

World Language Power Standards

Level I

Standard 1.1 Communication

Students ask and answer questions about very familiar topics.

Students state needs and preferences.

Students give and follow simple instructions.

Standard 1.2 Communication

Students understand oral and written instructions.

Standard 1.3 Communication

Students practice and present short dialogues and skits.

Standard 2.1 & 2.2 Culture

Students demonstrate and gain knowledge of the culture.

Standard 3.1 Connections

Students expand their knowledge and make comparisons of other subject areas.

Standard 4.1 Comparisons

Students identify differences and similarities between the language and English.

Standard 4.2 Comparisons

Students demonstrate an awareness that they too have a culture and compare aspects of the culture to American daily life.

Standard 5.1 & 5.2 Communities

Students use the language both within and beyond the school setting.

World Language Power Standards

Level II

Standard 1.1 Communication

Students ask and answer questions about very familiar topics.

Students share needs and preferences and opinions

Students begin to use the target language to talk about past activities and future plans.

Students engage in conversations.

Standard 1.2 Communication

Students understand and interpret spoken written target language on a variety of given topics.

Standard 1.3 Communication

Students prepare and present original materials.

Standard 2.1 & 2.2 Culture

Students demonstrate and gain knowledge of the culture.

Standard 3.1 & 3.2 Connections

Students expand their knowledge and make comparisons of other subject areas.

Standard 4.1 Comparisons

Students identify differences and similarities between the language and English.

Students demonstrate awareness that linguistic expressions differ.

Standard 4.2 Comparisons

Students demonstrate an awareness that they too have a culture and compare aspects of the culture to American daily life.

Standard 5.1 & 5.2 Communities

Students use the language both within and beyond the school setting.

World Language Power Standards

Level III

Standard 1.1 Communication

Students exchange information about a variety of topics.

Students share memorable experiences and talk with classmates and/or peers in French/Spanish speaking communities.

Students use the target language to talk about past activities and future plans with increasing fluency.

Students engage in conversations and show interest in what others say.

Standard 1.2 Communication

Students understand and interpret spoken messages in the target language on a variety of given topics.

Students identify the principal characters and comprehend the main themes in the reading selections from the target culture.

Standard 1.3 Communication

Students present to an audience of listeners or readers on a variety of topics in a prepared or spontaneous situation.

Students' presentations can be understood by a native speaker.

Standard 2.1 & 2.2 Culture

Students develop an awareness of the diversity of the target culture.

Students interact in a culturally appropriate manner in simulated or real situations.

Standard 3.1 & 3.2 Connections

Students expand their knowledge and make comparisons of other subject areas.

Students acquire/gather information from authentic sources on topics of interest studied in other classes.

Standard 4.1 Comparisons

Students recognize differences and similarities between the target language and English.

Students demonstrate awareness that linguistic expressions differ including ranges of meanings.

Standard 4.2 Comparisons

Students demonstrate an awareness that they too have a culture and compare aspects of the culture to American daily life.

Standard 5.1 Communities

Students use the language both within and beyond the school setting.

Standard 5.2 Communities

Students use the target language for personal enjoyment and enrichment.

World Language Power Standards
Level IV

Standard 1.1 Communication

Students manage conversations appropriately.

Students use the language flexibly and effectively for both social and professional purposes.

Students exchange and support their opinions.

Standard 1.2 Communication

Students understand and interpret spoken messages in the target language on a variety of given topics.

Students analyze the principal characters and the main themes in the literary selections from the target culture.

Standard 1.3 Communication

Students produce original written compositions or oral presentations to an audience of listeners or readers on a variety of topics in a prepared or spontaneous situation.

Students' presentations can be understood by a native speaker.

Standard 2.1 & 2.2 Culture

Students examine and discuss aspects of the target culture.

Students interact in a culturally appropriate manner in simulated or real situations.

Standard 3.1 & 3.2 Connections

Students expand their knowledge and make comparisons of other subject areas.

Students acquire/gather information from authentic sources and pursue topics of interest studied in other classes.

Standard 4.1 Comparisons

Students analyze differences and similarities between the target language and English.

Students demonstrate awareness that linguistic expressions differ including ranges of meanings.

Standard 4.2 Comparisons

Students demonstrate an awareness that they too have a culture and compare aspects of the culture to American daily life.

Standard 5.1 Communities

Students use the language both within and beyond the school setting.

Standard 5.2 Communities

Students use the target language for personal enjoyment and enrichment.

French I Progress Indicators

French I Progress Indicators

Goal: Communicate in French

Standard 1.1 Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.

Students ask and answer questions about very familiar topics.

Students share their likes and dislikes with each other and with the class.

Students engage in common classroom interactions, such as greeting each other and the teacher and taking their leave; stating needs and preferences; and expressing gratitude and appreciation, using culturally appropriate gestures and oral expressions.

Students extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations.

Students give and follow simple instructions in French in order to participate in classroom activities.

Students role play in French everyday situations, such as buying ice cream or ordering a beverage in a café.

Standard 1.2 Students understand and interpret spoken and written French on a variety of topics.

Students follow oral instructions in French related to daily classroom activities.

Students understand oral and/or written statements in French on familiar topics, such as numbers, time of day, and weather.

Students read and/or listen in French to descriptions and identify the corresponding pictures or illustrations, such as people, animals, objects, places, and common activities.

Students understand familiar songs, poems, videos, stories and fairy tales in French.

