

Adel-DeSoto-Minburn Community School

Milk Bid

2013-2014 School Year

June Escalator

ITEM

1/2 pint cartons 1% milk	0.1950
1/2 pint cartons skim milk	0.1900
1/2 pint cartons skim chocolate milk	0.2040
1/2 pint cartons strawberry skim milk	0.2040
1/2 pint cartons 100% orange juice	0.2850
4oz cartons 100% orange juice	0.1600
16oz 100% orange juice	0.6700
16oz plain and flavored skim milk	0.6400
6oz yogurt	0.4600

Hiland Dairy

3905 SE Capitol Circle, Grimes, IA 50111-8731

phone 515-243-6211 fax 515-243-3941



Recommend to accept
E Sevens
6-19-13



RIDICULOUSLY HIGH STANDARDS.

June 12, 2013

Adel-Desoto-Minburn CSD
Elizabeth Severidt, Food Services Director
801 Nile Kinnick Drive S.
Adel, IA. 50003

Dear Ms. Severidt:

We wish to submit the following quotations on dairy products to be used by the Adel-Desoto-Minburn Community School District during the 2013-14 school year.

			Plastic Bottles
Half pint 1% Milk	-	.2040	.2740
Half pint Skim Milk	-	.1960	.2660
Half pint Skim Chocolate Milk	-	.2150	.2850
Half pint Skim Strawberry Milk	-	.2150	
Half pint 100% Orange Juice	-	.2800	
4 oz. 100% Orange Juice	-	.1500	
12 oz. 100% Orange Juice	-	.6500	
12 oz. Skim Milk	-	.6700	
12 oz. Skim Chocolate Milk	-	.6700	
12 oz. Skim Strawberry Milk	-	.6700	
6 oz. Yogurt	-	.48	

Prices quoted are subject to the attached escalator clause.

We furnish and maintain all necessary milk coolers. Please note that when a school system owns their own coolers .0050/1/2 pint can be deducted.

Sincerely,

Bob Seidl

Accounting Manager

ANDERSON ERICKSON DAIRY

ANDERSON ERICKSON DAIRY

Pan-O-Gold Baking Co.

School: Adel-Desoto-Minburn Community School District

Product		Package	Servings Per	Grams per	Grain Bread	Whole Grain	Cost Per	Cost Per
Code	Description	Description	Pack (Usable)	Serving	Equivalents	per Serving	Piece	Pack
309	51% Whole Grain Sandwich Bread	27 oz Loaf	25	28g	1	9g	\$0.0600	\$1.50
538	51% 4" Whole Grain Hamb Bun	Bulk Pack	60	57g	2	18g	\$0.1117	\$6.70
562	51% 4" Whole Grain Hamb Bun	Bulk Pack	30	57g	2	18g	\$0.1117	\$3.35
706	51% 3 1/2" Whole Grain Hamb Bun	Bulk Pack	60	42g	1.5	13g	\$0.1117	\$6.70
5151	51% 6" Whole Grain Hotdog Bun	Bulk Pack	30	42g	1.5	13g	\$0.1117	\$3.35

Paul Johnston
VP Sales
515.229.5927

Recommend to accept.
E Sevier
6-19-13

AGREEMENT FOR SERVICES BETWEEN
THE EARLHAM COMMUNITY SCHOOL DISTRICT AND
THE ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT

The undersigned, Board of Directors of the Adel-Desoto-Minburn Community School District (hereinafter ADM), and the Board of Directors of the Earlham Community School District (hereinafter Earlham), shall share services, operating expenses, and equipment so that ADM students will be able to participate in and accumulate high school credits for the successful completion of Voc. Ag. classes and participate in the FFA program offered by Earlham that are not offered by ADM.

BE IT THEREFORE RESOLVED, by ADM Board of Directors and Earlham's Board of Directors that there shall be established this Agreement pursuant to Chapter 28E of the Iowa Code with the following terms and conditions:

- 1) The purpose of this agreement shall be to facilitate the sharing of Voc. Ag. classes not offered by ADM between ADM and Earlham.
- 2) Earlham shall allow ADM students to enroll in Voc. Ag. classes at Earlham that are not offered by ADM. ADM students who enroll in Earlham Voc. Ag. classes will be eligible to earn high school credits toward graduation at ADM upon successful completion of coursework. Earlham will provide appropriate facilities and materials and shall hire teachers who are properly trained and qualified to teach the Voc. Ag. classes.
- 3) ADM agrees to pay to Earlham a per pupil assessment of \$382.56 per class per semester and \$100 fee for participation in the FFA program. Earlham shall bill ADM as soon as possible after the end of each semester for the amount ADM is obligated to pay under this Agreement. ADM students shall be individually responsible for the costs of any materials involved in the Voc. Ag. classes that are also individually charged to Earlham students.
- 4) ADM students will be responsible for transporting themselves to Voc. Ag. classes at Earlham. Neither ADM nor Earlham will be responsible for the transportation of ADM students to Voc. Ag. classes in Earlham.
- 5) Earlham will be solely liable for ADM students during the time ADM students are attending Voc. Ag. classes or involved in activities related to Voc. Ag. classes at Earlham. Earlham agrees to indemnify and hold ADM harmless for any damages arising out of ADM students attending Voc. Ag. classes at Earlham and participating in activities related to Voc. Ag. classes at Earlham.
- 6) The terms of the Agreement shall commence on August 1, 2013, and shall end on July 31, 2014. The same may be renewed yearly pursuant to the mutual approval of ADM and Earlham. This Agreement may be terminated at any time by mutual agreement of ADM and Earlham or by only one of the parties upon giving 90 days written notice to the other party.

7) Earlham shall be the fiscal agent for the newly formed joint entity consisting of ADM and Earlham under this Agreement and shall be responsible for administering a separate account known as Shared Administration Account to carry out the sharing of services, operating expenses, and equipment set forth in the separate account.

8) In the event of termination or expiration of this agreement, any money left in the Shared Administration Account shall be distributed back to Earlham.

9) The terms of this Agreement may be changed at any time by mutual written agreement of the parties.

President, Board of Directors
Earlham Community School District

Date

President, Board of Directors
Adel-DeSoto-Minburn School District

Date

**AGREEMENT BETWEEN
ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT
AND
DALLAS CENTER-GRIMES COMMUNITY SCHOOL DISTRICT
FOR SHARED DIRECTOR OF OPERATIONS**

THIS AGREEMENT is made and entered into as of this ____ day of _____, 2013, by and between the Adel-DeSoto-Minburn Community School District (hereinafter "ADM") and the Dallas Center-Grimes Community School District (hereinafter "DC-G").

WHEREAS, both ADM and DC-G are public school corporations organized and existing under the laws of the State of Iowa; and

WHEREAS, both ADM and DC-G requires the services of a Director of Operations for the 2013-2014 school year; and

WHEREAS, Iowa Code Section 280.15 provides that two or more public school districts may jointly employ and share the services of any school personnel; and

WHEREAS, Iowa Code Section 257.11(6A) authorizes financial incentives for operational sharing among public school districts; and

WHEREAS, ADM and DC-G have determined that it is in the best interests of each of them to share the services of a Director of Operations employed by DG-G, pursuant to the terms of this Agreement.

NOW, THEREFORE, the parties agree as follows:

Section 1. Purpose. The purpose of this Agreement is to provide a means by which the parties may share the services of a Director of Operations. This Director of Operations shall be designated as Paul Nutting.

The Director of Operations shall perform such duties in relationship to each party as prescribed by the respective job descriptions for the Director of Operations for each party, the employment contract for the Director of Operations, and any applicable policies or rules adopted by each party. The job descriptions for the Director of Operations for both ADM and DC-G are attached to this Agreement as Exhibit A and the employment contract for the Director of Operations is attached to this Agreement as Exhibit B, both of which are incorporated herein by reference.

Section 2. Duration. This Agreement shall become effective on August 1, 2013 and shall remain in effect until July 31, 2014, unless otherwise terminated as provided in this Agreement. The Agreement may be renewed for additional terms of one year each as mutually agreed upon by the parties in writing.

Section 3. Administration. DC-G shall be the employer of the Director of Operations for purposes of this Agreement and for purposes of compliance with all federal and state laws relating to employment. As the employer, DC-G shall provide and pay for any wages and benefits due the Director of Operations in accordance with DC-G's personnel policies and contracts and shall provide all requisite insurance for the employee, including workers' compensation insurance.

