ADEL DESOTO MINBURN SCHOOL DISTRICT

JOB DESCRIPTION

TITLE
Middle School Guidance Counselor

QUALIFICATIONS
1. Valid guidance counselor certificate.
2. Master's Degree representing course work in the principles and practices of educational guidance; educational testing and measurement; counseling; the organization and administration of guidance services; and the psychology of learning.

REPORTS TO
Building Principal

JOB GOAL
Work with students, parents, staff and administration in assisting students in the development of the knowledge, skills and habits necessary to become successful and productive individuals.

PERFORMANCE RESPONSIBILITIES
1. Provides counseling services to a group of students.
2. Provides services to all students as needed.
3. Aids students in course and subject selection.
4. Maintains and reviews transcripts and cumulative files for students.
5. Monitors student progress toward graduation.
6. Provides employment information to students.
7. Writes recommendations and letters for reference for students when requested.
8. Meets with students individually or in small groups to discuss issues that affect them personally, socially or academically.
9. Works with students and families to improve attendance or academic performance.
10. Teaches exploratory class with eighth grade students covering course selection, review of the high school program, and creation of a four-year plan.
11. Registers new students and assists in their transition.
12. Assists students and families in working with outside agencies for accessing services for students and families.
13. Refers students to other alternative educational programs.
14. Works with teachers on academic issues in the classroom.
15. Participates in faculty committees, curriculum, and other developmental programs and sponsors students activities as necessary.
16. Operates in accordance with board policies and sees that all policies of the board pertaining to employee's area of jurisdiction are implemented.
17. Performs such other tasks as may be assigned by the board.
18. Trains and coordinates Resistance Skill Leader program and coordinates with high school counselor.
19. Attends IEP and special education meetings as required by building principal.
20. Attends BAT meetings.
21. Coordinates 504 meetings and writes plans.
22. Trains and coordinates Resistance Skill Leader program and coordinates with high school counselor.

**TERMS OF EMPLOYMENT**

Salary and work year to be established by the board.

**EVALUATION**

Performance of this job will be evaluated in accordance with provisions of the board’s policy.

Approved by Board of Directors on **July 9, 2007**

Revised **May 2010**
ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

JOB DESCRIPTION

TITLE
Middle School Dean of Students

QUALIFICATIONS
1. Certified in educational administration and/or counseling
2. Such alternatives to be above qualifications as the Board may find appropriate and acceptable

REPORTS TO
Building Principal and Superintendent

JOB GOAL
To help students overcome problems that impede learning and to assist in vesting a safe, orderly school environment that promotes learning.

PERFORMANCE RESPONSIBILITIES
1. Manages student discipline issues when 6-8 building principal is out of building.
2. Works collaboratively with the 6-8 building principal on the master schedule.
3. Works with the school staff to ensure the safety of all students and conducts building safety survey.
4. Designs and implements programs that reflect the changing needs of the student population (Homecoming TEAM game day, Read Across America, Veteran's Day Activities, Character Counts! Week).
5. Serves on committees as assigned by the building principal.
6. Serves on the district administrative team.
7. Supports building administrative assistant with grade reporting, attendance, and other record keeping functions.
8. Assists the 6-8 building principal in the supervision of students at selected co-curricular athletic and music functions at the middle school.
9. Coordinates 6-8 BAT meetings with building principal.
10. Assists superintendent and building administrators in coordinating ITBS and ITED testing and data analysis throughout the district.
11. Attends 6-8 IEP meetings as requested by 6-8 building administrator.
12. Is a member of building/district ILT.
13. Assists 6-8 building principal with 504 meetings and the development of written 504 plans.
14. Provides support for Level III program at grades 3-5.
15. Coordinates and supervises the 6-8 Middle School Student Council Program.
16. Assists activities director with set-up and supervision of assigned middle level activities.
17. Assists superintendent with special education audit and Department of Education site visit.
18. Coordinates district mentoring program.
19. Facilitates and/or serve on curriculum revision committees as assigned.
20. Coordinates maintenance department including supervising maintenance technician and building custodians.
21. Supervises 3-5 bus hub before and after school at 215 North 11th Street (old 6-7 MS).
22. Operates in accordance with board policies and sees that all policies of the board pertaining to employee’s area of jurisdiction are implemented.
23. Performs such other tasks as may be assigned by the board.

TERMS OF EMPLOYMENT
Salary and work year to be established by the board.

EVALUATION
Performance of this job will be evaluated in accordance with provisions of the board’s policy.

Approved by Board of Directors on May 10, 2010.

Revised
Proposal: The Iowa Association of School Boards (IASB) will perform the following services for the Adel-DeSoto-Minburn Community School District:

1. **Data Import:** Upon receipt from the district of at least four years of test data, IASB will provide for importing district data into the IGROWTH student achievement model. Appropriate school district staff may be contacted during this phase to ensure correct longitudinal mapping of students.

2. **Customizing IGROWTH:** IASB agrees to work with the district to provide a meaningful picture of student achievement in the district. In addition to the standard data analysis elements provided in the model, IASB agrees to customize the model with up to five additional functional data analysis elements at no additional fee. The cost of additional data analysis elements is negotiable and subject to agreement of both parties.

3. **Training:** IASB agrees to provide at least eight hours of training by an IASB consultant on a schedule mutually agreeable to both parties. The school district will be responsible for mileage, food and lodging expenses associated with the training.

4. **Model:** IASB agrees to provide the district with a Microsoft Excel-based software model capable of performing the following: student growth calculations based for any statistically valid norm-referenced assessment. Growth calculations are generally based on standard score growth compared to various peer groups which are user adjustable. Standard comparison groups are provided, but IASB will work with the school district to provide meaningful reference groups as long as data is available in an electronic format. An item-analysis tool is also included for certain norm referenced tests.

5. **Cost:** $500.00 (initial fee) + $1.50 per student included in the database for a first district assessment. Additional assessments may be added for $0.50 per student. For the first data load including multiple years, only the most recent number of assessed students will be included in the calculation of cost.

6. **Termination:** 30 days written notice by either party.

7. **Continuation:** Unless written notice is received 60 days prior to any anniversary date of this Agreement, this Agreement shall, on such anniversary date, automatically renew for the following year.

8. **Additional data analysis or technical assistance** outside the scope of this Agreement shall be charged at a rate not to exceed $100 per hour. IASB will provide an estimate of the hours and cost required to provide any requested additional analysis/assistance, and will require the school district to pre-approve payment of the estimated hours/cost prior to performing any additional data analysis or technical assistance.

9. **Terms:** Balance due 45 days after model delivery.

---

**IASB**

Harry Henthigenthal  
Interim Executive Director  
Iowa Association of School Boards  
Date: 4/16/2010

---

**School District**

[Signature]

Title: Superintendent

Adel-DeSoto-Minburn Comm. School District  
Date: 4/26/10
Data Memorandum of Understanding

This Memorandum of Understanding is to support the school district’s efforts to improve instruction which results in improved student learning and to confirm each party’s willingness to share student achievement data as a part of an assessment service purchased by the school district.