Students understand brief spoken or written French messages on familiar topics, such as

French I Progress Indicators

personal preferences, family, school, and celebrations.

Students understand the content of simple French-language realia, such as picture books, menus, posters, advertisements, or school schedules and related documents.

Students learn to access meanings of words and expressions using a dictionary, glossary, or online applications.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in French.

Students prepare and present or record in French short illustrated personal descriptions of topics, like their home, school schedule, or their family.

Students introduce classmates or famous people and their physical/personality traits along with likes and dislikes.

Students practice and present short dialogues and skits.

Cultures

Goal: Gain Knowledge and Understanding of the Cultures of the Francophone World

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French cultures.

Students identify the similarities and differences between school life in their own country and in one or more French-speaking countries.

Students observe and use age-appropriate French verbal and nonverbal greetings in conversational exchanges.

Students learn about and participate in social customs that are of interest to teenagers; topics may include traditional foods, aspects of family life, school, and typical holidays in various francophone regions.

Students discuss generalizations that Americans may make about the people and customs of francophone cultures.

French I Progress Indicators

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the different French cultures.

Students identify and learn about symbols and products representing the French speaking world.

Students learn about and recognize contributions from francophone cultures in areas such as art, music, dance, sports, drama, theatre, film, fashion, cuisine, literature, and science.

Connections

Goal: Use French to Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Making Connections

Students reinforce and further their knowledge of other disciplines through French.

Students expand their knowledge, through French, of other subject areas, such as social studies, by learning the names and locations of major countries.

Students expand their understanding of topics studied in other classes by making comparisons in French, such as comparing climates, geography, governments, and measurements.

Standard 3.2 Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are available only through the French language and Francophone cultures.

Students gather information from authentic French material, such as books, newspapers, magazines, or the Internet, to discuss topics of interest.

Students read, listen to, and talk about French language children's books, short stories, and songs that show views of people and places in the world.

French I Progress Indicators

Comparisons

Goal: Develops insight into the Nature of Language and Culture

Standard 4.1 Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of French and their native Language.

Students identify differences and similarities between the sound and writing systems of English and French.

Students cite examples of French words used in English, and English words that are used in French.

Students show an awareness of cognates by pairing similar French and English words.

Students discover the use of formal/informal, the existence of grammatical gender, and differences in word order between French and English.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

Students compare common American patterns of interaction and gestures with those of French speaking societies.

Students demonstrate an awareness that they, too, have culture, by comparing sample daily activities in francophone cultures and their own.

Students compare aspects of French and American daily life, such as school schedules, weekend activities, and vacations.

Students learn about holidays in France and other francophone countries and compare them to American holidays in terms of how they are celebrated and the underlying beliefs.

Communities

Goal: Use French to Participate in Communities at Home and Around the World

Standard 5.1 Students use the language both within and beyond the school setting

Students are made aware and encouraged to use the language in various community settings.

French I Progress Indicators

Students, individually or as a class, exchange information in French through letters, e-mail, or social media with students from around the world.

Standard 5.2 Students show evidence of becoming lifelong learners by using French language for personal enjoyment and enrichment

Students chose books, films, restaurants, art, music and other items containing elements of the francophone culture for personal enjoyment.

Students participate in International Club or service oriented activities to teach language and culture to others through activities such as Youth Culture Day.

Students enhance their French skills and knowledge of a particular culture by spending vacation time in a Spanish-speaking area of the world or hosting students from Francophone countries.

Spanish II Progress Indicators

Communication

Goal: Communicate in Spanish

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Students ask and answer questions about very familiar topics.

Students exchange descriptions of people and tangible products of the culture, including dress, types of dwellings, and foods, with other members of the class.

Students share opinions, preferences, and feelings.

Students extend, accept, and refuse invitations, formal and informal, oral and written, using expressions and behavior appropriate to varied situations.

Students begin to use expressions for managing conversations-that is, they can show interest in what others say and ask for help or check comprehension. (¡Qué interesante!, ¡No me digas!)

Students exchange information in Spanish via notes, letters or e-mail on familiar topics such as personal interests, memorable experiences, school activities, and family life.

Students begin to use Spanish to talk about past activities and future plans.

Standard 1.2 Students understand and interpret written and spoken Spanish on a variety of topics.

Students understand and follow oral and written directions in Spanish related to daily classroom activities.

Students understand spoken and written messages in Spanish on topics of personal interest, such as family life, leisure and school activities, and everyday occurrences.

Students understand information from simple and accessible Spanish-language materials such as television programs, youth magazines, the Internet, and videos.

Students independently access meanings of words and expressions using a dictionary, glossary, or online applications.

Spanish II Progress Indicators

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Spanish.

Students prepare and record original materials in Spanish, such as fashion shows, daily schedules, and house descriptions.

Students prepare, illustrate, and present materials in Spanish such as advertisements, posters, and menus.

Students create presentations on topics of personal interest to share locally or with school peers.

Cultures

Goal: Gain Knowledge and Understanding of Spanish-Speaking Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.

Students observe and use age-appropriate Spanish verbal and nonverbal greetings in conversational exchanges.

Students learn about and participate in social customs that are of interest to teenagers; topics may include traditional foods, aspects of family life, school, and typical holidays in various Spanish-speaking countries.

Students discuss generalizations that Americans may make about the people and customs of Hispanic cultures.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the different Hispanic cultures.

Students identify and learn about products reflecting the lifestyle of people in various Spanish speaking communities.