The salary for the Director of Operations for the 2013-2014 school year is \$90,000. The benefits for the Director of Operations for the 2013-2014 school year shall be arranged by DC-G and shall be in accordance with DC-G's personnel policies and contracts. The total salary and benefits costs to be shared between the parties totals \$ 123,383 . Vacation days, sick days, and other leave time shall be as specified in DC-G's personnel policies and contracts. The salary and benefits provided to the Director of Operations for services performed, and other terms of employment, may be reviewed and negotiated between the parties while this Agreement is in effect, subject to the provisions of any applicable personnel policies or contracts.

DC-G has the sole authority to hire, train, evaluate, discipline, and discharge the Director of Operations, and the Director of Operations shall at all times be governed by the personnel policies of DC-G. DC-G agrees to share the services of the Director of Operations with ADM in accordance with this Agreement. It is understood that this Agreement is not and shall not be construed as a contract between the Director of Operations and ADM, and the Director of Operations shall remain, for all purposes, an employee of DC-G. It is agreed that representatives of the parties shall meet as needed to discuss issues related to the sharing of the Director of Operations. DC-G shall seek input from ADM prior to conducting any formal evaluation of the Director of Operations.

Section 4. Schedule. The Director of Operations shall maintain a regular day-to-day work schedule for the parties. Approximately fifty percent (50%) of the Director of Operation's time shall be spent performing services for DC-G, and approximately fifty percent (50%) of the Director of Operation's time shall be spent performing services for ADM. It is understood by the parties that a certain amount of flexibility needs to be exercised in this regard and thereby agree to cooperate as needed with respect to scheduling in order to ensure that all required services are provided by the Director of Operations to each party.

Section 5. Compensation. ADM agrees to reimburse DC-G for services performed by the Director of Operations in the amount of fifty percent (50%) of the total salary and benefits costs, as outlined above, actually paid to the Director of Operations by DC-G under the employment contract during the term of this Agreement. Said amount shall be paid by ADM in monthly installments within thirty (30) days of receipt of invoice from DC-G.

Each party shall be responsible for any reimbursable travel or other expenses incurred by the Director of Operations on its behalf pursuant to this Agreement. In the event such expenses jointly benefit the parties, ADM shall be responsible for fifty percent (50%) of the actual costs and DC-G shall be responsible for fifty percent (50%) of the actual costs. Such payments shall be made within thirty (30) days of receipt of invoice documenting the expenses. The boards of directors of each party must pre-approve registration, travel, lodging, meals and other associated

expenses related to out-of-state professional or other related meetings or activities.

A breakdown of the estimated payment/reimbursement obligations for each party for the 2013-2014 school year is attached to this Agreement as Exhibit C and is incorporated herein by reference.

Section 6. Insurance. Each of the parties shall carry comprehensive general liability insurance for protection of such party from any liability arising out of any accidents or other occurrence causing any injury and/or damage to any person and/or property due directly or indirectly to the actions or inactions of the Director of Operations while performing services for the party. The liability insurance shall also provide protection for the Director of Operations to the extent allowed by law. Liability insurance policies shall have limits of not less than \$1,000,000 per occurrence and \$2,000,000 annual aggregate, which limits may be met with a combination of primary and umbrella policies. DC-G shall also carry workers' compensation insurance in the amount as required by law and employers' liability insurance in an amount of not less than \$500,000 policy limit.

All required insurance shall be obtained from issuers of recognized responsibility licensed to do business in the State of Iowa. Each party shall be furnished with a certificate of insurance required under this Agreement upon request. Such policies shall not be modified or cancelled except upon at least thirty (30) calendar days' prior written notice to the other party to this Agreement.

Section 7. Indemnification. To the extent permitted by law, each party shall indemnify and hold harmless the other party from and against any and all claims, liabilities, damages, losses, costs, and expenses, including reasonable attorney fees, arising out of (i) the actions or inactions of the Director of Operations while performing services for the indemnifying party, or (ii) any negligence or breach of this Agreement by the indemnifying party.

Section 8. Termination. This Agreement shall terminate upon the expiration of the term set forth in this Agreement or any mutually agreed upon renewal term. However, this Agreement shall terminate prior to expiration of said term in the event that DC-G no longer employs Paul Nutting as the Director of Operations or in the event state sharing incentive dollars are eliminated by legislative action. In addition, this Agreement may be terminated upon the mutual agreement of the parties at any time. ADM agrees not to recruit or offer employment to the Director of Operations within a 12 month period immediately following any termination of this Agreement, unless otherwise agreed to by DC-G in advance.

Section 9. Notices. All notices or other communications to be given under this Agreement shall be deemed given when either personally delivered or mailed by first class mail, postage prepaid, with proper address to the following addresses until otherwise notified:

TO ADM: ADM Community School District
Attn: Superintendent
801 Nile Kinick Dr. S
Adel, Iowa 50003

TO DC-G: DC-G Community School District
Attn: Superintendent
1414 Walnut Street, Suite 200
P.O. Box 512
Dallas Center, Iowa 50063

Section 10. Status of Parties. It is expressly understood and agreed by the parties that nothing contained in this Agreement shall be construed to create a partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relation is and shall remain that of independent parties to a cooperative contractual relationship. In no event shall a party be liable for the debts or obligations of another party.

Section 11. Assignment. Neither party may assign this Agreement or subcontract any of the duties in whole or in part, without the prior written agreement of the other party. Subject to the foregoing, this Agreement shall be binding upon, and inure to the benefit of, the parties hereto and their respective successors and assigns.

Section 12. Entire Agreement; Amendments. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof. No change in, additions to, or deletions from this Agreement shall be valid unless agreed to in writing by the parties.

Section 13. Severability. In case any one or more of the provisions contained in this Agreement shall be declared invalid, illegal, or unenforceable in any respect, the validity, legality, and enforceability of the remaining provisions contained herein shall not in any way be affected or impaired thereby.

Section 14. Governing Law and Forum. The parties agree that this Agreement shall be governed by Iowa law and consent to the jurisdiction of the Iowa District Court for Dallas County for all matters relating to this Agreement.

Section 15. Compliance with Laws. Notwithstanding anything herein to the contrary, each party shall comply with all laws and regulations applicable to the performance of its obligations under this Agreement.

Section 16. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute the same instrument.

(Signatures on next page)

THIS AGREEMENT has been approved by appropriate action and duly executed by the parties on the dates written below.

ADEL-DESOTO-MINBURN
COMMUNITY SCHOOL DISTRICT

DALLAS CENTER-GRIMES
COMMUNITY SCHOOL DISTRICT

By _____

By _____

Name: _____

Name: _____

Title: Board President

Title: Board President

Date: _____

Date: _____

ATTEST:

ATTEST:

Board Secretary

Board Secretary

EXHIBIT A

(Job Descriptions of Director of Operations)

(Attached)

EXHIBIT C

(Breakdown of Estimated Payment/Reimbursement Obligations for 2013-2014 School Year)

REVENUE FUNDING CALCULATION

School	Enrollment	Weighting	Supplemental Weighting	Cost Per Student	Additional Revenue	Est. Impact on Property Tax
ADM	1,459.7	0.02	29.19	6,141.00	179,280.35	\$.01-\$.02
DC-G	2,139.8	0.02	40.00	6,121.00	244,840.00	\$.04-\$.07

	Total Cost	ADM share
Contract/admin benefits	<u>123,383.00</u>	<u>61,691.50</u>
	123,383.00	61,691.50

00956382-1\10363-000

Job Title: Operations Director

Job Family: Non-Certified

Pay Program: Administrative

Job Code:

Typical Work Year: 12 Month Position

Reports to: Superintendent

SUMMARY: Responsible for planning, construction renovation and maintenance of district facilities. Provide leadership, guidance, direction, coordination and administrative services among and between these areas. Oversees the operations of new construction, renovations, facility utilization, and maintenance. Works in conjunction with the Superintendent on intergovernmental agreements (IGA), property management and long range planning. Has responsibility for creating and administering building funds, capital reserve funds and department operating budgets.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Job Tasks Descriptions	Frequency	% of time
1. Responsible for and provides leadership, direction, guidance, coordination, supervision, and administration for district facility operations including new construction, renovations, planning, design, maintenance, custodial and energy. Responsible for ensuring compliance with Board of Education operating limitations. Ensures proper, accurate, and timely data collection for reporting on BOE policy end statements.	Daily	40%
2. Responsible for approval of budgets for facility planning, construction, design, maintenance, custodial, energy, admissions and property management departments.	Monthly	20%
3. Responsible for, participates in, coordinates and provides leadership to the development of the district's long-range facility planning and utilization. Collaborates with the district's facility planning team and Superintendent for the acquisition and sale of real estate. Develops, mentors, and provides leadership for collaborative work teams to address all facility related issues.	Monthly	15%
4. Responsible for, evaluates, recommends and implements appropriate staffing levels for each department. Provides or ensures through direct reports, timely, accurate and appropriate evaluation and feedback of staff performance in accordance with District guidelines.	Monthly	5%
5. Perform technical review of contract documents and coordinate the review by District personnel and building officials to ensure compliance with applicable codes and educational and technical specifications; ensures that consultant incorporates review comments in final bidding documents. Assist in the review and analysis of bids for construction projects. Research and evaluate materials, projects/procedures related to design and construction; recommend improvements to facility design standards.	Monthly	5%
6. Provide for administration of the Plant and Equipment Levy projects constructed by outside contractors.	Monthly	5%
7. Perform other duties as assigned.	Ongoing	10%
TOTAL		100%

EDUCATION AND RELATED WORK EXPERIENCE:

- Experience as a school administrator preferred
- Minimum of seven years management and administration experience in planning, construction, and facilities management, preferably with an education institution.