District Responsibilities:

The Adel-DeSoto-Minburn Community School District agrees to provide the Iowa Association of School Boards (IASB) with access to electronic student achievement data covering the period July 1, 2009 to June 30, 2010, as a part of the district’s purchase of an assessment tool to analyze student achievement data.

Iowa Association of School Boards Responsibilities:

The Iowa Association of School Boards agrees to:

- Only access and use the data for the purpose expressly stated above.
- Maintain all data records in a secure environment (either physical or electronic)
- Ensure only appropriate project staff have access to the data.
- Ensure data is not re-disseminated outside IASB to anyone other than appropriate school district staff.
- Destroy all copies of the data files within six weeks of the completion of the study/project.
- Protect the confidentiality of the information contained in the data.

IASB

Harry Heiligenthal
Interim Executive Director
Iowa Association of School Boards
Date: 4/16/2010

School District

[Signature]
Title: Superintendent
Adel-DeSoto-Minburn School District
Date: 4/26/10
This cooperative agreement entered into by and between the Board of Regents, State of Iowa, the governing body of the University of Northern Iowa, and the Adel-Desto-Midburn Community School District (hereinafter referred to as the “cooperating educational agency”), in accordance with the Code of Iowa:

Section 262.30 ... CONTRACTS FOR TRAINING TEACHERS provides:
The board of directors of any school district in the state of Iowa may enter into contract with the state board of regents for furnishing instruction to pupils of such school district, and for training teachers for the schools of the state in such particular lines of demonstration and instruction as are deemed necessary for the efficiency of the University of Northern Iowa ... as training schools for teachers.

AND, Section 272.27 ... STUDENT TEACHING AND OTHER EDUCATIONAL EXPERIENCES provides:
If the rules adopted by the board of educational examiners for issuance of any type or class of license require an applicant to complete work in student teaching, prestudent teaching experiences, field experiences, practicums, clinicals, or internships, an institution with a practitioner preparation program approved by the state board of education under section 256.7, subsection 3, shall enter into a written contract with any school district, accredited nonpublic school, preschool registered or licensed by the department of human services, or area education agency in Iowa under terms and conditions as agreed upon by the contracting parties. Please see 272.27 for full details.

1. Scope of Agreement

1.1 This Agreement sets forth the role, responsibilities, and rights of personnel associated with the cooperating educational agency, personnel associated with the University of Northern Iowa and of any student enrolled at the university, while assigned as a student teacher or for any other educational experience in the cooperating educational agency.

2. Options of Student Teachers and other Educational Experience Students

2.1 Students must be registered for the appropriate university course. Student teaching is a full semester experience. (Students seeking additional endorsement may register for four (4) hours of credit.) The student teaching period will be a minimum of 14 weeks in duration.

3. Placement of Students

3.1 Placement of students shall be accomplished on a cooperative basis between the University of Northern Iowa and the cooperating educational agency.

3.2 Placement shall be initiated by the university coordinator (hereinafter referred to as coordinator) upon completion of an application from each student setting out his/her qualifications/background and the assignment(s) needed to meet course requirements, certification, endorsement, and approval area standards.

3.3 Requests for assignment of students may be accompanied by suggested names of individuals who are recommended to serve as a cooperating teacher/educational agency supervisor by the coordinator.

3.4 The University of Northern Iowa reserves the right to decline the assignment of a student to classroom teachers/educational agency supervisors who may request a student. However, said decision shall not be based on race, color, sex, national origin, disability, age, religion, sexual orientation, veteran status or on any other basis protected by state and/or federal law.

3.5 The cooperating educational agency reserves the right to refuse assignment to any given student. However, said decision shall not be based on race, color, sex, national origin, disability, age, religion, sexual orientation, veteran status or on any other basis protected by state and/or federal law.

4. Termination or Change of Assignment

4.1 The coordinator or cooperating educational agency may, for good cause, terminate or change the assignment of any student. Prior to reaching a decision the coordinator and the cooperating educational agency designee shall consult with the cooperating teacher/educational agency supervisor and all other concerned parties regarding the reason(s) for termination or change in assignment.

5. Supervision of Students

5.1 A member of the university faculty, or designee, will serve as the coordinator or supervisor of the student teaching program or educational experiences for the purpose of administering the program and supervising/evaluating the students in cooperation with the cooperating teachers/educational agency supervisors who guide and direct the students.

5.2 The identification, selection and continued use of qualified cooperating teachers/educational agency supervisors shall be the joint responsibility of the coordinator and the administrators of the cooperating educational agencies.
5.3 The students shall be subject to the policies, rules and regulations of the cooperating educational agency, UNI Office of Student Field Experiences, University of Northern Iowa and the Professional Code of Ethics.

5.4 All interaction between the cooperating teacher/educational agency supervisor or nonpublic cooperating education agency and the student shall occur without regard to religious education, religious indoctrination, religious beliefs, or involvement with religious activities. Students shall not be required to be present or participate in the instruction or discussion of religious subjects or any other religious activity of the cooperating educational agency.

6. Evaluation

6.1 Evaluation of the students shall be a shared responsibility. The coordinator or supervisor, the cooperating teacher/educational agency supervisor, the student, and others knowledgeable about the performance of the student shall be involved. Evaluation is comprehensive, continuous, specific, and individualized. The evaluation in the nonpublic educational agency shall be based on non-religious criteria.

6.2 Mid-term and final evaluation conferences are required of student teachers. The student teacher, cooperating teacher, coordinator or supervisor shall participate. The cooperating teacher(s) and coordinator or supervisor shall collaborate in the preparation of the final evaluation for each student. However, the coordinator, as the designated UNI official, is responsible for the final evaluation.

7. Status, Authority, and Tort Liability Protection of Students

7.1 Students shall have status and authority in accordance with section 272.27 Code of Iowa.

7.2 Students actually engaged under the terms of this contract in a public school shall be entitled to the same tort liability protection under the provisions of section 670.8 Code of Iowa, as is afforded by said section to officers and employees of the school district/agency during the time they are so assigned.

7.3 Students actually engaged under the terms of this contract in a non-public school shall be named as additional insured under the liability insurance coverage of the cooperating nonpublic school during the time they are so assigned. The cooperating nonpublic school shall provide a certificate of insurance to the University of Northern Iowa as evidence of such coverage prior to the beginning of the student teacher’s activities pursuant to this agreement.

8. Substitute Teaching

8.1 Students shall not be used as substitute teachers.

9. Compensation to Cooperating Teachers for Work with Student Teachers

9.1 The University of Northern Iowa agrees to pay compensation to cooperating teacher (262.75 Code of Iowa) in the amount of two-hundred dollars ($200) per student teacher assigned who completes the full semester student teaching period. Assignment of less than a full semester will be compensated on a prorated basis for a cooperating teacher’s work with a student teacher.

9.2 Fifty dollars ($50) will be paid for each student teacher who is registered for three (3) or four (4) semester hours of credit.