Students learn about and recognize contributions from Spanish cultures in areas such as art, music, dance, drama, theatre, film, fashion, cuisine literature, and science.

Connections

Goal: Connects with other disciplines and acquires information.

Spanish II Progress Indicators

Standard 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.

Students expand their understanding of topics studied in other classes by making comparison in Spanish, such as comparing climates, geography, governments, and measurements.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the Spanish language and its many cultures.

Students gather information from authentic Spanish material, such as books, newspapers, magazines, or the Internet, to discuss topics of interest.

Students read, listen to, and talk about Spanish legends, children's stories, and songs that show views of people and places in the world.

Comparisons

Goal: Develops insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of Spanish and their native Language.

Students compare grammatical structures to those of English.

Students recognize that words in Spanish and English many have different ranges of meaning or reflect distinctions that are not made in both languages.

Students demonstrate awareness of the use of the formal/informal, the existence of grammatical gender, and differences in word order between Spanish and English.

Students demonstrate an awareness that linguistic expressions may differ in Spanish and English.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

Students demonstrate an awareness that they, too, have culture, by comparing sample

Spanish II Progress Indicators

daily activities in Spanish cultures and their own.

Students compare and contrast American culture practices including daily life or sports with that of the Spanish speaking areas.

Communities

Goal: Participates in Multilingual Communities at home and around the world

Standard 5.1 Students use the language both within and beyond the school setting

Students are made aware and encouraged to use the language in various community settings.

Students, individually or as a class, exchange information in Spanish through letters, e-mail, or social media with students from around the world.

Standard 5.2 Students show evidence of becoming lifelong learners by using Spanish language for personal enjoyment and enrichment

Students chose books, films, restaurants, art, music and other items containing elements of Hispanic culture for personal enjoyment.

Students participate in International Club or service oriented activities to teach language and culture to others through activities such as Youth Culture Day.

Students enhance their Spanish skills and knowledge of a particular culture by spending vacation time in a Spanish-speaking area of the world or hosting students from Latin American countries.

French III Progress Indicators

French III Progress Indicators

Goal: Communicate in French

Standard 1.1 Students engage in conversations or correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions.

Students exchange information about personal events, share memorable experiences, and other school subjects with classmates and/or peers in French-speaking communities.

Students extend, accept and refuse invitations, formal and informal, oral and written using expressions and behavior appropriate to varied situations.

Students use French to talk with classmates about past and future activities.

Students discuss and share opinions, feelings and emotions about everyday topics.

Students can express themselves with increasing fluency and occasional hesitations and show interest in what others say.

Standard 1.2 Students understand and interpret spoken and written French on a variety of topics.

Students understand spoken and written directions and messages in French related to classroom activities and topics of personal interest.

Students identify the principal characters and comprehend the main ideas and themes in reading selections from francophone cultures.

Students understand in French the principal elements and main ideas of accessible French-language materials, such as television programs, youth magazines, the Internet, and videos.

French III Progress Indicators

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in French.

Students prepare and create skits, short plays, and oral reports in French on a variety of topics.

Students write original compositions and/or journal entries in French on topics of personal interest.

Students write and produce an original French-language video recording.

Cultures

Goal: Gain Knowledge and Understanding of the Cultures of the Francophone World

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of French cultures.

Students recognize and develop an awareness of the diversity of social customs in the French-speaking world.

Students discuss generalizations that Americans may make about the people and customs of francophone cultures.

Students learn about and participate in activities enjoyed by French-speaking teenagers.

Students watch movies, commercials or documentaries from the francophone world and identify typical cultural patterns and social behaviors that they see on the screen.

Students interact in a culturally appropriate manner with French-speaking people and various backgrounds in a variety of contexts, such as welcoming guest speakers or exchange students, participating in field trips or studying abroad.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the different French cultures.

Students identify and learn about products reflecting the lifestyle of people in various francophone communities.

French III Progress Indicators

Students learn about and recognize contributions from francophone cultures in areas of art, music, dance, drama, theatre, film, fashion, cuisine, literature, and science.

Connections

Goal: Use French to Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Making Connections

Students reinforce and further their knowledge of other disciplines through French.

Through research projects, students expand and present on topics learned in other school subjects, such as fine arts, history, and environmental concerns.

Students comprehend articles or short videos in French on topics being studied in other classes.

Standard 3.2 Acquiring Information

Students acquire information and recognize the distinctive viewpoints that are available only through the French language and Francophone cultures.

Students gather information from authentic French material, such as books, newspapers, magazines, or the Internet, to create short reports on topics of interest.

Students read, listen to, and talk about works of children's literature created by native speakers of French such as poems, picture books and videos that help demonstrate views of places of the world.

French III Progress Indicators

Comparisons

Goal: Develops insight into the Nature of Language and Culture

Standard 4.1 Language Comparisons

Students demonstrate understanding of the nature of language through comparisons of French and their native Language.

Students are aware of the existence of idiomatic expressions in English and in French and explain how idiomatic expressions work in general.

Students compare French grammatical structures to those of English.

Students recognize that words in French and English may have different ranges of meaning or reflect distinctions that are not made in both languages.

Students build their awareness of idiomatic phrases and linguistic expressions and the understanding that they do not translate directly from French to English or vice-versa.

Students recognize that just as there are differences between English as spoken in Great Britain and the United States, so are there differences between French as spoken in France and in other parts of the world.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the cultures studied and their own.