LICENSES, REGISTRATIONS OR CERTIFICATIONS:

- Criminal background check required for hire.
- Certified Energy Manager, LEED certification preferred.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Excellent written and verbal skills.
- Excellent leadership, coaching and mentoring skills.
- Ability to understand complex construction contracts and technical specifications.
- Ability to work with internal and external legal counsel.
- Ability to provide budgetary input, evaluates, and manages budgets.
- Ability to promote and follow Board of Education policies, Superintendent policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with Microsoft Office Suite and Google Apps.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.
- Operating knowledge of database systems.
- Operating knowledge of project management software

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

	Position Title	Job Code
Reports to:	Superintendent	

	Position Title	# of Employees	Job Code
Direct Reports:			
	Custodians	20+	
	Grounds Tech	1	
	Maintenance Tech	1	
	Assistant Operations Director	1	
	Clerk of the Works	1	
	Administrative Assistant	1	

*Supervisory responsibilities include hiring, disciplining, terminating, directing work, assigning work, training and evaluating.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

- Manage Capital projects, PPEL, and Building Fund Budgets in conjunction with Business Manager/CFO and Superintendent
- Responsible for the development of the budget or applicable input and submitting changes or requesting increases in these budgets.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Physical Activities:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			x	
Walk			x	
Sit			x	
Use hands to finger, handle or feel			x	
Stoop, kneel, crouch, or crawl		x		
Taste	x			
Speak				x
Listen				x
Smell	x			
Reach with hands & arms		x		
Climb or balance		x		

Weight & Force Demands:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds		x		
Up to 25 pounds		x		
Up to 50 pounds		x		
Up to 100 pounds		x		
More than 100 pounds		x		

Mental Functions:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			x	
Analyze				x
Communicate				x
Copy		x		
Coordinate			x	
Instruct		x		
Compute			x	
Synthesize				x
Evaluate			x	
Interpersonal Skills				x
Compile				x
Negotiate			x	

Work Environment:	Amount of time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or Humid Conditions (non-weather)		x		
Work near moving mechanical parts		x		
Work in high, precarious places		x		
Fumes or airborne particles		x		
Toxic or caustic chemicals		x		
Outdoor weather conditions		x		
Extreme cold (non-weather)		x		
Extreme heat (non-weather)		x		
Risk of electrical shock		x		
Work with explosives	x			
Risk of radiation	x			
Vibration		x		

Vision Demands:	Required
Close vision (clear vision at 20 inches or less)	x
Ability to adjust focus	x

Noise Level:	Exposure Level:
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	

The statements in this job description are intended to describe the general nature and level of the work to be performed by (an) individual(s) assigned to this position. They are not an exhaustive list of all duties and responsibilities related to the position. This job description will be reviewed periodically as duties and responsibilities change with business necessity and School Board Policy and procedures. Essential and marginal job functions are subject to modification.

Updated 7/10/13

CONTRACT WITH ADMINISTRATOR

THIS CONTRACT is entered into by and between **PAUL NUTTING**, an Administrator, and the Board of Directors, (hereinafter called the "Board") of the Dallas Center-Grimes Community School District, located at Dallas/Polk Counties, City of Dallas Center, State of Iowa.

In consideration of a salary of **\$90,000.00** to be paid in twelve equal installments on the 20th day of each month. The first payment to be made on the 20th day of July 2013. The Administrator agrees to well and faithfully perform the duties of **DIRECTOR OF OPERATIONS (SHARED) FOR THE ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT AND DALLAS CENTER - GRIMES COMMUNITY SCHOOL DISTRICT**, and to perform such other duties connected with the District as may be assigned.

AND IT IS FUTHER AGREED:

1. That said term shall commence on the 1st day of July, 2013, ending on the 30th day of June, 2014 and shall include 260 days of service, and 1/260th of annual salary shall be considered as pay for one day of service.
2. That days designated as holidays by the Board of Directors of the District shall be regarded as days of service subject to the rules of payment of such days and the policies of the School District.
3. Vacation days as assigned by the Board.
4. That deductions for absence for which pay is not allowed shall be made in an amount equal to the pay for one day of service for each day of absence.
5. That if said Administrator is lawfully discharged or is released by mutual agreement before the completion of said term, final settlement shall be made so the total amount which the Administrator shall have received shall be an amount equal to the product of the number of days of service multiplied by the amount considered as pay for the one day of service.
6. That the use to be made of the days in said term shall be assigned by the Board or its duly-authorized representative and may be stated in a school calendar adopted by the Board.
7. That where required, the Administrator shall present a certificate as required by law to the secretary of the Board of Directors of the School District before accepting payment of any part of the annual salary.
8. That this contract shall be invalid if the Administrator is under contract with another Board of Directors in the State of Iowa covering the same period of time.
9. That the Administrator shall file in the office of the Superintendent of Schools such records and qualifications as may be required and shall submit to such physical examinations as may be required by the District.
10. That the Administrator, if required to take military training, shall take such training during the times school is not in session whenever possible.
11. That the Administrator shall have such insurance and other benefits as may be established by the Board of Directors of the School District.

12. Other conditions:

- a. Sick leave per board policy.
- b. Vacation to be four weeks. Administrator may carry over up to five days from one year to the next. Additional days may be carried over upon approval of the superintendent. All vacation days must be approved in advance by the superintendent.
- c. Holidays: January 1, Memorial Day, July 4th and the day before or after, Labor Day, Thanksgiving and the day after, Christmas and the day before or after.
- d. Professional dues paid to SAI and National Administrator Organization of that grade level.
- e. The Administrator will be provided family medical insurance.
 1. The Administrator may select single medical and have the difference in cost of the family medical and single medical deposited by the District in an employee identified TSA. Should the employee elect to maintain or start family medical insurance, no TSA will be paid by the District for this purpose.
- f. Family dental will be provided by the District.
- g. Life Insurance of \$150,000 or a Board approved amount will be provided by the District.
- h. Upon approval of the superintendent, attend a national conference every other year.
- i. This contract shall cease/void if either District is ineligible for supplemental weighting under HF472 Shared Operational Functions or either Board chooses not to participate in the supplemental weighting associated with HF472. This Agreement may be terminated upon the mutual agreement of the parties at any time.
- j. Paul Nutting agrees not to accept recruitment offers or any offer of employment from any District in which DC-G has a sharing agreement within a 12 month period immediately following any termination of this employment contract, unless otherwise agreed to by DC-G in advance.

THIS CONTRACT shall be without force and effect unless it is in the hands of the Board bearing the signature of said Administrator and the President of the Board on or before the 24th of June, 2013.

_____ Date	_____ Administrator
<u>06/03/2013</u> Date	_____ President Board of Directors Dallas Center-Grimes Community School District

**ADEL DESOTO MINBURN
MARKET FACTOR PAY BOARD RESOLUTION**

Director _____ introduced and caused to be read the Resolution hereinafter set out and moved its adoption; seconded by Director _____; after due consideration thereof by the Board, the President put the question upon the adoption of said Resolution and, the roll being called, the following Directors voted:

Aye: _____

Nay: _____

Whereupon the President declared said Resolution duly adopted as follows:

RESOLUTION

WHEREAS, the General Assembly has appropriated funds to assist the school district in hiring or retaining teachers in shortage areas;

WHEREAS, the Board deems it necessary and desirable to provide additional salary or assistance to teachers in shortage areas;

WHEREAS, the Board has determined the following criteria to be used in awarding market factor pay for the school district; hard-to-hire-positions (new hires, transfer, retentions, or certifications), dual credit offerings, and Reading Recovery training.