9.3 For student teacher placements, cooperating educational agencies agree to provide a listing of the cooperating teachers assigned in their district and to forward social security numbers when direct payment is made to cooperating teachers OR allow the University of Northern Iowa to request from the individual cooperating teachers their social security number and home address for direct payment to cooperating teachers.

APPROVED

Designee, Cooperating Educational Agency

Date: 03/04/10

Distribution of copies: ( ) Cooperating Educational Agency

( ) Office of the President’s Designee

Designee, President of University of Northern Iowa

Date: 03/04/10
AGREEMENT BETWEEN
ADEL - DESOTO- MINBURN COMMUNITY SCHOOL DISTRICT
AND
INTEGRATIVE COUNSELING SOLUTIONS, INC

THIS AGREEMENT is made and entered into this day of ____________, 2010 by and between
Adel - DeSoto- Minburn Community School District, an Iowa school corporation (hereinafter called
“District” and Integrative Counseling Solutions, Inc., an Iowa corporation (hereinafter “ICSI”)

In consideration of the mutual promises contained in this Agreement, the parties agree as follows:

Section 1- Purpose. The purpose of this Agreement is to outline the rights and responsibilities of
the parties with respect to the provision of certain mental health services by ICSI to District students in
school buildings of the District. The services to be provided by ICSI pursuant to this Agreement
generally include, but are not limited to, outpatient assessment, counseling, skill development, and
referral services within the school setting. The specific description for the services to be provided by
ICSI is set forth on Exhibit A, which is attached hereto and incorporated in this Agreement by reference.

The services are not being performed by ICSI on behalf of the District, but rather are taking place
in school building of the District solely for the convenience of the District students.

Section 2- Duration. This Agreement will be effective beginning immediately, ____________
2010 and will remain in effect until March 31, 2011 whereupon it shall automatically renew for a one
year period, each year, unless otherwise terminated.

Section 3- ICSI’s Obligations.

A. ICSI shall be responsible for providing the mental health services described in Exhibit A
to students of the District who are in need of and desire such services. The final need for services shall be
made by ICSI, the student, and the student’s family. ICSI shall receive no financial payments from the
District in connection with the services; rather, ICSI shall be compensated by outside parties (i.e. parents
of students, insurance, government funding) according to its own billing procedures and shall make no
claim against the District for any payments.

B. ICSI employees shall be under the control and supervision of ICSI at all times. The
District shall in no way be responsible for the actions or omissions of the employees or any officers
and/or agents of ICSI, nor shall ICSI employees be considered employees of the District for any purpose.

C. ICSI employees are insured for Worker’s Compensation, as required by applicable
worker’s compensation laws and Professional Liability ($1,000,000 per occurrence, $3,000,000
aggregate).

D. ICSI shall be responsible for any and all repairs for damage it causes.
Section 4- District's responsibilities.

A. The District shall permit ICSI to use at least one room at each of the District's school buildings for the purpose of holding confidential school based mental health sessions. Each of the rooms shall have a door which may be closed to ensure privacy. If needed, and available, the District may elect to make more than one room available to ICSI staff.

B. Either a building Principal or guidance counselor will act as the District's liaison with ICSI with respect to this Agreement.

C. The District shall not contract with any other organization, entity or individual, to provide services of the sort provided by ICSI (as described in Exhibit A) at any of the district's schools, nor make space available to another organization, entity or individual providing services of the sort provided by ICSI during the terms of the Agreement.

D. The District shall be responsible for routine janitorial services and routine maintenance and repair of the facilities, including snow and ice removal for the parking and entrance areas in connections with the facilities.

Section 5-Mutual responsibilities

A. It is agreed that neither party shall be responsible to the other for any loss of personal property stolen from the facilities, however occurring, or any damage done to any other effects of either party by any person or persons whomsoever.

B. Confidentiality. Each party agrees to comply with all confidentiality laws and regulations which may apply to it regarding any information, data and other records (including, but not limited to, FERPA, the Family Educational Rights and Privacy Act, HIPPA, the Health Insurance Portability and Accountability Act of 1996 and the Iowa Open Records Law) and to cooperate with the other party as needed to ensure that such requirements are met.

C. ICSI and the District shall carry Commercial General Liability insurance for protection of each, respectively, from any liability arising out of any accidents or other occurrence causing any injury and/or damage to any person or property in or about the sites regarding the provision of mental health services or arising from the performance of their obligations under this Agreement due directly or indirectly to the actions of the insured. Each party shall be solely responsible for its own retentions, co-insurance, and/or insurance deductibles.

Section 6- Termination.

A. Either of the parties to this Agreement may terminate this Agreement at any time, with or without cause, and without penalty, upon thirty (30) days' written notice to the other party. This Agreement may also be terminated upon mutual agreement of the parties.

B. Upon termination of this Agreement, the parties shall have sole custody and use of their respective property.
Section 7. Miscellaneous.

A. All notices, invoices, 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 DISTRICT: Adel - DeSoto- Minburn Community School District
Attn: Superintendent, Greg Dufoe
801 Nile Kinnick Dr., S
Adel, Iowa 50003

TO ICSI: David L. Leitner
Attorney at Law
1200 Valley West Dr.
Suite 302
West Des Moines, IA 50265

B. 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.

C. 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.

Dated at ________________, Iowa this _____ day of ________________, 2010.

ADEL - DESOTO- MINBURN COMMUNITY INTEGRATIVE COUNSELING SCHOOL DISTRICT SOLUTIONS, INC.

By__________________________ By__________________________
Greg Dufoe, Superintendent Cheryl Garland, President

ATTEST: ATTEST:
ADM Clients served as of 12/31/09 to 04/01/10

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<tr>
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<td><strong>Total</strong></td>
<td><strong>24</strong></td>
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Adel DeSoto Minburn High School
Class of 2010
* denotes Level II diploma

Alexander Balke
Linda Barlow*
Lacy Bass
Michael Bauer
Mark Beaman
Elizabeth Blanchard
Taylor Bohl
Dylan Book
Spencer Brady
Zachary Brennan
Steven Burg
Zachary Buscher
Lisa Button
Andrew Catron
Sydney Clemenson
Bridget Cohenour*
Alexandrea Cook
Anthony Couey
Lisa Culp
Matthew DePue
Danielle Diaz
Midasia Diaz
Gregory Dollens
Tonya Dunsmoor
Joseph Edwards
Denae Elgin
Kalli Erb
Adam Erickson*
Jacob Ervin
Angela Fazio
Kaitlyn Feenstra
Cory Ferm
Kayla Fletcher
Jessica Fooken
Megan Fooken
Samantha Frakes
Casey Frank
Dakota Friesth
Zackery Gay
Matthew Haffner*
Erin Halvorsen
Kyle Haner
Brooke Hochstetler
Rachel Horn
Ellen Host
Taylor Hughes
Hunter Huss
Jordan Irwin
Janessa Jarrell
Brooklynn Jayne
Turner Jensen
Casey Johnson*
Arielle Kacher
Ashley Krugler
Elizabeth Krugler
Holly Kubal
Kara Lathrop
Karli Lathrop
Joseph Light
John Mague*
Jordan Mandernach
Carson Marshall
Kendra McCarthy
Nicholas Mergen
Sarah Mild
Kasey Narber
Devan Olson
Marie Olson
Corianton Pace
Carrie Paglia
Chad Pickering
Carrie Pieper
Hailee Pierce
Jena Poldberg
Hope Privitera
Kiersten Pryor
Katie Quinn
Courtney Rahn
Lauren Rash
Taylor Rasmussen
Alex Reams
Amanda Reece
Alex Ritter
Sebrina Roeder
Tyler Rubes
Nickolas Samourian
Benjamin Sande
Zachary Schwieso
Ellen Scott
Bryce Smith
Tanner Soderstrum
Erin St. Pierre
Ryne Stajcar
Sydney Stajcar
Cassidy Swanson
Andrew Tauke
Seth Thompson
Caitlyn Todd
Buphie Trevillyan
Alli Vanderpool
Robert Wallace
McKenzie White
Alissa Winter
Kayla Worsfold
Hilary Wright
Corbin Zahrt
March 30, 2010