Students demonstrate an awareness that they, too, have culture, by comparing sample daily activities in francophone cultures and their own.

Students compare and contrast American culture practices including daily life or sports with that of the francophone area.

Communities

Goal: Use French to Participate in Communities at Home and Around the World

Standard 5.1 Students use the language both within and beyond the school setting

Students discover or use French in a setting in the community, such as ordering food in a French restaurant.

Students, individually or as a class, exchange information in French through letters, e-mail,

French III Progress Indicators

or social media with students from around the world.

Students travel with their family or class to a French speaking country and use French to communicate with others and to obtain services.

Standard 5.2 Students show evidence of becoming lifelong learners by using French language for personal enjoyment and enrichment

Students chose books, films, restaurants, art, music and other items containing elements of the francophone culture for personal enjoyment.

Students participate in International Club or service oriented activities to teach language and culture to others through activities such as Youth Culture Day.

Students enhance their French skills and knowledge of a particular culture by spending vacation time in a French speaking part of the world or hosting students from francophone countries.

Spanish IV Progress Indicators

Communication

Goal: Communicate in Spanish

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Students use expressions appropriately for managing conversations, taking into account the speakers and their relationships and other aspects of the situation; that is, they can interrupt, apologize, express agreement and disagreement, according to appropriate rules of politeness.

Students use Spanish to exchange and support their opinions and individual perspectives with peers and/or other Spanish-speakers on a variety of topics.

Students can express themselves fluently and spontaneously with only occasional hesitations, using language flexibly and effectively for both social and professional purposes.

Standard 1.2 Students understand and interpret written and spoken Spanish on a variety of topics.

Students comprehend the principal message contained in various Spanish-language media such as illustrated texts, posters, and advertisements.

Students understand the main themes and significant details of writings on topics from other subjects and products of the cultures as found in newspapers, magazines, e-mail, the Internet, the world wide web or other printed sources in Spanish.

Students demonstrate an increasing understanding of the cultural nuances of meaning in written and spoken Spanish as expressed by speakers of the language in formal and informal settings.

Students read and analyze Spanish literary works such as poems, short stories, and novels.

Spanish IV Progress Indicators

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Spanish.

Students prepare and create skits, short plays, and oral reports in Spanish on a variety of topics.

Students write original compositions and/or journal entries in Spanish on topics of personal interest.

Students write and produce an original Spanish-language video recording, such as a newscast, a talk show or a game show.

Cultures

Goal: Gain Knowledge and Understanding of Spanish-Speaking Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.

Students identify, examine, and discuss connections between cultural perspectives and socially approved behavioral patterns related to dating, pursuing university studies, establishing one's independence, and maintaining close family relationships.

Students interact in a culturally appropriate manner with people of various Spanish backgrounds in a variety of contexts, such as interacting with exchange students, hosting guest speakers or participating in work and study abroad programs.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the different Hispanic cultures.

Students experience, discuss, and analyze expressive products of the culture, such as selections from various literary genres, the fine arts, architecture, artesanias (e.g. tapices, tejidos), and useful everyday objects.

Connections

Goal: Connects with other disciplines and acquires information.

Standard 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.

Spanish IV Progress Indicators

Students comprehend articles or short videos in Spanish on topics being studied in other classes.

Students present oral or written reports in Spanish on topics being studied in other classes.

Students discuss topics from other school subjects in Spanish, including political and historical concepts, fine arts, worldwide social issues, environmental issues, and current events.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the Spanish language and its many cultures.

Students search for answers from Spanish sources to questions encountered in school subjects or through their favorite leisure activities on the Internet and through the print and visual media.

Students interact in a culturally appropriate manner with Spanish-speaking people of various backgrounds in a variety of contexts, such as welcoming guest speakers or exchange students, participating in field trips or studying abroad.

Students understand the distinctive viewpoints expressed in Spanish language literary works that they are reading.

Comparisons

Goal: Develops insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of Spanish and their native Language.

Students compare and analyze Spanish and English linguistic elements, such as time, tense, and mood.

Students build their awareness of idiomatic phrases and linguistic expressions and the understanding that they do not translate directly from Spanish to English or vice-versa.

Students recognize that just as there are differences between English as spoken in Great Britain and the United States, so are there differences between Spain and other Spanish speaking countries of the world.

Standard 4.2 Students demonstrate understanding of the concept of culture through

Spanish IV Progress Indicators

comparisons between the cultures studied and their own.

Students analyze cross-cultural misunderstandings such as stereotypes to discover their bases and suggest remedies.

Students examine the relationship between cultural perspectives and practices, such as work schedules and daily life, from the Hispanic cultures and their own.

Communities

Goal: Participates in Multilingual Communities at home and around the world

Standard 5.1 Students use the language both within and beyond the school setting

Students use Spanish in a setting in the community, such as ordering food in a Mexican restaurant.

Students, individually or as a class, exchange information in Spanish through letters, e-mail, or social media with students from around the world.

Students travel with their family or class to a Spanish speaking country and use Spanish to communicate with others and to obtain services.

Standard 5.2 Students show evidence of becoming lifelong learners by using Spanish language for personal enjoyment and enrichment

Students chose books, films, restaurants, art, music and other items containing elements of the Spanish culture for personal enjoyment.

Students participate in International Club or service oriented activities to teach language and culture to others through activities such as Youth Culture Day.

Students enhance their knowledge of a particular culture by spending vacation time in a Spanish speaking area of the world or hosting students from Spanish speaking countries.