NOW, THEREFORE, BE IT RESOLVED by the board:

The superintendent is hereby delegated to determine the specific areas of shortage and funds available for those positions for the fiscal year 2013-14.

Passed and approved _____
(date)

Board President

Attest:

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

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

DISTRICT GOALS ESTABLISHED AUGUST 2013

Short-Range Goals

1. Increase the percent of students proficient or above on the Iowa Assessments reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 to the percent proficient or above in 2014. Goal is 86.0%.
2. Increase the percent of students proficient or above on the Iowa Assessments math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 to the percent proficient or above in 2014. Goal is 87.0%.
3. Increase the percent of students proficient or above on the Iowa Assessments science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 to the percent proficient or above in 2014. Goal is 91.0%.
4. Maintain participation in the DMACC Career Center in Perry.
5. 100% of teaching staff will be members of a Professional Learning Community focused on student learning utilizing SMART goals.
6. Implement a curriculum revision cycle PK-12 that leads to increased student achievement and full implementation of the Iowa Core. *English language arts*
7. Increase the graduation rate to 98%.
8. Develop writing units of study assessments.
9. Increase STEM opportunities by implementing Biomedical PLTW in 2013-14.
10. Complete and execute the facility master plan.
11. Develop a district Communication Strategic Plan to improve internal and external communications.

Long-Range Goals

1. Recruit and retain the best employees possible.
2. Provide quality staff development that is research and data driven, results oriented, and collaborative.
3. 90% of K-5 students will read on or above grade level as indicated by district reading benchmark assessments.
4. Ensure every student has a safe learning environment. Improve safety through facility master plan.
5. Ensure the financial stability of the district.
6. Increase opportunities for students in school and in the communities.

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.

ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE
2013-14 SCHOOL YEAR

GOAL:	2012-13 DATA	2013-14 DATA	GOAL MET?
<p>Reading:</p> <p>Increase the percent of students proficient or above on the Iowa Assessments reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 (84.5%) to the percent proficient or above in 2014.</p> <p>District Goal is 86.0%</p>	84.5%		
<p>Math:</p> <p>Increase the percent of students proficient or above on the Iowa Assessments math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 (83.7%) to the percent proficient or above in 2014.</p> <p>District Goal is 87.0%</p>	83.7%		
<p>Science:</p> <p>Increase the percent of students proficient or above on the Iowa Assessments science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2013 (89.0%) to the percent proficient or above in 2014.</p> <p>District Goal is 91.0%</p>	89.0%		



Adel DeSoto Minburn

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

RESOLUTION NAMING DEPOSITORIES

Resolved, that the Adel DeSoto Minburn Community School District approve the following financial institutions to be depositors of the Adel DeSoto Minburn Community School funds in conformance with all applicable provisions of Iowa Code Chapters 452 and 453 (1983) as amended by 1984 Iowa Acts, S.F. 2220. The school district treasurer is hereby authorized to deposit the Adel DeSoto Minburn Community School District's funds in amounts not to exceed the maximum approved for each respective financial institution as set out below:

Depository Name	Location of Home Office	Maximum Balance
Lincoln Savings Bank	Adel, Iowa	\$12,000,000
Wells Fargo	Adel, Iowa	\$ 9,000,000
Wells Fargo	Des Moines, Iowa	\$ 9,000,000
ISJIT	Des Moines, Iowa	\$ 800,000

CERTIFICATION. I hereby certify that the foregoing is a true and correct copy of a resolution of the Adel DeSoto Minburn Community School District adopted at a meeting of said public body, duly called and held on the 15th day of July, 2013.

Tim Canney, Board President

Nancy Gee, Board Secretary/Treasurer

"Experiencing Success Today, Achieving Dreams Tomorrow."

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 6th grade classes about bicycle laws and safety. On September 13th, I visited the 1st graders at the Adel Elementary School and talked about bullying and gave examples. On September 24th, 25th, and October 1st, 6-8 Middle School Counselor Aaron Mager, and I talked with each of the 6th, and 7th, 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 28th, I visited with the pre-K classes at the Adel Elementary School about strangers and safety. On October 18th, and 19th, 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 26th, 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 14th the 3rd 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 14th. The 5th grade D.A.R.E. program began on February 27th. This year the 5th grade D.A.R.E. curriculum saw many new changes from the previous D.A.R.E. curriculum. The 5th 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 5th graders concluded the program with a graduation on Monday, May 20th 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 5th 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. 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
<u>Reading: Literature</u>										
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
<u>Reading: Informational Text</u>										
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
<u>Reading: Foundational Skill</u>										
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	X	X	X	X	X	X	X	X	X	X
<u>Writing</u>										
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
<u>Speaking & Listening</u>										
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			



Call for 2014 Legislative Action Priorities

What Your Board Needs to Do

Spend the May, June, or July (or first week of August) board meetings analyzing, discussing and voting on your top legislative priorities for next year. This should give all school boards at least two meetings to identify their priorities for the 2014 General Session by doing one or more of the following:

- Pick no more than five priorities or agree to move forward with the priorities from the 2013 platform, and/or;
- Suggest amendments to existing resolutions or recommend new resolutions;
- Identify resolutions that should be removed from the platform if they are no longer relevant or critical;

Return up to five of your top legislative priorities or general approval to IASB by August 9th via the Internet at [https://docs.google.com/forms/d/15QObOZuF3FjphhP0RzfevroA - Pt8icrrbSbPuRP4/viewform](https://docs.google.com/forms/d/15QObOZuF3FjphhP0RzfevroA-Pt8icrrbSbPuRP4/viewform).

The Resolutions and Priorities Process

- The IASB Legislative Resolutions Committee (LRC), at its August meeting, will review the submitted resolutions, prioritize them and make recommendations to the IASB Board of Directors.
- The IASB Board of Directors, at its September meeting, will vote to approve or modify the LRC recommendations and forward the report to the Delegate Assembly.
- The IASB Delegate Assembly will meet in Des Moines on November 20th. The Delegate Assembly is the official body that establishes the IASB Legislative Priorities, Resolutions and Beliefs.

What is the Legislative Resolutions Committee?

The building of, and the strength of, the IASB legislative platform is based on member input. The Legislative Resolutions Committee is a 19 member committee comprised of K-12 board members, an AEA representative and an Iowa Community College Board of Trustees member. The IASB President-elect presides over the LRC. Members of the IASB Board of Directors appoint an LRC committee member from their director district. The IASB president makes five at-large appointments. The AEAs and Iowa Association of Community College Trustees each appoint one member. The LRC is a cross-section of school boards from across Iowa, big and small, urban and rural.

Thank you for adding your voices to the IASB legislative grassroots process!

Remember: IASB needs your top five resolutions by August 9th.

Please visit this link to obtain a copy of all supporting documents; <http://www.iasb.org/LegislativeAdvocacy.aspx?id=7342>.



2013 IASB Legislative Resolutions

STUDENT ACHIEVEMENT AND STUDENT EQUITY: The Iowa Association of School Boards:	Legislative Action 2013 Session
1. Supports preserving the integrity of the statewide penny sales tax for school infrastructure, including the tax equity provisions of buying down the highest additional levy rates to the state average.	Distribution of sales tax monies will be equalized beginning July 1, 2014 PETR fund receives guaranteed 2.1% of total collected sales and use tax generated by the additional penny
2. Supports full state funding to encourage local initiatives to fully comply with current professional development program requirements.	Continued funding of professional development
3. Supports continued progress in the development of rigorous content standards and benchmarks consistent with the Iowa Core focused on improving student achievement, including the following state actions: <ul style="list-style-type: none"> ▪ Provide and fund technical assistance to help school districts fully implement the Iowa Core. ▪ Develop or obtain high-quality summative and formative assessments, aligned to the skills students should know and be able to do to succeed globally and locally. ▪ Include and fund all the components of successful standards systems: assessments aligned to high expectations, improved and aligned instruction and quality professional development. 2013 IASB Legislative Action Priority 	\$1M in HF 604 Ed Approps \$1M in HF 648 Bond Repayment SUCCESS!!! Ed Reform, HF 215, has a task force to study a new statewide assessment to measure the full range and rigor of the Iowa Core with implementation beginning 16-17 school year. HF 215 as task force to develop new teacher evaluation to include student achievement
4. Supports adequate and on-time funding for English-language learner (ELL) students until the students reach proficiency.	SF 452, Standings, extends ELL funding from four years to five
5. Supports a funding mechanism for school districts' transportation costs that does not directly or indirectly impact funding for the educational program.	No change
6. Supports adequate funding to ensure all 4-year-olds have access to a high quality public school preschool program. We should continue to allow 4-year-olds to be included in the enrollment count if those programs can demonstrate meeting the collaboration and quality standards requirements of the statewide voluntary preschool program.	HF 215 includes language that clarifies that community providers may use funds for PD, instructional equipment, materials and other direct costs. Directs unused funds to be used to expand capacity in next school year
7. Supports continuation of sufficient incentives and assistance to encourage sharing, reorganization or regional high schools to expand academic learning opportunities for students and to improve student achievement. IASB supports expansion of sharing incentives to include special education, curriculum and other critical administrative positions. The incentives must be available to school districts regardless of the location of the sharing partner(s). 2013 IASB Legislative Action Priority	SUCCESS!! HF 472 expanded the sunset for operational sharing for five more years and broadened the category to include more positions. SF 452 added social workers to the list.
8. Supports legislation that increases the at-risk student weighting and includes drop-out prevention in the foundation formula.	No change
9. Supports revising the foundation formula to equalize per pupil funding regardless of the school district.	No change
10. IASB supports Iowa law giving local school boards authority to establish charter schools. Charter schools should not be established by any entity other than public school boards and, after approval of a charter school by a local school district, charter school plans and waivers must be approved by the State Board of Education and	No change