Elizabeth Severidt, Authorized Representative/Food Service Director
Adel DeSoto Minburn Community School District
801 Nile Kinnick Dr S
Adel IA 50003

Dear Ms. Severidt:

A management review of the Child Nutrition Program operations in the Adel DeSoto Minburn Community School District was conducted on January 26-27, 2010. The National School Lunch Program (NSLP) was reviewed at DeSoto Intermediate School and ADM Elementary School as part of the Coordinated Review Effort (CRE) procedures. The School Meals Initiative (SMI) nutrient compliance requirements were assessed at ADM Elementary School.

The CRE includes an evaluation against Performance Standard 1 (Benefit Issuance/Counting and Claiming Procedure) and Performance Standard 2 (Menu Items/Components). The United States Department of Agriculture's (USDA) SMI for Healthy Children highlights our responsibility to provide school meals that are consistent with the Recommended Dietary Allowances (RDA), the calorie goals, and the Dietary Guidelines for Americans. To determine compliance with nutrition goals, the district’s analysis of one week of menus was evaluated.

COMMENDATIONS
The care and attention of the team of workers in the ADM child nutrition program are exemplary. Staff are knowledgeable about the requirements of the program, go to great lengths to not just comply but excel, and are doing an exceptional job feeding kids in ADM CSD healthy and nutritious meals. The mutual respect between Liz Severidt and her team is apparent and demonstrates both great management and leadership but great team play. Congratulations!

FREE AND REDUCED PRICE APPLICATIONS
1. A copy of the Free and Reduced Price Policy Statement is approved, current and maintained on the web. The statement was implemented as approved.
2. All Free and Reduced Price meal applications were reviewed. One error was noted, resulting in an overclaim of $71.05. The error was corrected promptly and no money will be collected.
3. Electronic direct certification was correctly used to identify students eligible for free meals.
4. The list of students receiving benefits matched the applications.
5. The verification process was completed, correctly documented and entered online. One too few applications was selected for verification. Attendance at verification training in fall 2010 is required. A notice will be sent.
6. Monitoring reviews had been completed.

MEAL COUNTING AND CLAIM FOR REIMBURSEMENT
1. Meal counts are taken at the end of the line at DeSoto Intermediate School and at the beginning of the line at ADM Elementary. Actions by staff to ensure reimbursable meals were excellent at both locations.
2. Meal counts for the test month appeared to be accurate. Meal counts on the days of the review at both schools were reasonable.

KITCHEN AND STORAGE AREAS
1. Commodity products were used and rotated appropriately.
2. Temperatures for refrigeration units and freezers seemed adequate and were monitored.
3. Foods were correctly stored in all locations.

MENU PLANNING, FOOD PRODUCTION, AND SERVICE
1. Menus were planned using Traditional Food Based Menu planning methods. All menus met requirements. Particular attention was paid to portion sizes for younger children compared to older children. The buns on the sandwiches for younger children were smaller but met portion sizes, fit their hands better and were very well received. Plate waste was much less than would have been expected for the age of children.
2. Production records were complete and accurate.
3. Meal service was prompt and courteous and children seemed to enjoy the meal.

CIVIL RIGHTS
1. The Ethnic Racial Distribution form was completed.
2. The USDA/FNS approved poster “And Justice for All” was displayed. Copies are available for local printing at http://www.fns.usda.gov/cr/justice.htm.
3. The correct non-discrimination statement was included on the free and reduced-price meal application.

FINANCIAL RECORDKEEPING AND REPORTING
1. Financial records were in good order. All expenditures appeared appropriate for the school lunch fund. Food and non-food expenses were separated for recording expenses.
2. Monthly reports were accurate and submitted in a timely manner.
3. Account balances were just under one month usual expenditures. Three months balance may be retained.
4. Effective safeguards protecting financial assets were in place.

SANITATION PRACTICES
1. Staff demonstrated good sanitation practices during meal services. Dish machine temperatures, freezer temperatures and refrigerator temperatures were appropriate. Gloves were used appropriately.
2. Health inspections were up to date and reports were available.

FOOD SAFETY PROGRAM (HACCP)
1. Standard operating procedures were well developed and were well understood by staff. At both locations, staff could describe what they were doing and why they were doing it. They had great understanding of the whole process and clearly took pride in meeting expectations. Particularly thoughtful were the processes to use a combination of time and temperature for foods sated out from the production site. Holding temperatures were consistent with the 2005 Food Code.
2. Records were well kept and available for review.

WELLNESS POLICY
Implementation was completed as required. Objectives are measurable and records of progress are maintained. With the Healthy Kids Act (HKA), effective July 1, 2010, you would probably find it beneficial to reinvigorate the committee to help with compliance with HKA.

SCHOOL MEALS INITIATIVE
One week of menus was analyzed for ADM Elementary School; a copy of the analysis is enclosed. Although the computer is able to calculate precise values for the nutrients shown, these numbers are estimates and are rounded. Nutrient analysis is not as precise as these numbers may indicate.

The analysis indicates that the menus have met targets in all areas except sodium levels. Sodium is particularly difficult to manage because it is so widely distributed in commercially prepared foods. Good plans are being developed and implemented to continue to work towards the further reduction of sodium. No further reports are required.

PROCUREMENT
Federal procurement rules require competitive and open bidding for purchases of materials used in the school meals program. Districts may not transfer their responsibility for compliant procurement to a purchasing group. The National Food Service Management Institute (NFSMI) has training modules posted to its website at nfsmi.org. Training will also be provided this summer in Ames. Go to http://www.ucs.iastate.edu/mnet/schoolfoods/register.html to register.

PLAN OF CORRECTION
No plan of correction is required. This review is closed.
ADDITIONAL COMMENTS
Thank you for the courtesies extended to me by you and your staff during the review visit. If you have questions pertaining to this report or if I may be of further assistance, please let me know.