November 2013 Board Report from Activities Department

Fall in Review

- Cross Country
 1. Brianna Mueller and Josh Berger Qualified for the state cross country meet
- Volleyball
 1. Finished 1st in the RRC knocking off 2 time conf. champs BF
 2. Lost in the Regional Finals to Waverly-Shell Rock
- Football
 1. Placed 3rd in District #1 4-5 regular season
 2. Lost in Sub-state to Carroll
- Cheerleading/Dance
 1. Cheerleading placed 5th at the State competition
 2. Alexandria Greiner was selected to cheer on Honor Squad
- Fall Play "The Girl in the Mirror" will be November 15-17
- Marching Band-Competed in several contests this Fall
 1. State Marching Festival at Waukee-Division 1 rating for 2nd year in a row
 2. Band Night was a HUGE success with the 6-12 grade bands all playing together
- We had 7 students selected to All-state Band and Choir
 1. Scott Clabough-Band
 2. Madalyn Walker-Band
 3. Alex Hall-Choir
 4. Jonathan Norris-Choir
 5. LewElla Riker-Choir
 6. Hannah Button-Choir
 7. Hannah Weesner-Choir

Coaching Updates:

- We hired Rick Dillinger as our new head softball coach. This is a tremendous hire for ADM and the softball program. He has been at North Polk for the 33 years. He has taken them to 11 state tournaments, with 3 state titles.
- I would really like the board to consider adding a 3rd softball coach. Most of the teams we play have 3 high school coaches.
- We hired Justin Schmauss as our head wrestling coach. Justin has been our assistant the last two years. He has been working very hard already and will do a great job.
- Did find an assistant wrestling coach Greg Barner. Greg wrestled at Central College.
- Still need a 7th grade girls' basketball coach.
- Athletic Booster Club Update:
- I have asked them to save a sizable amount for some major facility improvements.
- We have identified several areas that are in need of improvement:
 1. Track-I really believe if we do not get something done to the track this summer we may not be able to host any track meets in the spring of 2015.

2. Turf Field-I went to the seminar clinic at WCV a few weeks ago. They just spent \$6.8 million on track, turf, SB, BB entire complex. The guys from Iowa Cubs field maintenance said that if you have soccer and football on the same field there is no way you could keep a field in great shape.
3. Could do turf and track for probably \$1 million, maybe less. The Booster Club is willing to commit to a sizable amount over next few years.
4. Scoreboard for Stadium - I have put a hold on that right now until we see what we can do with the track and turf.

Winter Preview:

- 7th-8th sports have already started with great participation numbers. There is no set date for MS sports to start. We start MS BB games this week.
- High School Girls Basketball starts Nov 11. About 25 girls out.
- High School Boys Basketball starts, Nov. 18. Looks like they will have great numbers out.
- High School wrestling started starts Nov. 18. Looks like they will have great numbers out also.
- Looking for a great winter season.
- HS Winter Concert Sunday, Dec. 8

General:

- I took 17 10-11th grade student-athletes to the Pursuing Victory with Honor Summit at Drake last month. Very good and we have planned some things to continue to work with the Drake staff and athletes to take this to the next level.
- As you can see, our programs are performing at or near the top in everything we are doing. We have a very dedicated group of coaches, students and parents here at ADM.
- We will continue to find ways to keep improving our programs.

Frequently Asked Questions
February 4, 2014 Bond Referendum
Adel DeSoto Minburn Community School District
DRAFT

When is the election?

On February 4, 2014 voters will be asked to approve funding for several major projects for the ADM Community School District.

Where will I vote?

Polling Places - Adel Public Library, DeSoto City Hall, United Methodist Church in Minburn, 7:00 am to 8:00 pm.

Absentee ballots are available at the County Auditor's Office at 901 Court, Adel, Iowa. If you vote by absentee ballot, the ballot must be postmarked the day before the election. The website for the County Auditor's office is <http://www.co.dallas.ia.us/government/auditor>

What is being proposed?

The ADM Board of Education has called an election on whether to bond for funds not to exceed \$13.5 million to provide funds to build, construct, furnish and equip additions to, and to remodel, repair, renovate, improve (including security improvements), furnish and equip the Adel Elementary and the DeSoto Intermediate buildings, and to improve those sites; to build, construct, furnish, and equip additions to and implement security improvements at the Middle and High School building; to remodel, repair, renovate, improve, furnish and equip the High School; and to renovate, repair, improve, furnish, equip and retrofit the Old Middle School for use as an administration building.

If the bond issue passes, how will it affect my property taxes?

The property tax levy rate will not increase due to this bond issue if it passes.

A small amount of our annual statewide sales tax revenue will be used to "abate" the small debt service levy rate increase – our debt service levy will remain at \$3.62. It is estimated that \$82,500 of our sales tax revenue will be needed annually to abate. Our estimated total annual sales tax revenue is \$1,250,000.

Why is this being proposed?

Current enrollment projections call for approximately 500 additional students in our district by 2022-23. Our current enrollment is 1,582 students. Projections call for 2,094 students by 2022-23. Current housing developments are under way in the Adel area. Following a lengthy facility master planning process that included a community-based committee, the Board developed this approach to growth and security. For the full master planning report, go to www.adm.k12.ia.us.

What are the projects that would be funded through this bond issue?

Additional classrooms at all four attendance centers would be built if this bond issue passes. These classrooms would provide modern educational spaces for our students and will meet the current projected enrollment growth at each school.