2013 IASB Legislative Resolutions

subject to all state accountability and reporting standards.	
11. Supports flexibility in the use of modified allowable growth for dropout prevention and the expansion of the definition of at-risk to also include low socio-economic status as a factor in determining a student's at-risk status.	No change
12. Supports reform of Iowa's K-12 education system that: <ul style="list-style-type: none"> ▪ Is research-based; ▪ Is focused on student achievement; ▪ Includes comprehensive assessments to measure the full range and rigor of the Iowa Core; ▪ Maintains oversight and control by locally elected boards of directors; ▪ Does not "repurpose" existing education funds; and ▪ Does not impose new mandates unless they are fully funded. 	HF 215 Ed Reform: <ul style="list-style-type: none"> ♦ statewide assessments aligned to Core ♦ maintain oversight by local boards ♦ current funds not repurposed. ♦
2013 IASB Legislative Action Priority	
13. Supports returning to three-year school board member terms with less than a majority of the school board elected in any one year.	No change
FINANCE The Iowa Association of School Boards	
14. Supports setting allowable growth at a rate that encourages continuous school improvement and reflects actual cost increases experienced by school districts and AEAs. Our financial priority is to increase and maintain the state cost per pupil and the spending authority associated with it to build a strong base for future education resources with full state funding of the state's share of the cost per pupil. 2013 IASB Legislative Action Priority	SUCCESS!! Two years of allowable growth were set! For FY 14, two percent of allowable growth plus two percent of full state funding; FY 15, four percent of allowable growth.
15. Supports a school foundation formula that adequately, and in a timely manner, funds changes in demographics, including declining and increasing enrollment challenges.	No change.
16. Supports greater flexibility in the use of the management levy for those services required by law including inspections and publication costs and legal and auditing services, including internal auditing services and staff.	No change.
17. Supports greater flexibility in allowing school districts to charge fees for non-curricular related costs.	No change.
18. Supports the continuation of programs currently funded by the early intervention block grant program with flexibility to use those funds for other K-3 literacy programs if approved by the school board.	SUCCESS!! Sunset was extended for five years, until 2018.
LOCAL CONTROL The Iowa Association of School Boards	
19. Supports legislation that provides greater flexibility for school districts to meet changing needs, become more efficient, protect natural resources and save public funds.	No change.
20. Supports the repeal of the mandatory school start date, while offering incentives to school districts to provide extended days and/or innovative calendars. School districts receiving these incentives will evaluate and determine the impact on student learning when establishing the start day for school. 2013 IASB Legislative Action Priority	No change in the start date but HF 215 includes an option for schools to choose between either 180 days or 1080 hours for the school year
21. Supports the use of physical plant and equipment levy (PPEL) funds for the maintenance and repair of transportation equipment that can be purchased or financed with PPEL funds.	No change.



2013 IASB Legislative Resolutions

TAXES	
The Iowa Association of School Boards	
22. Supports legislation allowing school bond issues to be passed by a simple majority vote and to permit the local school board to levy a combination of property taxes and income surtaxes to pay the indebtedness.	No change.
23. Supports sufficient state revenues to adequately fund public education as Iowa's number one priority. IASB opposes erosion of the existing tax base. IASB supports a full accounting every two years by state government of the costs of all exemptions, credits or deductions for the income tax, sales tax or property tax.	SF 295, commercial property tax relief may limit ability of state to provide sufficient allowable growth in the future
24. Supports Tax Increment Financing (TIF) limitation, reform and regulation. Reforms should limit the duration of all TIF districts, and mandate inclusion of the affected taxing bodies including school districts in discussions prior to the imposition of a TIF. TIFs are to be used for the sole purpose of stimulating development that would otherwise not occur. Expenditures from TIF revenues should not be used to pay for property tax rebates or other direct subsidies to private developers. In addition, IASB opposes residential TIFs that are not directly tied to job creation unless the impacted school districts approve.	No change.
25. Opposes a constitutional amendment or statewide voter referendum that would limit taxes, spending or local control impacting education.	No change.
26. Supports efforts to minimize property tax disparities that occur between school districts because of the additional levy rate in the school foundation formula.	HF 215 includes language that freezes the additional levy rate at the FY 2013 rate and has any property taxes generated by allowable growth in FY 14 and FY 15 paid for by the state
27. Opposes property tax restructuring unless it holds school districts harmless.	SF 295 holds districts harmless for two years because the state picks up the additional levy rate generated by FY 14 and FY 15 allowable growth rates. SF 295 provides funds to counties that will be available to districts to replace lost PPEL and PERL revenue
28. Opposes the imposition of franchise fees on school corporations. NEW	No change
PERSONNEL	
The Iowa Association of School Boards	
29. Supports giving school districts and AEAs the option to reduce staff to respond to reductions in funding or to comply with an arbitrator's award. School districts and AEAs should not be required to use the teacher contract termination procedures in <i>Iowa Code</i> section 279.13 for such staff reductions.	No change.
30. Supports providing school districts with incentives and the flexibility to pay market competitive wages for shortage area positions, especially in the areas required to meet graduation and Iowa Core mandates.	HF 215 provides \$10 million for incentives to teachers who teach core subjects in high-need schools



2013 IASB Legislative Resolutions

31. Opposes changes to labor and employment laws unless they: <ul style="list-style-type: none">▪ Include adequate resources provided by the state without a shift from other education resources or significant burden on property taxpayers.▪ Balance the rights of the employees with the rights of management with scales tipped in favor of student achievement and student safety.	No change.
32. Support a requirement that arbitrators prior to any imposition of an award against a school district, AEA or community college, first consider local conditions and ability to pay. After the arbitrator determines the school district, AEA or community college has the ability to pay, the arbitrator should then consider comparability based upon similar size and geographic region.	No change.
33. Supports a change in state law that allows school districts to enroll their employees in the state's health, dental and life/long-term disability insurance pools.	No change.
UNFUNDED MANDATES The Iowa Association of School Boards:	
34. Supports predictable and timely state funding to serve students receiving special education services at a level that reflects the actual cost, including educational programming and health care costs.	No change.
35. Supports the federal commitment to fund 40 percent of the cost of educating students receiving special education services, and requests that the federal government fulfill that commitment by increasing funding a minimum of 8 percent per year until the 40 percent figure is achieved.	No change.
36. Opposes and seeks to repeal unfunded mandates.	No mandates repealed Mandatory background checks for all employees every five years at school district cost
37. Supports legislation requiring any new mandate have corresponding funding sufficient to implement the new mandate.	Districts can opt out of teacher pathways if insufficient funding or other financial impediments