Sincerely,

Nancy Christensen, MSEd, RD, SNS
Consultant
Bureau of Nutrition, Health and Transportation Services
515-281-5663
nancy.christensen@iowa.gov

Enclosures
   Nutrient analysis
## ADM DISTRICT STUDENT ACHIEVEMENT GOALS UPDATE
### 2009-10 SCHOOL YEAR

<table>
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<tr>
<th>GOAL:</th>
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<th>2009-10 DATA</th>
<th>GOAL MET?</th>
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</thead>
<tbody>
<tr>
<td>Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2009 (82.1%) to the percent proficient or above in 2010.</td>
<td>82.1%</td>
<td>83.3%</td>
<td>YES</td>
</tr>
<tr>
<td>Increase the percent of students proficient or above on the ITBS/ITED math total subtest. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2009 (84.9%) to the percent proficient or above in 2010.</td>
<td>84.9%</td>
<td>84.4%</td>
<td>NO</td>
</tr>
<tr>
<td>Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2009 (88.7%) to the percent proficient or above in 2010.</td>
<td>88.7%</td>
<td>90.4%</td>
<td>YES</td>
</tr>
</tbody>
</table>
April 12, 2010

Principal Lee Griebel
ADM Senior High School
801 Nile Kinnick Dr S
Adel, Iowa 50003

2010 Iowa AP Index

Dear Principal Lee Griebel:

The University of Iowa’s Belin-Blank Center is pleased to release the results of the 2010 Iowa AP Index. The AP Index is a ratio that helps determine the extent of Advanced Placement opportunity at a school. AP is just one indicator, but I believe an important indicator, of the challenges schools provide for high ability students.

Your 2010 Iowa AP Index (based on 2009 AP exam and graduation data) is 0.39. For comparison, your index for last year (2009 Index, based on 2008 exam and graduation data) was 0.41.

Iowa’s Senior Year Plus program (Iowa Code 261E) “compels all school districts to make AP courses available to students” (Iowa Department of Education, 2009). We congratulate you for offering AP courses to your students and we encourage you to continue this as an important opportunity for your students. The Belin-Blank Center is available to help you increase your AP opportunities.

The Belin-Blank Center makes public the names of only the top 50 schools on the Iowa AP Index. To see the Top 50 rankings and for an explanation of the Iowa AP Index, please go to www.iowaapindex.org. The names of the high schools not in the top 50 will not be published on our website. The AP Index scores and names of high schools not in the top 50 will be kept confidential to the extent permitted by law, but please note that the University, as a state entity, may be obligated to disclose this information in the event of a public records request.

If you have any further questions please do not hesitate to contact me by phone (319-335-6148) or by email (nick-colangelo@uiowa.edu).

Sincerely,

Nicholas Colangelo, Director
Myron and Jacqueline Blank Professor of Gifted Education

NC:mp
### The 2010 Iowa AP Index for the Top 50 Schools

(Based on 2009 AP exam data)

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>City</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>George Washington High School</td>
<td>Cedar Rapids</td>
<td>2.60</td>
</tr>
<tr>
<td>2</td>
<td>John F Kennedy High School</td>
<td>Cedar Rapids</td>
<td>2.50</td>
</tr>
<tr>
<td>3</td>
<td>West Senior High School</td>
<td>Iowa City</td>
<td>1.80</td>
</tr>
<tr>
<td>4</td>
<td>Ames High School</td>
<td>Ames</td>
<td>1.75</td>
</tr>
<tr>
<td>5</td>
<td>Roosevelt High School</td>
<td>Des Moines</td>
<td>1.62</td>
</tr>
<tr>
<td>6</td>
<td>Mid-Prairie High School</td>
<td>Wellman</td>
<td>1.39</td>
</tr>
<tr>
<td>7</td>
<td>Regina Jr Sr. High School</td>
<td>Iowa City</td>
<td>1.32</td>
</tr>
<tr>
<td>8</td>
<td>Valley High School</td>
<td>West Des Moines</td>
<td>1.16</td>
</tr>
<tr>
<td>9</td>
<td>Hempstead High School</td>
<td>Dubuque</td>
<td>1.05</td>
</tr>
<tr>
<td>10</td>
<td>Bettendorf High School</td>
<td>Bettendorf</td>
<td>1.03</td>
</tr>
<tr>
<td>11</td>
<td>Dubuque Senior High School</td>
<td>Dubuque</td>
<td>1.00</td>
</tr>
<tr>
<td>12</td>
<td>Norwalk Senior High School</td>
<td>Norwalk</td>
<td>0.93</td>
</tr>
<tr>
<td>13</td>
<td>Xavier High School</td>
<td>Cedar Rapids</td>
<td>0.82</td>
</tr>
<tr>
<td>14</td>
<td>Iowa City High School</td>
<td>Iowa City</td>
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</tr>
<tr>
<td>15</td>
<td>Linn-Mar High School</td>
<td>Marion</td>
<td>0.81</td>
</tr>
<tr>
<td>16</td>
<td>Prince of Peace College Preparatory</td>
<td>Clinton</td>
<td>0.79</td>
</tr>
<tr>
<td>17</td>
<td>Cedar Falls High School</td>
<td>Cedar Falls</td>
<td>0.75</td>
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<tr>
<td>18</td>
<td>Decorah High School</td>
<td>Decorah</td>
<td>0.70</td>
</tr>
<tr>
<td>19</td>
<td>Williamsburg Jr-Sr High School</td>
<td>Williamsburg</td>
<td>0.67</td>
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<tr>
<td>20</td>
<td>West Liberty High School</td>
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<td>0.67</td>
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<tr>
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<td>Mount Vernon High School</td>
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<td>0.66</td>
</tr>
<tr>
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<td>Spencer High School</td>
<td>Spencer</td>
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<tr>
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<td>Ankeny</td>
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</tr>
<tr>
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<td>Prairie High School</td>
<td>Cedar Rapids</td>
<td>0.64</td>
</tr>
<tr>
<td>25</td>
<td>Thomas Jefferson High School</td>
<td>Cedar Rapids</td>
<td>0.63</td>
</tr>
<tr>
<td>26</td>
<td>Johnston Senior High School</td>
<td>Johnston</td>
<td>0.62</td>
</tr>
<tr>
<td>27</td>
<td>Indianola High School</td>
<td>Indianola</td>
<td>0.62</td>
</tr>
<tr>
<td>28</td>
<td>Dowling Catholic High School</td>
<td>West Des Moines</td>
<td>0.61</td>
</tr>
<tr>
<td>29</td>
<td>Iowa Mennonite School</td>
<td>Kalona</td>
<td>0.61</td>
</tr>
<tr>
<td>30</td>
<td>Southeast Polk High School</td>
<td>Pleasant Hill</td>
<td>0.59</td>
</tr>
<tr>
<td>31</td>
<td>Wahlert Catholic High School</td>
<td>Dubuque</td>
<td>0.58</td>
</tr>
<tr>
<td>Rank</td>
<td>School</td>
<td>City</td>
<td>Index</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>32</td>
<td>Kuemper High School</td>
<td>Carroll</td>
<td>0.57</td>
</tr>
<tr>
<td>33</td>
<td>Columbus Catholic High School</td>
<td>Waterloo</td>
<td>0.57</td>
</tr>
<tr>
<td>34</td>
<td>East Marshall Senior High School</td>
<td>Le Grand</td>
<td>0.56</td>
</tr>
<tr>
<td>35</td>
<td>Pleasant Valley High School</td>
<td>Bettendorf</td>
<td>0.55</td>
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<tr>
<td>36</td>
<td>West Bend-Mallard High School</td>
<td>West Bend</td>
<td>0.55</td>
</tr>
<tr>
<td>37</td>
<td>Hinton High School</td>
<td>Hinton</td>
<td>0.53</td>
</tr>
<tr>
<td>38</td>
<td>Muscatine High School</td>
<td>Muscatine</td>
<td>0.51</td>
</tr>
<tr>
<td>39</td>
<td>Abraham Lincoln High School</td>
<td>Council Bluffs</td>
<td>0.48</td>
</tr>
<tr>
<td>40</td>
<td>Marshalltown High School</td>
<td>Marshalltown</td>
<td>0.48</td>
</tr>
<tr>
<td>41</td>
<td>Sioux Center High School</td>
<td>Sioux Center</td>
<td>0.47</td>
</tr>
<tr>
<td>42</td>
<td>Urbandale High School</td>
<td>Urbandale</td>
<td>0.45</td>
</tr>
<tr>
<td>43</td>
<td>Clinton High School</td>
<td>Clinton</td>
<td>0.44</td>
</tr>
<tr>
<td>44</td>
<td>North High School</td>
<td>Sioux City</td>
<td>0.44</td>
</tr>
<tr>
<td>45</td>
<td>East High School</td>
<td>Sioux City</td>
<td>0.44</td>
</tr>
<tr>
<td>46</td>
<td>Central High School</td>
<td>De Witt</td>
<td>0.43</td>
</tr>
<tr>
<td>47</td>
<td>Pella High School</td>
<td>Pella</td>
<td>0.43</td>
</tr>
<tr>
<td>48</td>
<td>Clear Creek Amana High School</td>
<td>Tiffin</td>
<td>0.42</td>
</tr>
<tr>
<td>49</td>
<td>Durant High School</td>
<td>Durant</td>
<td>0.42</td>
</tr>
<tr>
<td>50</td>
<td>Lisbon High School</td>
<td>Lisbon</td>
<td>0.40</td>
</tr>
</tbody>
</table>