Providing improved main entrance security is also a part of this plan for all of our schools. Through additions and/or renovations and utilizing technology, all of our buildings will have improved security at the main points of entry.

Another main component of the plan includes major site improvements at Adel Elementary and DeSoto Intermediate to address parking and safety issues. Increased paved parking for visitors and staff, and creating safer parent pick-up/drop-off and bus pick-up/drop-off zones are planned.

The bond issue also calls for funds to be used to make improvements to the Old Middle School building in order for it to be re-purposed as the new district central office. The plan also calls for a variety of improvements/renovations at AE, DS, and the High School.

How are the Old Middle School and Minburn Elementary going to be used?

A key focus of the master planning process was to develop quality uses for our two de-commissioned buildings. The Old Middle School, under this plan, would be repurposed as the district central offices, professional development meeting spaces, storage, technology hub, and continue to be used for middle school athletics.

The master plan calls for the Minburn building to be evaluated for use as an extension to the high school, specifically as an agricultural education center. Other STEM programming would also be possible.

Why weren't the Old Middle School and Minburn buildings selected to be full time attendance centers again?

The master planning committee developed a list of "guiding principles" early in the process to help guide decision-making. Following these principles, using the Old MS and Minburn Elementary as full-time attendance centers was not identified as a viable option after much consideration. Costs were a major issue as it was estimated to cost over \$9 million dollars to build a new cafeteria and band/vocal room and renovate the existing building. Estimated costs were approximately \$6 million to renovate Minburn to be a full time attendance center. Another guiding principle was to keep the current grade level configurations (PK-2, 3-5, 6-8, and 9-12). This minimizes transitions for students between buildings. Another guiding principle developed by the committee is to not split a grade level between two buildings (i.e., 2nd grade students in two different buildings).

If the bond issue is successful, when will construction be completed?

If the bond issue is successful, the work at Adel Elementary and DeSoto Intermediate is scheduled to be completed by the fall of 2015. The Middle School and High School work would be completed by the fall of 2016.

Does the bond issue require a "super-majority" to pass?

Yes. The question on the ballot requires a 60% super-majority "yes" vote to pass.

What are the other capital project needs the district has?

Through the facility master planning process, additional capital project needs have been identified for consideration. If the bond issue passes, the district plans on evaluating this list and prioritizing district needs. Some of these considerations include improvements to the Minburn building for use as an agriculture/STEM center, athletic facility improvements, additional security improvements, relocating the transportation facility, HVAC upgrades, etc. State sales tax revenue is anticipated to be the funding source for these projects. They are not a part of this bond issue.

For more information contact:

Greg Dufoe, Superintendent
515-993-4283
gdufoe@adm.k12.ia.us

February 4, 2014 Bond Issue - Project List and Estimated Costs

Adel Elementary: \$2,230,833

- 6 kindergarten classrooms (4 kindergarten, 2 pre-kindergarten)
- Main entrance security
- Music and Staff room renovation
- Preschool renovation
- Special needs room renovation

Adel Site: \$1,818,691

- Separate bus drop-off/pick-up from parent drop-off/pick-up
- Increase staff and visitor paved parking

DeSoto Intermediate: \$3,359,333

- 8 general education classrooms
- Art room
- Special needs room
- New main entrance/security

DeSoto Intermediate Site: \$1,640,925

- Separate bus drop-off/pick-up from parent drop-off/pick-up
- Increase staff and visitor paved parking

Middle School: \$2,416,322

- 8 classrooms: 6 general education rooms, one science lab, and one STEM classroom
- Entrance security

High School: \$1,584,236

- 3 science labs
- Renovation of 3 existing science labs
- Improvements: commons area, HS office renovation (including secure entrance), and upgrades to fire/intruder alarm system.

Old Middle School Improvements: \$450,641

- Various improvements to allow building to serve as district offices, technology hub, storage, meeting rooms, etc.
- Includes items such as flooring, painting, minor remodeling, electric and mechanical upgrades, secure entrance, etc.

Total: \$13,500,981

Bond Campaign Outline

November 11	BOE Meeting – accept petition and pass resolution
November 12	Press release/interview with Dallas County News Email all district staff with FAQ Email all parents via SchoolMessenger – attach FAQ Update website – general announcement, FAQ, projects and cost estimates, full master planning document, related docs Prepare mass mailing to all district residents: Informational letter with community meeting dates FAQ Projects and cost estimates Graphics Bond Election 2/4/14 – on marquee
November 13	Mass mailing sent
November 15-17	Fall Play – materials display
November 18	Article for Tiger Tribune to Della
November 18-22	Faculty meeting presentations
November 19	DeSoto City Council meeting (or December 17)
November 26	District Newsletter via SchoolMessenger District E-news Girls Varsity BB – material display
<hr/>	
December 2	Event materials completed Materials and graphics available at all schools for display Materials to area businesses (FAQ)
December 2	Bond Forum 7:00 pm in board room

*Tom
Wollan
3 info
meetings
too*

December 3	Home BB game – materials display
December 5	Home wrestling – materials display
December 6	Home BB game – materials display
December 8	Winter Choir concert – materials display
December 9	Winter Band concert – materials display
December 10	Home wrestling – materials display
	Adel City Council Meeting
December 13	Home BB game – materials display
December 18	Rotary presentation
	Lion's Club presentation
December 19	Tiger Tribune article to Della
	District newsletter via SchoolMessenger
	Disrict E-News
December 20	Home BB game – materials display
January 6	AE PACT meeting at 5:30
January 7	Bond Forum in DS at 7:00 pm
January 9	Home wrestling – materials display
January 10	Home BB game – materials display
January 11	Home BB game – materials display
January 13	Minburn City Council meeting – following board meeting
January 14	Home BB game – materials display
January 18	Home wrestling – materials display
January 21	Kiwanis presentation
	Home BB – materials display

January 23	Home wrestling – materials display
January 27	Bond Forum in Minburn – cafeteria 7:00 pm Adel Advisor – voting information
January 31	District Newsletter via SchoolMessenger District E-news
February 3 and 4	“Please Vote” emails via SchoolMessenger to all parents Election Day Celebrate!