2013 IASB Legislative Resolutions

AREA EDUCATION AGENCIES: Acknowledges the AEAs legislative platform, including:	
<ul style="list-style-type: none"> ▪ Supports additional resources to AEAs and school districts for curriculum development, student assessment analysis, in-service training, professional development and technology assistance; ▪ Supports legislation allowing students in accredited nonpublic schools to be counted for special education services, allowing them full access to services; ▪ Supports fully funding the AEA budget as provided by the school growth factor; ▪ Supports creation of a separate funding mechanism for the operation and maintenance of AEA facilities; ▪ Supports an increase in funding for early childhood efforts. 	
COMMUNITY COLLEGES: Acknowledges the community college legislative platform, including:	
<ul style="list-style-type: none"> ▪ Supports funding State General Aid (SGA) at \$186 million which reflects the calculation under the formula adopted by the State Board of Education a base of \$178 million; ▪ Supports a state commitment of \$11 million for skilled worker training through the Workforce Training and Economic Development Fund; ▪ Supports a state commitment of \$5 million to maintain and build capacity for skilled worker training, through Remedial Education, Developmental Education and Adult Literacy Programs; ▪ Supports the expansion of the Career Academy Pilot using K12 Physical Plant and Equipment Levy (PPEL) funds to expand and grow Career Academies for K12 students across Iowa; and ▪ Supports the 15 Community College Boards' local governance flexibility to access local tax support in its discretion to meet the needs of local workforce training and their local communities 	
URBAN EDUCATION NETWORK Acknowledges the UENs legislative platform, including:	
<ul style="list-style-type: none"> ▪ Educational Transformation including: <ul style="list-style-type: none"> ○ Urgency ○ Meaningful Assessment ○ Literacy ○ Innovation ○ New concepts of delivery ○ Educational Instructional Staff ○ Administrative Leadership ○ Improving recruiting and hiring practices ○ World class models ▪ Adequate and Equitable funding ▪ 21st Century Funding System 	

PROPOSED 2014 IASB LEGISLATIVE ACTION PRIORITIES

Please use this form to record your board's **Top Five Legislative Priorities in Rank Order**. Please select **only up to 5** resolutions that are most important to your district. Resolution numbers can be found by visiting our website at <http://www.ia-sb.org/Publications.aspx?id=5008>. If you have new resolutions, record the exact wording as discussed at your board meeting. Also, please let us know if there are resolutions that should be removed from the platform. Please register your response via this link [https://docs.google.com/forms/d/15QObOZuF3FjphhP0RzfevroA - Pt8icrrrbSbPuRP4/viewform](https://docs.google.com/forms/d/15QObOZuF3FjphhP0RzfevroA-Pt8icrrrbSbPuRP4/viewform) , on the IASB website by **August 9, 2013**.

The Board of Directors of _____ School District on _____, 2013, adopted the following Legislative Action Priorities and Resolutions on a vote of _____ to _____.
Submitted by: Name _____ Title _____

Continue Priorities from the 2013 IASB Platform: _____
(2013 resolutions #'s 3, 7, 12, 13, & 19)

2014 Priorities: (use 2013 resolution number, choose no more than 5)

New Resolutions or amendments to existing:

Resolutions that should be removed: _____
(use 2013 resolution number)

Survey Response Summary Report

Survey: Staff Feedback to Superintendent

Number of Responses: 100

1. If you choose, you may leave your name here: (Top 10 results only)	Total Responses	Percent of Total
a. -	1	1.00%
b. Amy Pottebaum	1	1.00%
c. Angie Schmitz	1	1.00%
d. Beth Shields	1	1.00%
e. Brett Watson	1	1.00%
f. Cassidy Noring	1	1.00%
g. Christal Tilley	1	1.00%
h. Connie Sloss	1	1.00%
i. Cris Goodale	1	1.00%
j. Jean West	1	1.00%
Total Not Answered:	81	81.00%
Total Respondents:	19	19.00%

2. Sets priorities in the context of improving student achievement.	Total Responses	Percent of Total
a. Strongly agree with the statement.	77	77.00%
b. Agree with the statement.	22	22.00%
c. Disagree with the statement.	1	1.00%
d. Strongly disagree with the statement.	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

3. Articulates and promotes high expectations for teaching and student learning.	Total Responses	Percent of Total
a. Strongly agree with the statement.	84	84.00%
b. Agree with the statement.	16	16.00%
c. Disagree with the statement.	0	0.00%
d. Strongly disagree with the statement.	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

4. Aligns the educational programs, plans and actions to the district's vision and goals for student learning.	Total Responses	Percent of Total
a. Strongly agree with the statement.	72	72.00%
b. Agree with the statement.	26	26.00%
c. Disagree with the statement.	2	2.00%
d. Strongly disagree with the statement.	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

5. Creates symbols, ceremonies, and activities that support the vision and mission of the district.	Total Responses	Percent of Total
a. Strongly agree with the statement.	62	62.00%
b. Agree with the statement.	36	36.00%
c. Disagree with the statement.	2	2.00%
d. Strongly disagree with the statement.	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

6. Develops communication strategies to inform stakeholders of progress towards the vision and mission of the district.		Total Responses	Percent of Total
a.	Stongly agree with the statement.	71	71.00%
b.	Agree with the statement.	29	29.00%
c.	Disagree with the statement.	0	0.00%
d.	Strongly disagree with the statement.	0	0.00%
Total Not Answered:		0	0.00%
Total Respondents:		100	100.00%

7. Provides leadership for assessing, developing and improving school environment and culture.		Total Responses	Percent of Total
a.	Strongly agree with the statement.	64	64.00%
b.	Agree with the statement.	24	24.00%
c.	Disagree with the statement.	11	11.00%
d.	Strongly disagree with the statement.	1	1.00%
Total Not Answered:		0	0.00%
Total Respondents:		100	100.00%

8. Recruits, interviews and recommends teachers and staff to support quality instruction.		Total Responses	Percent of Total
a.	Strongly agree with the statement.	53	53.00%
b.	Agree with the statement.	42	42.00%
c.	Disagree with the statement.	5	5.00%
d.	Strongly disagree with the statement.	0	0.00%
Total Not Answered:		0	0.00%
Total Respondents:		100	100.00%

9. Provides leadership, encouragement, opportunities, and structure for all staff to continually design more effective teaching learning experiences for all students.		Total Responses	Percent of Total
a.	Strongly agree with the statement.	62	62.00%
b.	Agree with the statement.	34	34.00%
c.	Disagree with the statement.	4	4.00%
d.	Strongly disagree with the statement.	0	0.00%
Total Not Answered:		0	0.00%
Total Respondents:		100	100.00%

10. Evaluates staff and provides direction for improving instruction.		Total Responses	Percent of Total
a.	Strongly agree with the statement.	45	45.00%
b.	Agree with the statement.	44	44.00%
c.	Disagree with the statement.	11	11.00%
d.	Strongly disagree with the statement.	0	0.00%
Total Not Answered:		0	0.00%
Total Respondents:		100	100.00%

11. Develops and supports professional development of staff to improve student learning.		Total Responses	Percent of Total
a.	Strongly agree with the statement.	71	71.00%
b.	Agree with the statement.	27	27.00%
c.	Disagree with the statement.	2	2.00%
d.	Strongly disagree with the statement.	0	0.00%
Total Not Answered:		0	0.00%
Total Respondents:		100	100.00%

Survey Response Summary Report cont.
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Demonstrates awareness of professional issues and developments in education.	Total Responses	Percent of Total
a. Strongly agree with the statement.	76	76.00%
b. Agree with the statement.	24	24.00%
c. Disagree with the statement.	0	0.00%
d. Strongly disagree with the statement.	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

13. Operational procedures are designed and managed to maximize opportunities for successful learning.	Total Responses	Percent of Total
a. Strongly agree with the statement.	62	62.00%
b. Agree with the statement.	37	37.00%
c. Disagree with the statement.	0	0.00%
d. Strongly disagree with the statement.	1	1.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

14. Demonstrates effective communication skills with a variety of stakeholders in the operation of the school.	Total Responses	Percent of Total
a. Strongly agree with the statement.	73	73.00%
b. Agree with the statement.	22	22.00%
c. Disagree with the statement.	4	4.00%
d. Strongly disagree with the statement.	1	1.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

15. Addresses problems in a timely manner.	Total Responses	Percent of Total
a. Strongly agree with the statement.	62	62.00%
b. Agree with the statement.	29	29.00%
c. Disagree with the statement.	8	8.00%
d. Strongly disagree with the statement.	1	1.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

16. Works to assure the school buildings, equipment, and support systems operate safely, efficiently and effectively.	Total Responses	Percent of Total
a. Strongly agree with the statement.	66	66.00%
b. Agree with the statement.	31	31.00%
c. Disagree with the statement.	3	3.00%
d. Strongly disagree with the statement.	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

17. Engages the community to create shared responsibility for student and school success.	Total Responses	Percent of Total
a. Strongly agree with the statement	67	67.00%
b. Agree with the statement	31	31.00%
c. Disagree with the statement	2	2.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

18. Promotes and supports parent/student/community involvement in the school.	Total Responses	Percent of Total
a. Strongly agree with the statement	75	75.00%
b. Agree with the statement	24	24.00%
c. Disagree with the statement	1	1.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

