohol and tobacco on the body
- Use the **DDMM** to define the problem in scenarios related to alcohol or tobacco

**LESSON THREE: Risk and Consequences**

- Define risks and consequences and apply to real life situations
- Assess the positive and negative consequences in the choices made about risky situations
- Use the **DDMM** to assess how to make responsible decisions involving risky situations

**LESSON FOUR: Peer Pressure**

- Define pressure and peer pressure
- Recognize the sources of peer pressure
- Identify ways to respond to peer pressure
- Use the **DDMM** to generate responses to peer pressure

**LESSON FIVE: Dealing With Stressful Situations**

- Identify possible signs of stress
- Recognize the physical and behavioral signs of stress
- Use the **DDMM** in evaluating stressful situations

**LESSON SIX: Basics of Communication**

- Define and explain the importance of communication in daily living
- Demonstrate confident communication
- Use the **DDMM** to evaluate and generate alternative options for effective communication

**LESSON SEVEN: Nonverbal Communication and Listening**

- Define effective listening behaviors
- Demonstrate effective listening using verbal and nonverbal behaviors
- Use the **DDMM** to evaluate and generate alternative options for effective communication

**LESSON EIGHT: Bullying**

- Define and recognize characteristics of bullying
- Identify bullying behaviors
- Differentiate between tattling and telling
- Use the **DDMM** to practice safe ways to report bullying

**LESSON NINE: Helping Others**

- Identify the importance of being a good citizen
- Recognize the importance of reporting bullying to an adult at school and at home
- Demonstrate the use of the **DDMM** in reporting bullying behaviors
- Reinforce knowledge and positive behaviors to stop bullying

**LESSON TEN: Getting Help from Others and Review**

- Identify people in student's lives they can go for if they need help
- Recall previously learned key terms



**NATIONAL COMMON CORE STANDARDS FOR D.A.R.E.'s new *keepin' it REAL*  
Curriculum for Elementary School Students**

D.A.R.E.'s *keepin' it REAL* Elementary Curriculum is aligned with National Common Core Standards to provide a framework for core instruction in today's classrooms. As a result, teachers, parents and education communities can be confident of accountability in instructional as well as prevention goals.

The 10 Lessons in D.A.R.E. *keepin' it REAL* are aligned with National Common Core 5<sup>th</sup> grade standards since fifth grade students are the usual grade level for the introduction of D.A.R.E. curricula. Standards are stated exactly as noted on [www.corestandards.org](http://www.corestandards.org). These common core standards should also be reflective in the alignment of individual state standards.

The curriculum meets multiple National Core Standards in the areas of Reading (Literature, Informational Text, and Foundational Skills), Writing, and Speaking and Listening. The following table summarizes these standards.



	Lesson Number									
	1	2	3	4	5	6	7	8	9	10
<b><u>Reading: Literature</u></b>										
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	X	X	X	X	X	X	X	X	X	X
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	X	X	X	X	X	X	X	X	X	X
<b><u>Reading: Informational Text</u></b>										
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		X						X		
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			X	X	X	X	X	X		
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.		X	X	X	X	X	X	X	X	X
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	X	X	X	X	X	X	X	X	X	X
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	X	X	X	X	X	X	X	X	X	X
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			X					X		
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	X	X	X	X	X	X	X	X	X	X
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				X	X	X	X	X	X	X



	Lesson Number									
	1	2	3	4	5	6	7	8	9	10
<b><u>Reading: Foundational Skill</u></b>										
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X	X	X	X	X	X	X
<b><u>Writing</u></b>										
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	X	X	X	X	X	X	X	X	X	X
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	X	X	X	X	X	X	X	X
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.							X	X	X	X
<b><u>Speaking &amp; Listening</u></b>										
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X	X	X	X	X	X	X	X
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas and speak clearly at an understandable pace.							X			



## Old Middle School Hub

### 2013/2014 School Year

It has been suggested that a change of the bus hub be moved to the Old Middle school. The following information is a proposal of how we could make it work.