Chart

	1080 Hours	180 Days
Parent-teacher conferences	Yes	Yes
What is an hour and day	Hour is 60 minutes of instruction, excluding lunch.	Day is 6 hours of instruction, excluding lunch.
Lunch	No	No
Passing time	Yes	Yes
Minimum hours	No minimums	6 hours
Professional Development	No, may not be counted	No, may not be counted
Emergency Closing for one attendance center	Count the hours the center was in attendance	Must meet 6 hours to count as a day
What building do we count when it comes to instructional hours	The building with the least amount of instructional hours.	The building with the least amount of instructional hours. The minimum must be at least 6 hours per day.
Early outs	Only instruction time counts toward 1080 hours.	Must provide 6 hours of instruction for the day to count.
Early Start date	Must have an early start waiver	Must have an early start waiver

HF 215 Language

DIVISION IX

INSTRUCTIONAL HOURS

Sec. 79. Section 256.7, subsection 19, Code 2013, is amended to read as follows:

19. Define the minimum school day as a day consisting of five and one-half hours of instructional time for grades one through twelve. The minimum days or hours as time that shall be exclusive of the lunch period, but may include passing time between classes. Time spent on parent-teacher conferences shall be considered instructional time. A school or school district may record a day of school with less than the minimum instructional hours as a minimum school day if any of the following apply:

- If emergency health or safety factors require the late arrival or early dismissal of students on a specific day.
- If the total hours of instructional school time for grades one through twelve for any five consecutive school days equal a minimum of twenty-seven and one-half hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the professional instructional staff or because parent-teacher conferences have been scheduled beyond the regular school day. Furthermore, if the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, a school or school district may record zero hours of instructional time on the fifth consecutive school day as a minimum school day.

Sec. 80. Section 256F.4, subsection 5, Code 2013, is amended to read as follows:

5. A charter school or innovation zone school shall provide instruction for at least the number of days or hours required by section 279.10, subsection 1, or shall provide at least the equivalent number of total hours.

Sec. 81. Section 279.10, subsection 1, Code 2013, is amended to read as follows:

1. The school year for each school district and accredited nonpublic school shall begin on the first day of July 1 and each regularly established elementary and secondary school shall begin no sooner than a day during the calendar week in which the first day of September falls but no later than the first Monday in December. However, if the first day of September falls on a Sunday, school may begin on a day during the calendar week which immediately precedes the first day of September. School shall continue for at least one hundred eighty days, except as provided in subsection 3, and may be maintained. The school calendar shall include not less than one hundred eighty days, except as provided in subsection 3, or one thousand eighty hours of instruction during the entire calendar year. However, if The board of directors of a school district and the authorities in charge of an accredited nonpublic school shall set the number of days

or hours of required attendance for the school year as provided in section 299.1, subsection 2, but the board of directors of a school district shall hold a public hearing on any proposed school calendar prior to adopting the school calendar. If the board of directors of a district or the authorities in charge of an accredited nonpublic school extends the school calendar because inclement weather caused the school district or accredited nonpublic school to temporarily close school during the regular school calendar, the school district or accredited nonpublic school may excuse a graduating senior who has met district or school requirements for graduation from attendance during the extended school calendar. A school corporation may begin employment of personnel for in-service training and development purposes before the date to begin elementary and secondary school.

Sec. 82. Section 279.10, subsection 2, Code 2013, is amended to read as follows:

2. The board of directors shall hold a public hearing on any proposal relating to the school calendar prior to submitting it to the department of education for approval.

Sec. 83. Section 299.1, subsection 2, Code 2013, is amended to read as follows:

2. The board of directors of a public school district or the governing body of an accredited nonpublic school shall set the number of days or hours of required attendance for the schools under its control. The board of directors of a public school district or the governing body of an accredited nonpublic school may, by resolution, require attendance for the entire time when the schools are in session in any school year and adopt a policy or rules relating to the reasons considered to be valid or acceptable excuses for absence from school.

Sec. 84. Section 299.4, subsection 1, Code 2013, is amended to read as follows:

1. The parent, guardian, or legal custodian of a child who is of compulsory attendance age, who places the child under competent private instruction under either section 299A.2 or 299A.3, not in an accredited school or a home school assistance program operated by a school district or accredited nonpublic school, shall furnish a report in duplicate on forms provided by the public school district, to the district by ~~the earliest starting date specified in section 279.10, subsection 1~~.

Sec. 85. EFFECTIVE DATE. This division of this Act takes effect July 1, 2014.



IOWA DEPARTMENT OF EDUCATION

Instructional Hours vs. Days

Overview

- Effective **July 1, 2014**, districts and accredited nonpublic schools have the option to choose between 180 days or 1,080 hours of instruction. If a district or school chooses 1,080 hours of instruction, lunch is excluded; however, passing time or parent-teacher conferences may be included. School boards are authorized to determine the days or hours of their school calendars, but must hold a public hearing prior to adoption.