The rankings are in order from 1-50. Where the Index is the same for multiple schools, this is due to rounding.

The Index was taken out to more decimal places in order to determine the rankings in very close ratios.

**Note:**
Every public and non-public high school in Iowa that is accredited by the Iowa Department of Education and that had at least one AP exam taken was invited to participate in the Index. Magnet schools and Specially Accredited College Preparatory Schools are not included.

For comments or questions on Iowa AP Index email: comments@IowaAPIndex.org

For the 2010 Top 50 list click here.
For the 2009 Top 50 list click here.
For the 2008 Top 50 list click here.
For the 2007 Top 50 list click here.
For the 2006 Top 50 list click here.
For the 2005 Top 50 list click here.
The University of Iowa's Belin-Blank Center for Gifted Education Recognizes the Top 50 AP Schools in Iowa

2010 Iowa AP Index
(based on May 2009 AP exams and graduation data)

The Connie Begin & Jacqueline N. Blank International Center for Gifted Education and Talent Development (Belin-Blank Center) in the College of Education at the University of Iowa

Belin-Blank Center Director: Nicholas Colangelo, PhD
Belin-Blank Center Associate Director: Susan Assouline, PhD

AP Index and materials prepared by:
Maureen Marron, PhD, Institute for Research and Policy on Acceleration administrator
Clar Baldus, PhD, Iowa Online Advanced Placement Academy administrator
Emily Ladendorf, Iowa Center for Research by Undergraduates Research Fellow

Introduction
This is the sixth year that the Belin-Blank Center presents the Iowa AP Index. The Iowa AP Index is an indicator of Advanced Placement (AP®) opportunities for Iowa students. The Iowa AP Index recognizes accredited public and non-public Iowa high schools for providing AP opportunities and applauds students for their willingness to step up to the academic challenge.

We recognize that a number of high schools offer college-level options that are not AP. We encourage schools to continue these efforts. The Iowa AP Index focuses only on AP opportunities.

round
In May 2009, more than 1.6 million high school students took more than 2.9 million AP exams (College Board, 2010). Participation in AP allows students to pursue college-level studies while still in high school. AP exams provide a uniform standard of academic accomplishment across geography, economic status, ethnicity, and school size. AP exams cover 33 subject areas. Exams are scored on a scale of 1 to 5, with 5 considered top-level work in a corresponding college course. A score of 3 or better is accepted at more than 3,600 college and universities for either college credit or advanced placement in college courses.

Although there is some controversy concerning the Advanced Placement program (e.g., too much material covered in too short a time; more breadth than depth), research supports that AP courses and exams are a rigorous and meaningful indicator of academic preparation for college (Geiser & Santelices, 2004). A National Center for Educational Achievement study (2005) shows that success on AP exams is a strong and consistent predictor of college graduation rates. Keng and Dodd (2008) report that “AP Credit students consistently outperformed non-AP students of similar academic ability in all college outcome measures” (p. 1). Keng and Dodd defined college outcome measures as first-year credit hours and GPA, subject or subject area credit hours and GPA, overall college credit hours and GPA, and subsequent course grade.

Iowa and AP
The AP program began in the mid-1950s on the East Coast, and although it has become, according to former U.S. Education Secretary Richard Riley, “the gold standard,” it was not prevalent in Iowa. Iowa’s historically low participation may be attributed to the high number of rural schools in the state. Regardless, until only a few years ago, Iowa ranked among the lowest in the nation on AP exams per student population.

Iowa Online Advanced Placement Academy
In 2001, the Iowa Online AP Academy (IOAPA) was established with the support of Senator Tom Harkin (D-Iowa). The Belin-Blank Center and the Iowa Department of Education received federal grant funding to provide online AP courses, exams, and materials to all students at accredited high schools in Iowa. Together, the Belin-Blank Center and the Iowa Department of Education have made a concerted effort to bring AP opportunities to the schools of Iowa, especially to rural schools, so that geography will not determine educational opportunity.

IOAPA has been a tremendously successful program. The number of schools in Iowa offering AP opportunities
and the number of Iowa students taking AP exams has increased substantially since 2001. Although the number of exams has increased, the performance for Iowa students remains high. In 2009, 65.6% of Iowa’s students scored a 3 or better on the AP exams, which compares favorably to the 2009 national average of 58.4% of students who scored a 3 or better.

### Changes in AP for Iowa from Year 2001 to Year 2009*

<table>
<thead>
<tr>
<th>Indicators of Growth in Iowa*</th>
<th>2001</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of high schools that offered at least one AP exam</td>
<td>156</td>
<td>218</td>
</tr>
<tr>
<td>Number of AP exams taken</td>
<td>5,995</td>
<td>12,512</td>
</tr>
<tr>
<td>Number of students taking at least one AP exam</td>
<td>4,069</td>
<td>8,298</td>
</tr>
<tr>
<td>Percentage of exams with a score of 3 or higher</td>
<td>67%</td>
<td>65.6%</td>
</tr>
</tbody>
</table>

*Based on College Board data which includes accredited and non-accredited Iowa schools.