1. **Next school year** we will have three buses for the town of Adel. The bus numbers will be #21, #22 and #23. Those three buses will be the buses that will also bring middle and high school students from the hub to the 6/12 Complex. The buses will also take middle and high school students to the hub in the afternoon. The three buses will line up on Tiger Drive, by the middle school commons.
2. **Parents** picking up students will No longer be able to use the west end of Tiger drive. They will come to the east end of Tiger Drive via Cottage Street and 4<sup>th</sup> street to pick up and drop off in the circle in front of the Middle school. They will leave via Tiger Drive to 4<sup>th</sup> street and off the school campus. The middle part of Tiger Drive will be coned off to traffic both AM and PM. The west end of Tiger Drive will be used for buses, High School students and staff.
3. **At the Hub** the Desoto buses will line up on 11<sup>th</sup> street AM/PM. All other buses will line up on Court Street in numerical order. **All buses** will arrive at the Old Middle school Hub in the Morning no later than 7:55AM and depart at 8:00AM. Arrive at the Hub at 3:40PM and depart at 3:47PM.
4. **The Hub** will need (3) Associates in the AM and (3) Associates in the PM they will only need to be at the Hub for fifteen minutes each time or thirty minutes per day.
5. **Adel Elementary** (AM) buses will be # 3, #6, #10 and #21. In the (PM) Start at Elementary #3, #6, #10 Desoto students and #21 will be late bus from the Hub to the elementary with neighborhood children.