Frequently Asked Questions

- **Who must meet the 1080 hours or 180 days of instruction?**
Districts, accredited nonpublic schools, and independently accredited schools must meet the 1080 hours or 180 days requirements. Specially accredited schools are not required to meet this requirement.
- **When are districts, accredited nonpublic schools or independently accredited schools required to submit calendar information to the Department of Education?**
For the 2014-2015 school year the deadline to submit the district/school's decision on 1080 hours or 180 days, early start date (before the first Monday in September) and innovative calendar is **March 1, 2014**. For the 2015-2016 school year and subsequent years, the deadline is November 1st.
- **Will districts, accredited nonpublic schools or independently accredited schools selecting 1080 hours need to apply for an innovative calendar waiver?**
No. Districts, accredited nonpublic schools and independently accredited schools using the 1080 hours must meet the hours of instruction. If the districts, accredited nonpublic schools and independently accredited schools goes longer than 1080 hours the districts, accredited nonpublic schools and independently accredited schools does not need a waiver. The innovative calendar waiver would only apply to Districts, accredited nonpublic schools and independently accredited schools requesting to meet less than the 180 days.
- **Where does the 6 hour minimum come from?**
House File 215, passed earlier this year in the legislative process struck the 5 ½ minimum hours for a districts, accredited nonpublic schools and independently accredited schools using 180 day calendar. However, 1080 hours divided by 180 days is 6 hours a day. Both the 1080 hours and 180 days models will be required to have the same amount of instructional time. For districts, accredited nonpublic schools and independently accredited schools using the 1080 hours of instruction the district does not need to meet the 6 hour minimum day. For Districts, accredited nonpublic schools and independently accredited schools using the 1080 hours of instruction there is no minimum or maximum day length. Day length is a local district, accredited nonpublic school, or independently accredited school decision and may vary. It does average 6 hours a day but the only number we are interested in is the annual sum of hours that your districts, accredited nonpublic schools, and independently accredited schools has documented to meet 1,080 hours.
- **Who must apply for an early start date waiver?**
School districts starting before the first Monday in September must complete an early start date waiver. Iowa Code does not allow accredited nonpublic or independently accredited schools to apply for an early start date waiver.
- **Who should the district, accredited nonpublic school and independently accredited school contact regarding the school waiver?**
Amy Williamson, School Improvement Bureau Chief, amy.williamson@iowa.gov

- ☐ **Is a public hearing required before a school district establishes a calendar?**

Yes. School districts are required to hold a public hearing for the calendar. This hearing may include start date and hours vs. days. Accredited nonpublic schools and independently accredited schools are not required to hold public meeting.

- ☐ **May districts, accredited nonpublic schools, or independently accredited schools count parent-teacher conferences toward the 1080 hours of instruction or 6 hours toward 180 days?**

Yes. Parent-teacher conference may count toward the 1080 hours of instruction or 6 hours toward 180 day requirement.

- ☐ **What happens if a district/school encounters inclement weather?**

- o Due to changes in House File 215, districts, accredited nonpublic schools and independently accredited schools using 1080 hours must count the time of instruction. For example if a district/school starts at 8:00 but releases at 10:00 due to inclement weather they may only count 2 hours of instruction.
- o Due to changes in House File 215, districts, accredited nonpublic schools and independently accredited schools, using 180 days must have 6 hours of instruction to count the day. For example if a Districts, accredited nonpublic schools and independently accredited schools starts at 8:00 but releases at 10:00 due to inclement weather the day does not count toward the 180 days because it was less than 6 hours.

The Department of Education encourages districts/schools to build in a buffer to ensure they meet the minimum hour or day requirements.

- ☐ **May a district/school count professional development toward the 1080 hours of instruction or 6 hours toward 180 days?**

No

- ☐ **May a district/school count lunch toward the 1080 hours of instruction or 6 hours toward 180 days?**

No

- ☐ **May a district/school count passing time toward the 1080 hours of instruction or 6 hours toward 180 days?**

Yes

- ☐ **If a district/school has multiple attendance centers which center is used to determine minutes of instruction per day to meet the 1080 hours of instruction or 6 hours toward 180 days?**

The center that meets the least amount of time per day will be the one that will be used to count toward the 1080 hours or 6 hour minimum per day for districts/schools looking at 180 days.

- ☐ **Can a district with multiple buildings put some buildings on hours and some on days?**

No

- ☐ **Iowa Administrative Code section 281-12(9) states a school day may be less than 5 ½ hours of instruction if the previous 5 consecutive days equal 27 ½ hours. Is this rule still in effect?**

Due to changes in House File 215, this is no longer an option. However this may be reinstated during the 2014 legislative session.

- ☐ **May a district, accredited nonpublic school, or independently accredited school using the 180 day calendar that exceeds the 6 hour minimum count the extra hours toward one of the 180 day count?**

No. A district, accredited nonpublic school, or independently accredited school using the 180 day calendar must meet 180 days for at least 6 hours.

- ☐ **When will these changes take effect?**

July 1, 2014.

- ☐ **Is there a requirement that lunch must be served if the school is session for a certain amount of time?**

Iowa Administrative Code section 281-58.7 states a district shall provide a lunch program for all students if the school is in session for 4 or more hours.