19. Shares leadership and decision-making.	Total Responses	Percent of Total
a. Strongly agree with the statement	69	69.00%
b. Agree with the statement	30	30.00%
c. Disagree with the statement	0	0.00%
d. Strongly disagree with the statement	1	1.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

20. Demonstrates ethical, trustworthy, and professional behavior.	Total Responses	Percent of Total
a. Strongly agree with the statement.	76	76.00%
b. Agree with the statement.	19	19.00%
c. Disagree with the statement.	4	4.00%
d. Strongly disagree with the statement.	1	1.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

21. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.	Total Responses	Percent of Total
a. Strongly agree with the statement.	82	82.00%
b. Agree with the statement.	15	15.00%
c. Disagree with the statement.	3	3.00%
d. Strongly disagree with the statement.	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

22. Treats people fairly, equitably, and with dignity and respect.	Total Responses	Percent of Total
a. Strongly agree with the statement.	80	80.00%
b. Agree with the statement.	17	17.00%
c. Disagree with the statement.	2	2.00%
d. Strongly disagree with the statement.	1	1.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

23. Applies policies and procedures in a fair and equitable manner.	Total Responses	Percent of Total
a. Strongly agree with the statement.	73	73.00%
b. Agree with the statement.	22	22.00%
c. Disagree with the statement.	4	4.00%
d. Strongly disagree with the statement.	1	1.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

Serves as an effective spokesperson for the welfare of all members of the learning community.

	Total Responses	Percent of Total
a. Strongly agree with the statement	72	72.00%
b. Agree with the statement	27	27.00%
c. Disagree with the statement	1	1.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

Promotes respect for diversity in the school and community environment.

	Total Responses	Percent of Total
a. Strongly agree with the statement	74	74.00%
b. Agree with the statement	25	25.00%
c. Disagree with the statement	1	1.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

Engages in dialogue with other decision-makers to improve teaching and learning.

	Total Responses	Percent of Total
a. Strongly agree with the statement	72	72.00%
b. Agree with the statement	28	28.00%
c. Disagree with the statement	0	0.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

Communicates clearly to the community about building/district issues and performances.

	Total Responses	Percent of Total
a. Strongly agree with the statement	75	75.00%
b. Agree with the statement	25	25.00%
c. Disagree with the statement	0	0.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

Provides leadership through assisting in the development of mutual expectations and procedures for working together.

	Total Responses	Percent of Total
a. Strongly agree with the statement	66	66.00%
b. Agree with the statement	31	31.00%
c. Disagree with the statement	3	3.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

Knows and supports the building/district school improvement plan and accurately interprets and reports progress on goals.

	Total Responses	Percent of Total
a. Strongly agree with the statement	79	79.00%
b. Agree with the statement	21	21.00%
c. Disagree with the statement	0	0.00%
d. Strongly disagree with the statement	0	0.00%
Total Not Answered:	0	0.00%
Total Respondents:	100	100.00%

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30. Leave any comments here you would like to share:

Total Responses

Percent of Total

Individual Text Area Responses Are Not Displayed In This Report.

Total Not Answered:

78

78.00%

Total Respondents:

22

22.00%

Leave any comments here you would like to share:

Text Response

I have a 'tech' concern and that is that I am sorely disappointed in the Infinite Campus grade book. Although I am a senior age teacher and not tech savvy, I find that my younger age co-teachers share the same concerns and they know what they are doing when it comes to technology. Infinite Campus is not a user friendly program. It is very frustrating to encounter problems that range from not being able to type in teacher generated comments with ease to finding out that updating requested by IC resulted in a host of problems. I have been given tech support as requested by the tech staff but I am wondering why such problems should exist in the first place.

You are definitely an excellent superintendent. I am so pleased that you are leading our district.

There is a concern that Mr. Dufoe does not follow procedure when there is a conflict with parents and teachers. The chain of command is not followed. Parents are allowed to address Mr. Dufoe regarding teachers without the teacher's knowledge. There is also a concern that he discusses school personnel outside the confines of the building. This has created a lack of trust between teachers and administrators.

Kim is truly gifted in her role as administrator. She is unflappable, and professional.

I trust her, I believe her, I love working for her.

Our Wonder Day was a great summary of the year under Kim's leadership==Choose Kind! Was a great year at the middle school!

I believe Mr. Dufoe has done a very fine job since coming to ADM. My concerns over recent years have been associated with the mentorship and clear evaluation of administrators in the district. Developing a professional development program can benefit that concern if adhered to and clearly defined. The use of feedback from all directions should be a professional expectation for administrators in the district. Even in areas where I disagree with decisions that have been made, I support Mr. Dufoe as an overall leader.

Greg's dedication to achieving excellence shines in all that he does at ADM. I feel so blessed to work in this district because of his genuine concern for success and his amazing leadership at ADM.

Mr. Dufoe has been the best addition to ADM. He is trustworthy and treats everyone fairly and with respect. We feel appreciated to work here!

Thank you for listening.

Greg's leadership for the ADM school system has been outstanding. Many positive things have happened in the years that he has been here.

Greg is always willing to do any job that he would ask any staff person to do.

The environment at DeSoto Intermediate is not a positive working environment at this time. Greg has been aware of the situation and has been visible in the building. He is also working to ensure that the building becomes a more safe and secure place.

There has been no verbal or written acknowledgement from Greg to teaching staff communicating what steps are being taken to begin to rectify this situation. When teachers take the risk to try to address a situation that is unprofessional, with the goal of making positive changes, it is very disheartening to receive no communication or follow-up.

I appreciate all the extra time Mr. Dufoe has spent in our building over the last couple of months. Unfortunately, I don't feel like the culture in our building has improved even with this extra support.

I disagreed with number 15 only because I have no idea what, if anything, has been done to address the issues in our building. I would like to believe that steps are being taken, however I have yet to see any positive changes in the professionalism or leadership here at DeSoto.

I wish that the teachers had more of a voice instead of only being asked to validate the opinions and ideas of our administrators. I believe we could provide helpful and constructive feedback to improve student learning if given the opportunity.

As an alumna of this district and long time member of this community I only want the best for the students at ADM.

#7 I disagreed with because I feel that the culture in our school has become negative because of issues with the staff and our principal. I appreciate having Greg walk through as often as he has. It makes me feel supported. Sadly, I feel that even with these walkthroughs, the culture has not improved and we're needing more leadership to change this.

#15 I disagreed with because issues in our building have been presented to Greg and I've seen little to no improvement in the issues with our principal. I know that these things take some time, but our working environment needs quick improvement. I believe the feelings of the teachers also affect our students. I would like to believe steps are being taken, I just wish we saw more obvious improvement in a more timely manner.

#20, 24, & 26 I agreed with, but there were aspects I didn't feel entirely confident about. I feel that Greg puts students first, which is the way it should be, but after that I feel that administrators rank in importance higher than teaching and support staff. I think communication is open with principals, but not the teaching staff. I think principals communicate ideas that are their own about how things are going or could be done best, but that's not always the opinion of the teaching staff. I think the teaching staff could provide helpful and honest feedback. We don't feel our principals want to hear anything but positive feedback or complete agreement with their ideas.

-I am very impressed with Mr. Dufoe's dedication to our school and community. I always feel supported in my teaching, I know that I can always go to Mr. Dufoe if I have any concerns.

-This year I have witnessed and heard of a few situations that were unsettling to me, I have heard that parents are being allowed to come straight to the superintendent instead of talking to the teacher, or the principal first. I would like to see parents come first to the teacher, and then to the principal, if they are still unsatisfied only then should they meet with the superintendent. There have been meetings this year with parents and administration without the teacher, before the teacher is informed.

Mr. DuFoe is clearly an asset to the ADM District. He possesses a rare quality that brings out the best in all of those around him. I have enjoyed working more closely with him during our curriculum revision process this year which has provided our department the opportunity to expand and improve on so many levels. Because of this I am really looking forward to next year. I am inspired when he speaks to us individually and as a faculty, and I feel proud to be a part of ADM under his leadership!

I appreciate your leadership, involvement in all curricular areas and that you take the time to be in the high school. Your presence sets an important example to our students.

In the future, the district needs to find funding to hire a full time study hall supervisor so that teachers are freed up to do PLC work. The push from the administration to improve PLC's cannot be accomplished in one or two professional days a month. Academic departments need more time to develop and implement the collaborative programs. I feel very lucky to be in this district and work for such a great leader.

Kim has begun as our principal with a positive and professional manner which I really appreciate.

Our superintendent's best quality is how quickly and fairly he responds in the event of a conflict. He always speaks to staff in a way that makes us feel valued and accepted. He is an asset to our district.