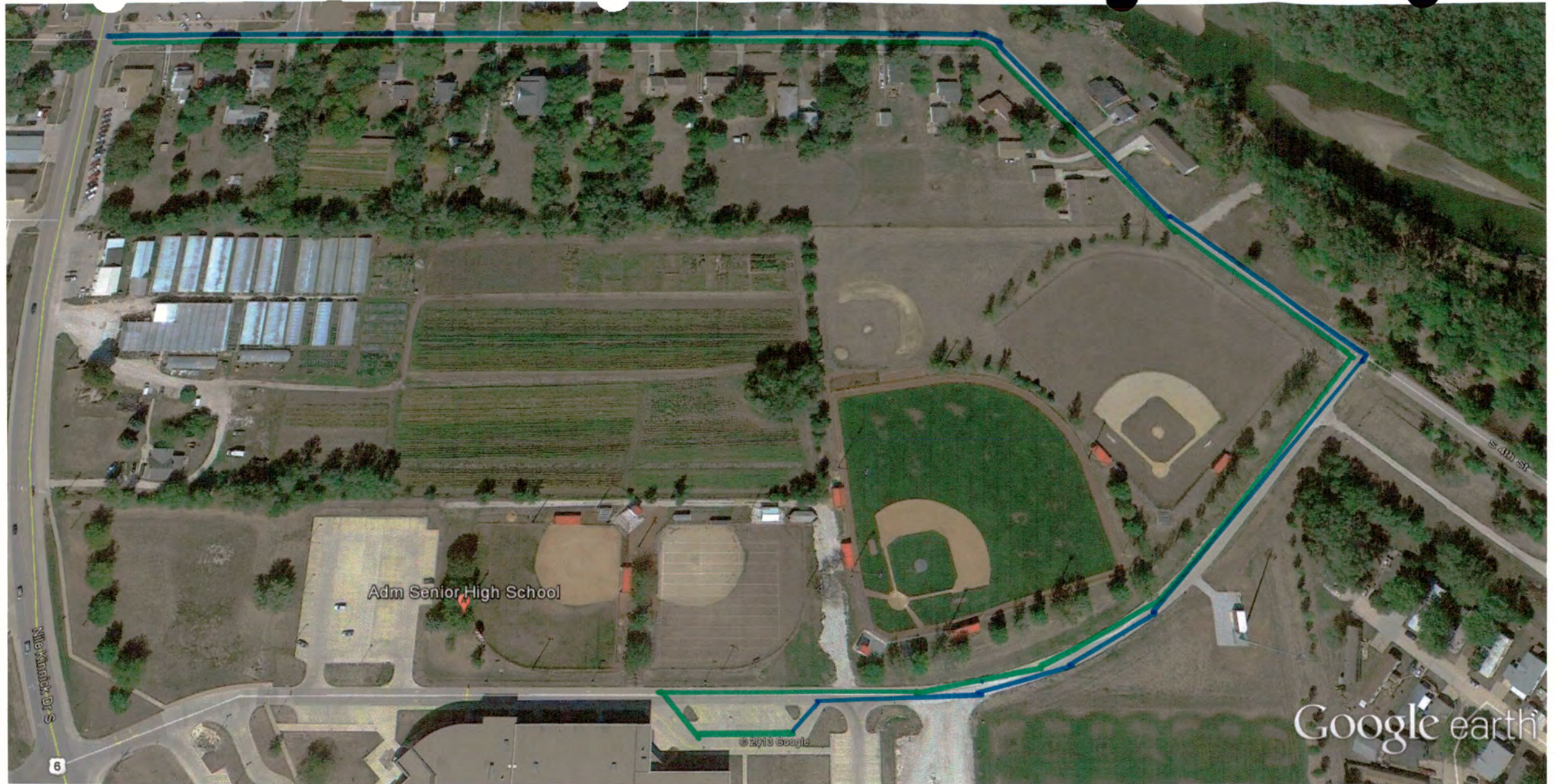


6. Buses for **Desoto** (AM ) #1, #2, #7, #9 and #10. (PM) buses will be #2 and #9 will be the early buses and buses #1, #4, #7 will be the late buses.
7. At the **6/12 complex** in the morning will be buses #21, #22 and #23 dropping off only student 6/12 grades will arrive at 8:05AM. Bus #9 will arrive at the HS/MS at 7:48AM to drop Desoto HS/MS students and pick-up Elementary and Desoto students that may walk or Teachers students that may be there to take to the Hub. In the (PM) buses #21, #22, and #23 will load students bound for the Hub and bus #22 will come back to the 6/12 complex with students that need to meet parents or walk from the High school.
8. **High School Tutoring** can get a ride to the Hub on a middle school bus at 3:37PM.
9. **Middle School Tutoring** and Desoto Tutoring will be done by the vans and Suburban's.



Green: Arrival Route

Blue: Departure Route



Google earth

feet  
meters

1000

500

Blog





Dufoe, Greg &lt;gdufoe@adm.k12.ia.us&gt;

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**Site Visit**

4 messages

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**Beth.Happe@iowa.gov** <Beth.Happe@iowa.gov>  
To: gdufoe@adm.k12.ia.us

Wed, Jun 5, 2013 at 9:45 AM

The Department of Education has given Final Approval for your district's noncompliance plan for the following item: The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.

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**Beth.Happe@iowa.gov** <Beth.Happe@iowa.gov>  
To: gdufoe@adm.k12.ia.us

Wed, Jun 5, 2013 at 9:46 AM

The Department of Education has given Final Approval for your district's noncompliance plan for the following item: No evidence exists the district provides a statement of assurance to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified. P.L. 107-110 ESEA Sec. 1111(h)(6)

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**Beth.Happe@iowa.gov** <Beth.Happe@iowa.gov>  
To: gdufoe@adm.k12.ia.us

Wed, Jun 5, 2013 at 9:46 AM

The Department of Education has given Final Approval for your district's noncompliance plan for the following item: The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.

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**Beth.Happe@iowa.gov** <Beth.Happe@iowa.gov>  
To: gdufoe@adm.k12.ia.us

Wed, Jun 5, 2013 at 9:46 AM

Congratulations, The Department of Education has has certified all of your plans concerning the Site Visit.



**Adel DeSoto Minburn Board of Education  
Regular Meeting – Monday, May 13, 2013  
6:00 p.m. @ ADM MS/Board Room**

**Attendance:**

Present:

Absent:

Tim Canney

Bart Banwart

Kelli Book

Rod Collins

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

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

Superintendent made note of the dinner provided by the ADM Administrative Team, highlighting School Board Recognition Week; Superintendent thanked the Board for their service and presented certificates to Board members.

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

**Honoring Excellence:** Principal Carole Erickson and Sarah Herrick, teacher, detailed Kim Wolf's service for going above and beyond expectations in her profession as an elementary teacher at Adel Elementary. Principal Jodi Banse recognized Sondra Hovey for going above and beyond expectations in her profession as the DeSoto Intermediate administrative assistant. Both accepted a paperweight with the inscription "ADM Honoring Excellence" noting their honor and spoke a few words.

**Consent Agenda:** It was moved by Banwart, seconded by Book, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, and financial reports were reviewed and accepted. Transfers of \$26,000 from Fund 62 to Fund 10, of \$1,000 from Fund 91 to Fund 10, and \$100 from Fund 10 to Fund 61 were accepted. Resignations were accepted from Sandra Argetsinger, food server/worker, Zoe Fouch, associate, Stacy Hyziewicz, associate, Marilyn Keltner, associate, Deb Smith, associate, Nancy Timmins, nurse assistant, and Noele White, associate, effective at the end of the 2012-13 school year. Resignations were also accepted from Lorraine Corbin, food server/worker, effective April 19, Ronna Studyvin, concession manager, effective May 31, and Jill Whitson, driver, effective May 3<sup>rd</sup>. Pending successful background checks, new contracts were offered to Melissa Madsen, guidance counselor and Paul Nelson, geography teacher, effective for the 2013-14



school year. Board Policy #402.6, Insurance, received the second and final reading. This policy changes the health insurance eligibility from twenty hours per week to thirty hours per week. Current employees participating in health insurance coverage that work between twenty and thirty hours per week will be allowed to continue on their plan until they drop coverage or their hours are reduced below twenty. The 2013-14 school fees will remain at the same rate as the current year. The lunch and milk fees for 2013-14 will be approved at the June meeting. The UNI Cooperative Agreement to place student teachers at ADM was accepted. The Iowa Association for Educational Purchasing agreement for 2013-14 was approved. The intergovernmental agreement for school-based supervision between Juvenile Court Services and the Iowa Department of Human Services was approved. The job descriptions for Director of Buildings and Grounds, Middle School Dean, and Technology Support Technician were approved. Pending successful completion of all credits and requirements, the list of graduating students was accepted. Open enrollment in requests for 2012-13 for Starlie Cross and Beau Wahlert from West Central Valley were approved. Open enrollment out requests for 2012-13 for Bryan, Colby, and Tyler Lamb to Johnston were approved. An open enrollment in request for 2013-14 for Josephine Steinkamp from Earlham was approved.

**Welcome of Visitors/Open Forum:** President Canney welcomed visitors and invited public comments during Open Forum. Senator Jake Chapman presented a certificate for ADM High School for being named one of the top high schools in Iowa by US News and World Report.

**2012-13 Budget Amendment Hearing:** At 7:26 p.m., President Canney opened the 2012-13 budget amendment hearing. Business Manager Gee stated the 2012-13 budget amendment was published as required. The amendment increases the expenditures in the other category of the certified budget due to the roof and door upgrades at the DeSoto building. The budget amendment has no impact on taxes or fees: it authorizes expenditures for existing revenue. Being there were no written or spoken comments received, President Canney closed the budget hearing.

**2012-13 Budget Amendment Determination:** It was moved by Collins, seconded by Banwart, to approve the FY13 Amendment to Budget as presented. Motion carried unanimously.

**2013-14 New Staff Positions:** It was moved by Roby, seconded by Book to approve the new positions for 2013-14 including a second grade teaching position (1.0 FTE), three part-time office assistants (.5 FTE each), and a part-time technology support technician (.5 FTE). Motion carried unanimously.

**Contract Extensions for Nurse and Gifted & Talented Teacher:** It was moved by Banwart, seconded by Roby to increase the part-time RN position from .5 to .75 FTE, and to increase the MS/HS GATE teacher position from .6 FTE to .75 FTE. Motion carried unanimously.



**School Messenger Parent Notification System:** Technology Director Adam Kurth explained the capabilities of the School Messenger Parent Notification System. This system gives the District a method of communicating with parents over text, email, and phone very quickly. It was moved by Book, seconded by Roby to approve the quote for \$2,920 for the School Messenger Parent Notification System. Motion carried unanimously.

**Resolution Authorizing the Redemption of \$2,505,000 School Infrastructure Local Option Sales and Services Tax Revenue Bonds, Series 2006, Dated May 1, 2006:**

Director Collins introduced the resolution for adoption and Director Banwart seconded the motion to adopt. A roll call vote was taken with 5 ayes. President Canney declared the Resolution adopted as follows: "RESOLUTION AUTHORIZING THE REDEMPTION OF \$2,505,000 SCHOOL INFRASTRUCTURE LOCAL OPTION SALES AND SERVICES TAX REVENUE BONDS, SERIES 2006." Four hundred five thousand is still outstanding, all of which is being called for redemption on July 1, 2013, as described in Schedule A attached to the Resolution. The prior Debt Service Reserve Fund of the 2006 Bonds plus sales tax revenues which the district has accumulated in the sinking fund, are sufficient to pay in full the redeemed bonds.

**Agreement for Ethernet Services:** Technology Director Adam Kurth spoke about the need to upgrade Ethernet services due to usage. It was moved by Banwart, seconded by Book to approve the contract amendment with ICN for Ethernet services. This contract is an upgrade to 85 MB and calls for a new monthly charge of \$914.84. Motion carried unanimously.

**Early Retiree June Contract Days:** It was moved by Roby, seconded by Collins to allow Lana Shea who is retiring at the end of the 2012-13 school year to take one day of her contract as leave without pay in order to end her contract in May. Motion carried unanimously.

**Roof Replacement Quote for DeSoto Intermediate:** Superintendent recommended approval of the proposal from RL Craft to replace the 1990 addition roof sections (1, 2, and 4) for \$108,928. A second proposal was solicited from Central States Roofing but they did not submit a bid due to their work schedule being full for the summer. It was moved by Banwart, seconded by Book, to approve the quote from RL Craft for replacement of the 1990 addition roof sections for \$108,928. Motion carried unanimously.

**Administrative Reports:**

Professional Development Update: Elementary teachers Amy Reis, Jennifer Rife, Tiffany Herr, Kristin Rourk and high school teachers Della Weems, Molly Longman, Jacque Seidl, Beth Knipper, and Natalie Jenison provided the board with an update on the written language curriculum. Technology Director Adam Kurth gave an update on the computer technology curriculum revision work done this year.



Iowa Tests Report and Annual Progress Report Goals Update: Superintendent reviewed the District student achievement goals noting that ADM met the APR goal in reading but did not meet APR goals in math or science.

Advanced Placement Report - AP Index: Superintendent shared the AP Index as published by the Belin-Blank Center for Gifted Education and Talent Development. The AP index is a ratio that gives a measure of the Advanced Placement opportunities at a school. Based on 2012 data, ADM is 29<sup>th</sup> on the 2013 Iowa AP Index.

Facility Master Planning Update: Superintendent gave a brief update on the progress of the facility committee. FRK will update the Board further at the June board meeting.

**Adjournment:**

It was moved by Roby, seconded by Book, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 8:05 p.m.

\_\_\_\_\_  
Minutes approved as

\_\_\_\_\_  
Tim Canney, President

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Nancy Gee, Secretary



**Adel DeSoto Minburn Board of Education  
Special Meeting – Wednesday, May 22, 2013  
7:00 a.m. @ ADM MS Board Room**

**Attendance:**

Present:

Absent:

Tim Canney

Bart Banwart

Kelli Book

Rod Collins

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

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

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

**Approve Negotiated Agreement with the ADMEA for ADM Certified Employees for FY 2014:** It was moved by Book, seconded by Collins to approve the Master Contract with the ADMEA for 2013-14. The overall total package increase on wages and benefits approved is 4%. The motion carried unanimously.

**Closed Exempt Strategy Session Regarding Non-Union Employees, Iowa Code Chapter 21.9:** At 7:08 a.m., Collins made a motion to go into closed exempt session and Banwart seconded the motion. A roll call vote was taken resulting in 5 ayes.

At 7:24 a.m., the Board reconvened to open session.

It was moved by Book, seconded by Roby to approve the 2013-14 classified wages as presented and to table the administrative settlement. The overall classified staff settlement package increase on wages and benefits approved is 4%. Motion carried unanimously.

**Adjournment:** It was moved by Banwart, seconded by Roby to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 7:27 a.m.

\_\_\_\_\_  
Minutes approved as

\_\_\_\_\_  
Tim Canney, President

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Nancy Gee, Secretary