### Senior Year Plus program

In 2008, the Iowa legislature passed the Senior Year Plus program (Iowa Code 261E). The program “was created to provide increased and more equal access to college credit and advancement placement courses” (Senior Year Plus: Guide for Educators and Educational Administrators, November 2009, from the Iowa Department of Education, p. 5). The Senior Year Plus statute (Iowa Code 261E.4) “compels all school districts to make AP courses available to students” (p. 14).

Schools that are “unable to offer AP® courses directly may expand opportunities to students through the Iowa Online AP® Academy (IOAPA)” (Senior Year Plus: Guide for Educators and Educational Administrators, November 2009, from the Iowa Department of Education, p. 14).

### Advanced Placement Teaching Training Institute

The Belin-Blank Center hosts the Advanced Placement Teacher Training Institute (APTTI) so that teachers can be prepared to deliver AP courses successfully. The next APTTI will be in Des Moines, July 12-16, 2010.

The Senior Year Plus program includes a provision for teacher preparation for teaching AP courses: “A school district shall ensure that advanced placement course teachers are appropriately licensed by the Iowa Board of Educational Examiners in accordance with Iowa Code Chapter 272 and meet the minimum certification requirements of the national organization that administers the advanced placement program” (Senior Year Plus: Guide for Educators and Educational Administrators, November 2009, from the Iowa Department of Education, p. 14).

Through the use of online technology (i.e., IOAPA) and summer professional development (i.e., APTTI), the Belin-Blank Center serves Iowa in making access to AP a reality for all of Iowa’s high school students and teachers.

### The Iowa AP Index

Every public and non-public high school in Iowa that is accredited by the state Department of Education and that administered at least one AP exam in May 2009 was invited to participate in the 2010 AP Index.

Magnet schools, Specially Accredited College Preparatory High Schools, non-accredited schools, and home schools are not included in the AP Index ranking. (See Note 2 for recognition of Magnet and Specially Accredited College Preparatory Schools.)

The Iowa AP Index for a given high school is the ratio of AP exams taken by its students (any grade) divided by the number of its graduating seniors.

\[
\text{Iowa AP Index} = \frac{\text{Number of AP exams taken}}{\text{Number of graduates}}
\]

For reference, an AP Index of 1.00 means that the number of AP exams for that school equals the number of

http://www.iowaapindex.org/
graduates. A high AP Index means that a school is offering AP courses and that the school has developed a culture whereby students are encouraged to take AP courses and exams. The Iowa AP Index provides a fair comparison of AP opportunity across school size.

The number of graduating seniors per school was provided by the Iowa Department of Education, and the number of AP exams administered per school was provided by the College Board.

The 2010 Iowa AP Index is based on the AP exams taken in May 2009 and seniors graduating in May/June 2009. In 2008-2009, there were 377 (351 public and 26 non-public) accredited high schools, according to the Iowa Department of Education's Condition of Education report. Of these 377 accredited high schools, 215 (193 public and 22 non-public), or 57% of schools, had at least one student take an AP exam in 2009. Of the 209 schools eligible for the 2010 AP Index (i.e., not magnet and Specially Accredited College Preparatory Schools), 97% (202 schools; 186 public and 16 non-public) agreed to participate in the 2010 Iowa AP Index.

Iowa's Top 50 Schools for 2010

The Top 50 schools on the 2010 Index range from rural to urban, public to non-public, and they span the state's geography. There are 42 public and 8 non-public schools in the top 50.

The #1 school on the 2010 Iowa AP Index is George Washington High School in Cedar Rapids. John F. Kennedy High School, also in Cedar Rapids, is ranked #2. West High School in Iowa City ranked #3. Ames High School in Ames and Roosevelt High School in Des Moines are ranked #4 and #5, respectively. The highest ranking non-public school, at #7, is Regina High School in Iowa City. The school with the smallest graduating class (14 graduates in 2009) in the Top 50 is Prince of Peace College Preparatory, ranked #16, in Clinton. The school with the largest graduating class (550 graduates in 2009) is Valley High School, ranked #8, in West Des Moines.

View the Iowa 2010 AP Index Top 50 Schools

View the Iowa AP Index Top 50 Ranking by Year for 2005-2010

Each participating school received its 2010 Iowa AP Index in a letter. We suggest comparing the 2010 Index with the 2009 Index. If the 2010 Index is higher, this indicates progress regarding AP opportunities.

The Belin-Blank Center sends a Certificate of Recognition to all the schools ranked in the top 50. In addition, the top 25 schools will be honored at the annual Belin-Blank Recognition Ceremony on Sunday, October 17, 2010, at The University of Iowa.

The Iowa AP Index for all public high schools in Iowa

We calculated a 2010 AP Index score for all the accredited public schools in Iowa (excluding the non-public schools) based on all exams taken by Iowa students in 2009 and all 2009 graduating seniors in Iowa public schools (using graduation data from p. 225 of the Iowa Department of Education's Condition of Education report).

\[
\begin{align*}
\text{2010 Iowa AP Index} & \quad 12,512 \text{ Exams} \\
\text{for all Public} & \quad 34,573 \text{ Grads} = 0.36
\end{align*}
\]

Thus, one AP exam was taken for approximately every three students graduating from an accredited Iowa public high school.

For comparison, the 2009 AP Index for all Iowa accredited public high schools was 0.31. Thus, the 2010 Index for all public schools indicates a slight increase in AP opportunities in the state compared to 2009.

References

- AP Central
- AP Report to the Nation (February 10, 2010)
- The Iowa Department of Education Education Statistics
- Iowa Senior Year Plus program, Iowa Department of Education
- The National Center for Educational Achievement

Notes

Note 1: The Iowa AP Index is a modification of the Challenge Index

http://www.iowaapindex.org/
We thank Jay Mathews of the Washington Post for granting us permission to modify his Challenge Index to create the AP Index.

**Note 2: Special recognition for Des Moines Central Academy and Rivermont Collegiate**

Magnet schools and Specially Accredited College Preparatory High Schools are not included in the AP Index ranking, but they are recognized by the Belin-Blank Center for their AP opportunities.

The Belin-Blank Center recognizes Des Moines Central Academy, a nationally-known magnet school, for its outstanding offering of a wide variety of AP courses, as well as the excellent performance of its students. Its 2010 AP Index of 6.20 puts it into a class of its own.

The Belin-Blank Center recognizes Rivermont Collegiate, in Bettendorf, which is one of the state’s Specially Accredited College Preparatory Schools. Rivermont Collegiate places special emphasis on AP coursework and exams, as is reflected in its 2010 AP Index of 2.21.

**Note 3: School district obligations for offering AP courses**

In 2008, the Iowa legislature passed the Senior Year Plus program (Iowa Code 261E) “to provide increased and more equal access to college credit and advancement placement courses” (Senior Year Plus: Guide for Educators and Educational Administrators, November 2009, from the Iowa Department of Education, p. 5). The Senior Year Plus statute (Iowa Code 261E.4) “compels all school districts to make AP courses available to students” (p. 14).

Parents and students should expect that school districts will comply with the state code that defines school district obligations for providing advanced coursework. The School District Obligations are detailed in Senior Year Plus: Guide for Educators and Educational Administrators on page 14.

*View the Iowa 2010 AP Index Top 50 Schools*

*View the Iowa AP Index Top 50 Ranking by Year for 2005-2010*

Comments or questions? Email comments@IowaAPIndex.org
The Board of Directors met in session for the purpose of amending the current school budget. There was present a quorum as required by law. The Board found that the notice of time and place of hearing had been published as required by law and that the affidavit of publication was on file with the county auditor. After hearing all taxpayers to be heard, the Board adopted the amendment by changing estimates of expenditures in the following areas by the following amounts:

<table>
<thead>
<tr>
<th>Area</th>
<th>From</th>
<th>To</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>8,612,602</td>
<td>8,880,000</td>
<td>Increased supplies costs</td>
</tr>
<tr>
<td>Total Support Services</td>
<td>4,352,485</td>
<td>4,600,000</td>
<td>Increased supplies costs</td>
</tr>
<tr>
<td>Noninstructional Programs</td>
<td>700,100</td>
<td>750,000</td>
<td>Increased supplies costs</td>
</tr>
<tr>
<td>Total Other Expenditures</td>
<td>2,527,848</td>
<td>3,000,000</td>
<td>Added facilities projects</td>
</tr>
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</table>

District Secretary

[Signature]
## Classified Staff Salaries

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<tr>
<th></th>
<th>Actual 09-10</th>
<th></th>
<th></th>
<th>Stay Alive 10-11</th>
<th></th>
<th></th>
<th>Difference</th>
<th>%</th>
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<tbody>
<tr>
<td></td>
<td>Salaries</td>
<td>FICA/IPERS</td>
<td>Insurance</td>
<td>TOTAL</td>
<td>Salaries</td>
<td>FICA/IPERS</td>
<td>Insurance</td>
<td>TOTAL</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clerical</td>
<td>179,386.13</td>
<td>25,652.22</td>
<td>38,107.92</td>
<td>243,146.27</td>
<td>162,157.33</td>
<td>26,594.97</td>
<td>42,490.33</td>
<td>251,242.63</td>
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<tr>
<td>Associates</td>
<td>724,065.98</td>
<td>103,541.44</td>
<td>114,007.56</td>
<td>941,614.98</td>
<td>736,027.83</td>
<td>107,460.06</td>
<td>127,118.43</td>
<td>970,606.32</td>
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<td>Custodial</td>
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<td>46,751.15</td>
<td>42,872.88</td>
<td>416,555.13</td>
<td>331,649.70</td>
<td>48,420.86</td>
<td>47,803.26</td>
<td>427,873.82</td>
</tr>
<tr>
<td>Transportation-Route</td>
<td>86,400.00</td>
<td>12,355.20</td>
<td>10,906.48</td>
<td>109,660.68</td>
<td>87,840.00</td>
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We are pleased to submit the following prices for goods and/or services subject to Infrastructure Engineering's terms and conditions. Your order will receive our prompt attention.

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<th>ITEM</th>
<th>QTY</th>
<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
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| A    | 1   | Install 46 Systimax 2071 Cat 6 cables to the following locations.  
20 to Upper Level Media Center  
20 to Lower Level Media Center  
6 to Room 401  
Alternate: | $5,450.00 | $5,450.00 |
| A1   | 1   | Same as above but utilizing Uniprise 7504 Yellow Cat 6 cable. | $4,300.00 | $4,300.00 |

Note both Uniprise and Systimax are Commscope brand cables

It is assumed that all pathways are existing and have adequate space to allow for new cables.

TERMS: Net 20 days  
SHIPMENT: Freight Prepaid And Invoiced  

BY: Joel D. Peiffer, RCDD
Quotation

To: ADM Schools - Greg Dufek
Project: Lockers
Location: 
Bid Date: 4/22/10
Acknowledgment Add’m: 

We propose to furnish the following materials for this project:

per your request

SECTION

LOCKERS

80 Lockers (2-tier)  Lockers (  -tier)  
0 Lockers ( -tier)  Benches (ped's)

Including: yes Locks, yes Base, yes Sloped tops

No Installation, No Sales Tax

Based on Penco KD Vanguard locker
w/ recessed handle, master 1630 built-in
combo lockers, sloped top, 4" Zee base

Labor to assemble and install add $950

7275.00

 Prices are FOB factory, Freight Allowed jobsite
Prices are based upon the quantities shown.
PS means quantities per plans and specifications
NO Sales or Use Tax is included in the prices.
Prices subject to acceptance within 30 days,
with shipment within one (1) year.
Payment Terms: NET 30 days. NO retainage allowed.

JOHNSON SPECIALTY SALES LTD.

Dick Johnson

Accepted:
## Bid Tabulations

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<th>Koester Construction</th>
<th>Pinnacle Construction</th>
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**REMARKS**

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| Bid Submitter                  |                           |                      |                       |                   |                     |
| Bid Security Included          |                           |                      |                       |                   |                     |
| Addenda Acknowledged (0)       |                           |                      |                       |                   |                     |
| LUMP SUM BASE BID              |                           |                      |                       |                   |                     |
| ALTERNATES                     |                           |                      |                       |                   |                     |
| ALTERNATE NO. 1: TACKWALL COVERING |                      |                       |                       |                   |                     |
| ALTERNATE NO. 2: COMMONS AREA TILE REPAIR |                      |                       |                       |                   |                     |

**REMARKS**
To: ADM Board of Education

From: Doug Gee

Re: Bondurant-Farrar joining RRC

Date: May 4, 2010

Reasons why Bondurant-Farrar is a good fit for RRC

Bondurant-Farrar is a growing community that will be the perfect size for the RRC. Their new high school will be completed by summer 2010, so they will have great facilities. The level of competition will be a good fit for the RRC. This brings the number of schools in the RRC to ten, which makes scheduling much easier (no bye week to fit games in). They offer all the sports that our conference schools participate in. B-F is located less than 60 miles from every school in RRC except Carroll. Several RRC schools have already been playing B-F.

Timeline
Administration inquired about the possibility of joining RRC in October of 2009. I brought this to the AD’s at the October RRC meeting. All RRC AD’s agreed they would be a school we would like to pursue as a possibility to join RRC. Their high school principal and AD came to a RRC meeting to ask questions and talk about how this would work. B-F asked their coaches, parents and community for input. Their board voted to make a formal application to RRC at the March Board meeting. The AD’s voted 9-0 yes, they took it to the principals and they also voted 9-0 in favor of B-F joining the RRC. This will start with the 2011-2012 school year. This gives us sometime to look at schedules and let non-conference opponents’ time to get other games. We have already put together schedules for the 2011-2012 school year with B-F included in them. This has been a very smooth transition and is all around a good move.