I enjoy that Mr. Dufoe makes his presence known in buildings by visiting throughout the school year and by addressing all staff members by name. This allows for staff members to feel comfortable when talking to him or addressing any concerns. Although, his big heart can also get in the way of seeing the bigger picture of issues at hand and in turn, problems are not solved.

Staff ideas and need should to be taken into consideration when planning professional development. Also, these would be beneficial if given by someone that is not always a part of our district to provide us with an unbiased outlook on our opportunities for improvement.

when issues between staff and an administrator arise, the way in which those issues are dealt with requires more confidentiality; teacher's comments or 'complaints' need to be taken more seriously or looked into further - if several people repeatedly try to bring issues with an administrator to light, it can't be assumed that they are all just complaining - it truly is a serious day-to-day issue that hampers their ability to do their job effectively and provide the best education for all students

The district needs to learn how to stand up to parents and/or community members - making sure they understand the reasons behind decisions and that they were made with everyone's best interest at heart, then stick to the decisions

We are very fortunate to have Greg DeFoe as our Superintendent. The overall atmosphere in the district has been more positive and upbeat since he arrived. I feel he is supportive and has given us a clear focus and direction for the future.

You're a great superintendent and more importantly a great person. Thanks for all you've done for me.

**Adel DeSoto Minburn Board of Education
Work Session – Monday, June 10, 2013
3:00 p.m. @ ADM MS Board Room**

Attendance:

Present:

Tim Canney

Bart Banwart

Kelli Book

Rod Collins

Absent:

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

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

Data Review/Goal Setting: The building administrators reviewed benchmark data focusing on math and reading. Discussion ensued. Superintendent reviewed the 2012-13 district goals and talked about possible changes for 2013-14.

Piper Jaffray – Bonding Capacity Discussion: Travis Squires presented information on the District's maximum bonding capacity and shared different financing scenarios using both Sales Tax Revenue Bonds and General Obligations Bonds.

FRK – Facility Master Planning: Tom Wollan and Dave Briden reviewed a draft planning study, which included recommendations from the facility master planning committee.

Adjournment: It was moved by Collins, seconded by Book, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 5:59 p.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary

Adel DeSoto Minburn Board of Education
Regular Meeting – Monday, June 10, 2013
6:00 p.m. @ ADM MS/Board Room

Attendance:

Present:

Tim Canney

Bart Banwart

Kelli Book

Rod Collins

Absent:

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, and Kelli Book. Vice President Kim Roby was absent.

Agenda: It was moved by Book, seconded by Banwart, to adopt the agenda with the exclusion of the School Resource Officer report, as Mr. Keller wasn't able to attend the meeting. Motion carried unanimously.

Consent Agenda: It was moved by Book, seconded by Collins, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, and financial reports were reviewed and accepted. Resignations were accepted from Austin Hudson, associate, Ashley Mayer, associate, Marc McCartney, football coach, Erma Payne, associate, Nic Rasmussen, volleyball coach, Gayle Schultz, food server, Haley Thiele, special education teacher, and Kimberly Wolf, elementary teacher. New contracts for 2013-14 were offered to Katelyn Ehram, preschool teacher, Zoe Fouch, elementary teacher, Christine Heuer, associate, Marilyn Kofmehl, associate, Julie Morris, elementary teacher, Stephanie Bidney, volleyball coach, Angel Craigmile, cheer coach, Adam Crannell, football coach, Kaylie Jones, dance coach, Rikki Kuhns, cheer coach, Bric Nelson, football coach, Roy Swinger, cross country coach, and Ashley Traver, cheer coach. The following transfers were announced: Sheryl Barcus from cook to kitchen manager, Roxanna Bennett from high school food service worker to elementary food service worker, Tricia Garton from associate to office assistant, and Darcy Simpson from assistant concession worker to concession manager. Pending successful background checks new contracts were offered to Bre Forret, office assistant, Shawna Bailey, associate, Crystal Hochstetler, associate, Shannon Hodges, associate, Gretchen Hutzler, associate, Chelsea Johnson, associate, Larry Schrock, dean of students, Teresa Stanzyk, elementary teacher, Donna Stark, associate, and Abbie Wynja, associate. The board approved the following handbooks: Adel Elementary Staff Handbook, DeSoto Intermediate Staff Handbook, Adel Elementary Student/Parent Handbook, and Gifted and Talented Handbook. Open

enrollment in for 2012-13 for Claire Walker from West Central Valley was approved. Open enrollment out for 2012-13 for Hunter and Tyler Hinde to Van Meter was approved. Open enrollment in for 2013-14 for Abbey, Max, and Sam Fouts from Waukee, Dakota, Delaney, and Noah Kahler from Johnston and Griffin Messer from Waukee was approved. Open enrollment out for 2013-14 for Malaina Elliott to Dallas Center Grimes was approved.

Welcome of Visitors/Open Forum: President Canney welcomed visitors and invited public comments during Open Forum. No one spoke.

New Staff for 2013-14: It was moved by Book, seconded by Banwart to approve five new associate positions for 2013-14 due to the increase in student needs. Two of the positions will be filled at Adel Elementary. Substitute associates (1.5 FTE) were filling in toward the end of 2013 due to students enrolling then. Two of the positions will be filled at DeSoto Intermediate and one new position was added to the middle school. Motion carried unanimously.

2013-14 Meal Prices: It was moved by Collins, seconded by Banwart to approve the following prices for the 2013-14 school year: adult lunch, \$3.20; K-5 lunch, \$2.50; 6-12 Lunch, \$2.60; breakfast, \$1.60; and milk, \$.40. Motion carried unanimously.

District Developed Special Education Delivery Plan: Superintendent recommended approval of the District Developed Special Education Delivery Plan as submitted. This plan specifies our delivery models and our process to determine teacher caseloads. The required committee revised the plan. It was moved by Banwart, seconded by Book, to approve the District Developed Special Education Delivery Plan as presented. Motion carried unanimously.

Painting Bids: Superintendent recommended approval of the quote from Turnkey for painting services for \$19,544. Another quote was received from All Pro Painting for \$18,784 but the District has used Turnkey in the past for several projects. Turnkey saved the District money while working on the new science classrooms and his service has been good. Due to the scope of the project, the higher bid can be approved as allowed by board policy 705.1. It was moved by Book, seconded by Banwart to approve the quote from Turnkey Construction to paint rooms in the Adel Elementary and DeSoto Intermediate (not including gym ceiling) for a total of \$19,544. Motion carried unanimously.

Banking Services Proposal: Superintendent recommended accepting the proposal from Lincoln Savings Bank for banking services. Proposals were also received from People's Bank and Wells Fargo. After looking through the proposals, Board Member Bart Banwart and Business Manager Nancy Gee selected Lincoln Savings Bank and Wells Fargo for consideration. Lincoln Savings Bank proposed a minimum .4% on a variable interest rate. Wells Fargo was given an opportunity to improve their bid, as interest rates were not part of the proposal document. They did not improve their bid. Bart Banwart was concerned with awarding the services to Lincoln Savings Bank due to

the fact that the bank recently opened in Adel. He felt it would be better to wait a year. It was moved by Collins, seconded by Book, to award banking services to Lincoln Savings Bank. Motion carried 2-1-1 with Banwart voting no and Canney abstaining.

Administrative Reports:

Transportation Update: Possible Hub Changes: Transportation Director Richard Beechum proposed altering the bus hub process to increase safety and manage traffic flow in and out of the Nile Kinnick campus. He recommends changing the bus hub to the old Middle School. He also proposed utilizing bus passes to increase safety for students.

DE Site Visit Follow-up: Superintendent Dufoe reported that all required components from the Department of Education have been completed.

District Goal Setting 2013-14: This item was discussed in detail during the work session.

Closed Exempt Strategy Session Regarding Non-Union Employees, IA Code, Chapter 21.9: It was moved by Book, seconded by Collins, to move into closed session pursuant to Iowa Code 21.9 for strategy regarding the administrative personnel settlement. The motion carried unanimously by roll call vote. At 6:50 p.m., the Board went into closed, exempt session.

It was moved by Collins, seconded by Book, to return to open session. The motion carried unanimously. At 7:30 p.m. the Board reconvened to open session.

It was moved by Banwart, seconded by Book, to approve an average 3.70% increase to administrator's individual contracts with the exception of the business manager who will receive a 5.25% increase. The business manager received a higher increase percentage in an attempt to move her from the bottom of the Raccoon River Conference comparability group. The overall administrative salary and benefit (including FICA and IPERS) package increase is 4%.

Adjournment:

It was moved by Collins, seconded by Book, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 7:45 p.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary