The meeting was called to order by President Tim Canney. Roll call was taken. Present were Vice President Kim Roby, Kelli Book, President Tim Canney, and Rod Collins. Jen Heins arrived at 6:08. Visitors were present.

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

Curt Rasmussen was introduced by Linda Burk and Kendra Wolf who wrote the nomination letter that detailed Curt’s service for going above and beyond expectations in his profession. Curt is the Hardware/Network Technology Director. He accepted a paperweight with the inscription “ADM Honoring Excellence” noting his honor and spoke a few words.

It was moved by Heins, seconded by Roby, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, and financial reports were reviewed and accepted. Resignations/terminations were accepted from Julie Carpenter, teacher associate, Barbara Lewczak, teacher associate, Lori Mann, teacher associate, Amanda Stopek, coach, and Randy Wacha, bus and van driver. Following successful background checks, new contracts were offered to Ron Brenner, teacher associate, Alice Gardner, teacher associate, Tabitha Johnston, bus radio/recess associate, Kelly Lawrence, teacher associate, Mike Mertz, bus driver, Bob Phillips, van driver, and Cole Van Vark, coach. New coaching contracts were offered to
Welcome of Visitors/Open Forum

Advanced Placement - Weighted Grades for 2010-11

Jeff Abbas, John Begley, Jason Book, Michelle Fowler, Al Hoffman, Tom Horton, Mark McMahon, Joe Roth, and Bill Shields. The district will participate in the Iowa Drug and Alcohol Testing Program for bus drivers for 2011. The list of mid-term graduating students was accepted, pending successful completion of all courses and credits.

President Canney welcomed visitors and invited public comments during Open Forum. He asked audience members who wish to speak regarding weighted grades wait until the agenda item is addressed.

Paul and Linda Judd presented a PowerPoint that raised issues concerning the process for implementing weighted grading for AP classes and the outcome of class ranking. They asked the Board to retroactively repeal weighted grades for all high school students with options for current AP students to "protect" their GPA and appointment of study committee or withdrawal and nullification of administrative regulations related to weighted grades for AP courses, class rank evaluated under the previous grading scale, and formation of a committee with community involvement to form a grading policy. Judy Schlueter also addressed the Board about procedures and communication issues regarding implementation. Parents Lisa Penland, Leslie Clemenson and Bart Goplerud addressed the Board with the same concerns. Ms. Penland called attention to the timing of implementation. Ms. Clemenson addressed the impact on college admissions and scholarships. Mr. Goplerud brought up concerns about the procedures that were followed to implement the weighted grades. John Harada brought up concerns on the fairness to many students if weighted grades were rescinded. He said the students were promised a weighted grade. Deb Calvert shared concerns about the weighted grades affecting other students that may not be in the top 10% of their class but their GPA could affect pending scholarships. Doug Mandernach stated that AP classes should be taken to earn college credit, not to boost GPA. Randy Clements stated that he is very familiar with weighted grades, as he's had experience with it in other schools. He feels weighted grades are beneficial and that colleges look at individual students to see if they are taking rigorous courses. Cindy Smith talked about her daughter choosing to take classes at Earlham because she hopes to become a vet. Her scholarship is contingent on class rank and the weighted grades could affect that.

Principal Griebel reported on the process and timeline of the weighted grading implementation. Charity Miller, teacher, also talked about the benefits of weighted grades. She reported on the rigorous course work required of students and that these students earn the weighted grade.
Superintendent Dufoe apologized to the Board and the district for the implementation flaws and stated that there should have been more communication. He said transition is difficult and we have some concerns presented to us regarding the weighted grading issue. We believe Advanced Placement and weighted grades pushed our whole system to a higher level. Our focus was on improving access to and participation in AP courses for all ADM students, not just gifted students. AP and weighted grades are a common practice in our area and our findings show that college admissions departments have developed processes to deal with the tremendous variety of practices at US High Schools. I recommend the Board continue with weighted grading and calculate and include both weighted and non-weighted GPA and class rank on transcripts.

It was moved by Book, seconded by Roby to include both weighted grades and non-weighted grades and class rank on transcripts. Ms. Book said she understood the concerns by the parents and she hopes that putting both GPA’s on the transcripts would solve the issue. However, she would like to see a committee to study this further. Mr. Collins had concerns about the implementation and asked if things were done correctly. Superintendent Dufoe stated that things were done according to past practice. We had the authority to implement this program. Mr. Collins was also concerned about having to make a decision now. After some further discussion, a vote was taken. The motion passed by a 4-1 vote with Collins voting no. It was moved by Heins, seconded by Roby to appoint a committee to study the weighted grade program and to present their findings to the Board in February. Motion carried unanimously.

The public hearing was postponed to January so that a Notice could be published. This notice is not legally necessary; however it is best practice. Superintendent recommended setting a public hearing for the January 10 Board meeting to seek input regarding the option of starting school prior to August 30, 2011, should the Board decide to do so when the Board sets the calendar for the 2011-12 school year. Following the hearing, the district could apply to the Department of Education for a waiver to be allowed to start earlier than Iowa code currently allows, as the district has in the past three years. It was moved by Roby, seconded by Heins to set a public hearing for January 10 at 6:00 p.m. in the 6-8 MS for the purpose of seeking public input on an early start for 2011-12. Motion carried unanimously.

Superintendent recommended approval of the bid from Martin Brothers as the prime vendor for the remainder of this school year. It was moved by Collins, seconded by Heins to approve the bid from Martin Brothers. Motion carried unanimously.
<table>
<thead>
<tr>
<th>Section</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Prevention</td>
<td>It was moved by Roby, seconded by Book to approve application and budget of $570,530 for 2011-12 for Dropout Prevention. Motion carried unanimously.</td>
</tr>
<tr>
<td>Modified Allowable Growth</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>Ed Jobs Resolution</td>
<td>It was introduced and moved by Book, seconded by Roby to allocate all Ed Jobs funds to 2010-11 allowable costs. Motion carried unanimously.</td>
</tr>
<tr>
<td>Administrative Reports</td>
<td>Project Lead the Way Update: Lee Griebel provided an update on Project Lead the Way.</td>
</tr>
<tr>
<td></td>
<td>Building Professional Learning Community SMART Goals: Building principals shared examples of Professional Learning Community goals that are in action currently.</td>
</tr>
<tr>
<td></td>
<td>Written Language Professional Development Update: Principal Carole Erickson gave an update on the work she is facilitating at both the elementary and secondary level on written language instruction.</td>
</tr>
<tr>
<td></td>
<td>Open Enrollment for 2010-11: Superintendent announced approval of open enrollment requests from Jacob and Nathan Pfiffner from ADM to Johnston.</td>
</tr>
<tr>
<td></td>
<td>Open Enrollment for 2011-12: Superintendent announced approval of open enrollment requests for Katherine Carlson from Waukee to ADM and Aubrie Sanders from West Central Valley to ADM.</td>
</tr>
<tr>
<td></td>
<td>Superintendent called the Board's attention to several important calendar dates.</td>
</tr>
<tr>
<td>Adjournment</td>
<td>It was moved by Roby, seconded by Heins, to adjourn. The motion carried unanimously and President Canney adjourned the meeting at 9:17 p.m.</td>
</tr>
</tbody>
</table>

Minutes approved as

Tim Canney, President

Dated

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

"Experiencing Success Today, Achieving Dreams Tomorrow"

NOTICE OF PUBLIC MEETING

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District will meet at 6:00 p.m. on the 13th day of December 2010, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA
DISTRICT BOARD ROOM

OPENING:
6:00 P.M. Call to order
Roll call
Emergency additions and adoption of agenda
Honoring Excellence

6:20 Consent agenda
Approval of minutes
Approval of bills/claims and transfers
Secretary/Treasurer financial reports
Personnel contracts
IDAPT participation
Approve midterm graduates
Welcome of visitors and open forum

ACTION ITEMS:
6:35 Advanced Placement – weighted grades for 2010-11
7:00 Set public hearing for early start calendar 2011-12
7:05 Martin Bros. – food service bid
7:15 Dropout Prevention – modified allowable growth application
7:25 EdJobs resolution

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS
7:45 Project Lead The Way update
8:00 Building Professional Learning Community SMART Goals
8:15 Written language professional development update
8:30 Open enrollment
8:35 Adjournment

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

Nancy Gee
Secretary
Board of Directors
TO: Board of Directors
FROM: Greg Dufoe, Superintendent
SUBJECT: Memorandum for December 13, 2010

Honoring Excellence:
Curt Rasmussen will be our Honoring Excellence recipient this month. Curt is the district Hardware/Network Technology Director. He also served as a custodian earlier in his career here at ADM. Curt’s hard work, concern for others, and attention to detail makes him a highly-respected member of the ADM family. Linda Burk and Kendra Wolf will be on hand to introduce Curt.

Personnel contracts:
I recommend the following resignations/terminations:
Julie Carpenter, HS teacher associate, effective 12/23/10
Barbara Lewczak, AE teacher associate, effective upon suitable replacement found
Randy Wacha, country route/shuttle bus driver, effective 11/11/10
Randy Wacha, van driver, effective 11/18/10

I recommend the following new contracts:
Ron Brenner, MS teacher associate, step 12, .525 FTE, effective 12/6/10
Alice Gardner, AE teacher associate, step 1, effective 11/29/10
Tabitha Johnston, AE bus radio/recess associate, step 1, effective 12/16/10
Heather Mager, MS teacher associate, step 1, .350 FTE, effective 12/6/10
Mike Meriz, route/shuttle bus driver, step 1, effective 12/13/10
Bob Phillips, van driver, effective 11/29/10
Cole Van Vark, MS girls basketball coach, step 3

I recommend the following new contracts:
Non-teaching December issued contracts
Jeff Abbas, Ass’t. girls soccer, step 1
John Begley, MS girls track coach, step 4
Jason Book, Ass’t. HS baseball, step 4
Michelle Fowler, Head softball coach, step 4
Al Hoffman, Head girls soccer coach, step 4
Tom Horton, Ass’t. boys soccer coach, step 4
Mark McMahon, Ass’t. HS golf, step 4
Joe Roth, Ass’t. boys soccer coach, step 4
Bill Shields, Head boys soccer coach, step 4

I announce the following transfers:
None

Pending resignations:
None

"Experiencing Success Today, Achieving Dreams Tomorrow"
IDAPT participation:
ADM participates in the Iowa Drug and Alcohol Testing Program sponsored by the Iowa Association of School Boards. Federal regulations require that employers have a federally approved program in place on a calendar year basis. I recommend continued participation in IDAPT to meet this requirement.

Approve midterm graduates:
Lee Griebel and I recommend the following students for mid-term graduation pending successful completion of all courses and credits. They are eligible to participate in the May graduation ceremony:
1. Tyler Beaman
2. Brenda Davis*  *Level II diploma
3. Cassie Donahue
4. Jacy England
5. Gretchen Hutzell
6. Devin Peshel
7. Kody Rhoades
8. Josh Sampson
9. Ben Sinnwell

ADVANCED PLACEMENT – WEIGHTED GRADES FOR 2010-11 (Exhibits 1 – 4)
Information in your packets include:
1. PowerPoint from Linda and Paul Judd.
2. Outline prepared by Lee Griebel.
3. Copy of 2010-2011 Course Catalog along with “Changes” page.
4. Discussion items prepared by me.

This agenda item is obviously a controversial one. As Tim, Kim and I have prepared for this, the format will be as follows:
1. Agenda item will open with Tim addressing the visitors. All those wishing to address the Board will be allowed to do so on this topic. Those that have indicated they will address the Board include the Judds, Lisa Penland, and Leslie Clemenson and Bart Goplerud. There may be some in attendance wishing to speak in favor of the weighted grading policy.
2. Administration will provide a report following all visitors. Charity Miller, AP US History teacher, will also address the Board concerning this matter.
3. There will be at least two recommendations presented to the Board.

The Judd's recommendations are included in their PowerPoint:
Possible motion: “I move that the weighted grade policy shall be retroactively repealed.”

The initial administrative recommendation was to continue with the weighted grading policy at all grade levels with the senior class rank being modified to include all students with a 4.0 GPA or above as #1 in the class.

Possible motion: “I move to continue the weighted grading policy currently in place for all Advanced Placement courses. All 2011 graduates with a GPA of 4.0 or above will be ranked #1.”

“Experiencing Success Today, Achieving Dreams Tomorrow”
We also have another possible resolution, and this is my recommendation. This recommendation involves showing both the Weighted AND Non-Weighted Class Rank and GPA on each student's transcript. This is a method Johnston High School uses for two primary reasons according to Bruce Huckee, principal:

1. Allows students who choose to not take AP to not be penalized in qualifying for Johnston academic awards.
2. Provides colleges both calculations and gives them all the information they need to analyze the transcripts.

We have reviewed the ability of our JMC student information system to produce these transcripts. Our system will be able to print on each transcript the un-weighted GPA and Class Rank as well as the Weighted GPA. The weighted class rank will be calculated and typed into a space provided on the transcript.

I recommend the dual-reporting system.

Possible Motion: "I move to continue with the weighted grading policy for Advanced Placement courses. Both weighted and non-weighted GPA and Class Rank will be calculated and reported on student transcripts.

I have been in constant contact with Drew Bracken, school attorney. He strongly endorses this dual reporting system as opposed to rescinding the weighted grading system. Albeit the process issues that are evident, the legal implications are more pronounced if we rescind. The political pressure will certainly be felt due to the level of intensity brought by the parents opposed to this policy. Drew has completely reviewed the Judd PowerPoint and is still very confident in our position.

Drew has examined our situation in relation to the Senior Year Plus legislation the Judd's point to in their PowerPoint. Our 8th grade students begin working on their "Four-Year Plan" in staggered groups at the beginning of their 8th grade year. Mr. Mager, MS counselor, uses the most current copy of the Course Catalog. When the new Course Catalog is ready for the next year, it is made available to students on the Kuder website (our state approved program for developing four-year plans) and Aaron directs students to that document.

SET PUBLIC HEARING FOR EARLY START CALENDAR 2011-12
We intended this hearing to take place this month, but I missed submitting the notice needed to inform the public of the hearing. We will have the hearing in January – this is no issue as we have until the Spring BEDS report to complete this process. According to the DE, this published notice in the paper is not legally necessary; however, it is best practice and we want to follow these steps.

This hearing provides an opportunity for anyone to address the board regarding a school start prior to what is allowed by Iowa code for 2011-12. We have had an early start the past two years and all indications point to continuing that for next year.

We are currently working on draft calendars and will be gathering staff input to calendar options beginning later this month.

I am including the following for your information on a food service bid recommendation from Liz Severidt.

"I currently purchase the majority of my food service groceries and supplies from the IEC coop. serviced by Martin Bros. I signed an agreement for 60% of my purchases for the 2010-2011 school year. Due to some changes in the procurement rules from the state, it was necessary to do a formal bid this year for the remaining 40%. In past years, an informal bidding process was used.

"Experiencing Success Today, Achieving Dreams Tomorrow"
The estimated purchase amount for the second semester for 40% of my purchases is $45,000.00. I mailed the bid to the two distributors I currently purchase from plus two additional distributors who had indicated interest in selling to ADM. I also posted a notice in the paper for any additional distributors who would be interested in submitting a bid. Three companies returned bids.

After receiving the bids and evaluating them based on criteria included in the bid document, I recommend that the bid be awarded to Martin Bros. I am basing this primarily on price, completeness of product line, and past performance and experience with ADM.

We received bids from Martin Brothers, Hawkeye Foods, and Reinhart Foods. The evaluation criteria were:

- Pricing
- Completeness of product line/volume of special orders
- Distributor experience and qualifications/past performance with school/references/reputation
- Computer capabilities, including operational reports, nutritional analysis, and online ordering
- Ability and willingness to stock commodity net off invoice products
- Ability to meet our delivery characteristics
- Degree of ancillary services that impact school needs

I recommend approval of the bid from Martin Brothers based on their score on the evaluation criteria above.

Liz will be on hand to answer any questions you may have.

**DROPOUT PREVENTION — MODIFIED ALLOWABLE GROWTH APPLICATION (Exhibits 5 – 6)**

Included in your Board packet is a copy of the 2011-2012 application for Modified Allowable Growth for Dropout Prevention and FY12 budget. I recommend approval of this application. We have certified our application, but the DE may provide feedback and allow changes in the next few weeks.

Dropout Prevention is funded with property tax dollars on a basis of 25% or more from the district costs and up to 75% by an increase in allowable growth. The state has really been working on the data necessary to support the use of these funds at the local level and to evaluate the effectiveness of district’s plans to prevent dropouts, assist returning dropouts, and to assist students at-risk of not achieving.

Possible motion: “I move to approve the application for Modified Allowable Growth for Dropout Prevention for the 2011-2012 school year in the amount of $570,530.”

**EDJOBS RESOLUTION**

As you know, we received $274,161 in EdJobs funding in August. This money is very welcome, and we are following advice from IASB and ISFIS to have a resolution approved by the Board to give some guidance as to how this money will be used. We want to work against the teachers’ union wanting to negotiate this money for teacher’s salaries.

Although not required, it is suggested that the Board pass a resolution for the use of the additional federal funding. Our aim is to spend this money on allowed costs this fiscal year; thus saving general funds dollars.

Possible motion: “I move to introduce and approve the resolution to allocate all EdJobs funds to 2010-2011 allowed costs.”

“Experiencing Success Today, Achieving Dreams Tomorrow”
ADMINISTRATIVE REPORTS – Discussion items

Project Lead The Way update
Lee Griebel and Kim Timmerman will provide the Board with a brief update on PLTW. Both Kim and Lee attended a counselor conference on PLTW, and Lee will discuss teacher training and equipment and materials preparations. A short video from PLTW.org will also be shown to the Board.

Building Professional Learning Community SMART Goals (Exhibits 7-10)
Each building principal will share examples of PLC SMART goals that are in action currently. We are attempting to take our PLC work to the next level through the use of effective teams working interdependently on student achievement goals. It is important that we share our progress with the Board.

Written language professional development update
Carole Erickson will update the Board on the work she is facilitating at both the elementary and secondary level on written language instruction. Carole is continuing to move this work along and I want the Board to stay plugged in to the progress.

Open Enrollment In for 2010-11
Jacob Pfiffner, 5th grade, and Nathan Pfiffner, 2nd grade, from ADM to Johnston (continuation)

Open Enrollment In for 2011-12
Katherine Carlson, Kindergarten, from Waukee to ADM (met timeline)
Aubrie Sanders, Kindergarten, from West Central Valley to ADM (met timeline)

Important dates:
December 22nd
December 23rd-January 3
January 3
January 4
January 10
January 10th-14th

End of 2nd Qtr./1st Semester
Christmas vacation
Workday
Classes resume
BOE meeting
HS ITEDs

“Experiencing Success Today, Achieving Dreams Tomorrow”
SUMMARY OF DECEMBER 13, 2010, BOARD OF DIRECTORS MEETING

PERSONNEL CONTRACTS

Personnel contracts:
Julie Carpenter, HS teacher associate, effective 12/23/10
Barbara Lewczak, AE teacher associate, *effective 12/14/10
*Lori Mann, HS teacher associate, effective 1/3/11
*Amanda Stopek, HS cheerleading coach, effective 12/10/10
Randy Wacha, country route/shuttle bus driver, effective 11/11/10
Randy Wacha, van driver, effective 11/18/10

I recommend the following new contracts:
Ron Brenner, MS teacher associate, step 12, .525 FTE, effective 12/6/10
Alice Gardner, AE teacher associate, step 1, effective 11/29/10
Tabitha Johnston, AE bus radio/recess associate, step 1, effective 12/16/10
*Kelly Lawrence, Preschool associate, step 1, effective 12/16/10
*Heather Mager, MS teacher associate, step 1, .350 FTE, effective 12/6/10
Mike Mertz, route/shuttle bus driver, step 1, effective 12/13/10
Bob Phillips, van driver, effective 11/29/10
Cole Van Vark, MS girls basketball coach, step 3

I recommend the following new contracts:
Non-teaching December issued contracts
Jeff Abbas, Ass’t. girls soccer, step 1
John Begley, MS girls track coach, step 4
Jason Book, Ass’t. HS baseball, step 4
Michelle Fowler, Head softball coach, step 4
Al Hoffman, Head girls soccer coach, step 4
Tom Horton, Ass’t. boys soccer coach, step 4
Mark, McMahon, Ass’t. HS golf, step 4
Joe Roth, Ass’t. boys soccer coach, step 4
Bill Shields, Head boys soccer coach, step 4

I announce the following transfers:
None

Pending resignations:
None

Open Enrollment In for 2010-11
Jacob Pfiffner, 5th grade, and Nathan Pfiffner, 2nd grade, from ADM to Johnston (continuation)

Open Enrollment In for 2011-12
Katherine Carlson, Kindergarten, from Waukee to ADM (met timeline)
Aubrie Sanders, Kindergarten, from West Central Valley to ADM (met timeline)

*DENOTES ADDITIONS SINCE MEMORANDUM DISPENSED ON FRIDAY.

"Experiencing Success Today, Achieving Dreams Tomorrow"
Midterm graduates 2010-11

1. Tyler Beaman
2. Brenda Davis*
3. Cassie Donahue
4. Jacy England
5. Gretchen Hutzell
6. Devin Peshel
7. Kody Rhoades
8. Josh Sampson
9. Ben Sinnwell

*Level II diploma

“Experiencing Success Today, Achieving Dreams Tomorrow”
Time Line

2/15/10 Board Agenda lists “HS Course Offerings Handbook” under Consent Agenda

2/15/10 Board Minutes note “The HS Course Offerings Handbook was accepted.” No discussion was noted. No study was presented. There was no committee; it was developed by HS Administrators.

Spring 2010 Students receive Course Offerings Handbook which contains a list of AP courses and:

All AP courses will be graded and count into the students GPA. Students who take the AP examine will receive a weighting of one point on their GPA. Students who do not take the AP examine will not receive a weighted grade.
Summer 2010 Letter to parents regarding dress code & driving/parking issues; nothing on weighted grades

August 2010 Parents sign Parent/Student Handbook which states:

Advanced Placement Courses: These are accelerated courses based on college level courses and are designed to prepare students to take AP exams. Upon completing these tests with a high enough score, the student will have qualified for college credit at a large number of colleges nationwide. We encourage all students to attempt the AP testing for college credit.

October 2010 First quarter weighted grades issued

11/8/10 Concerns about new grading policy expressed to administrators and Board. Asked that policy be reexamined and that if deemed beneficial, that policy be implemented only with incoming freshmen.
4. This allows students to "buy" their GPA up by only taking the AP exam as there is no requirement for passing the exam.

5. Students with less credits and lower beginning of year GPA can leapfrog in class rank if they are in the position to take multiple AP courses in their final year (or two).

6. This gives no bonus GPA credit for actual college courses.

7. Class rank and GPA matter for some scholarships and many admissions decisions. This change can have a huge impact in terms of opportunity and finances.
Points of Concern

1. Students couldn’t have planned for this as this is a change $\frac{3}{4}$ (or 2/4 or 1/4) into their 4 year class plan

2. Weighted grades for AP courses are not mentioned in the student handbook for 2010-11

3. This method is inequitable to anyone who has taken AP-type courses prior to the current year (new system should be implemented for freshman per Drake’s VP of Admissions). This GPA is impossible to interpret accurately.
Inequities to Students

Josh & Olivia—Juniors, 3.75 GPA, 28 credits taken first 2 years, 28 more in Jr/Sr years, both earn 21 credits of A and 7 credits of B in last years

Josh has no weighted class—ends with 3.75 GPA

Olivia has 2 semesters weighted A’s-3.788 GPA

4 semesters weighted A’s-3.827 GPA

6 semesters (2 A’s, 1 B) -3.865 GPA

6 semesters (3 B’s) -3.786 GPA
11/30/10 HS Administration announces new recommendation to AP students in a mandatory meeting which keeps weighted grades in place and caps seniors’ GPA at 4.0 so there will be multiple #1 students in class rank.

11/30/10 Same communication is mailed to AP Parents.

12/6/10 Alternate recommendation submitted to the Superintendent for Board’s consideration which would repeal the weighted grade policy retroactively and allow current AP students options to help “protect” their GPA without the weighted grade.
Senior Year Plus Legislation
Guide for Educators & Educational Administrators – pages 8 & 14

Requirements of School Districts and Postsecondary Institutions (281—IAC 22.4(1)):

- The institutions shall ensure that students, or in the case of minor students, parents or guardians, receive appropriate course orientation and information, including but not limited to ... a student handbook, ...

School District Obligations (281 — IAC 22.7)

...for each advanced placement course offered and shall describe the prerequisites in the course registration handbook, which shall be provided to every junior high school or middle school student prior to the development of a core curriculum plan (i.e. eighth grade plan) pursuant to Iowa Code Section 279.61.
Senior Year Plus Legislation
Guide for Educators & Educational Administrators

• Enacted in 2008, goal was to provide increased and more equal access to college credit and advanced placement courses.

• Requires programs including Post Secondary Enrollment Options (PSEO), concurrent enrollment, Advanced Placement (AP), career academies, and regional academies.

• Joint enrollment eases the transition from HS to college and helps the student better prepare as they enter with more realistic expectations of skills and effort needed to succeed.

• Does NOT suggest or require weighted grading.
Dallas Center – Grimes Implementation Plan

- Fall 2008 – 1 AP class offered with about 30 students
- Fall 2008 Students and teachers surveyed on interest in AP, courses tentatively planned, AP Parent information night held
- Feb. 2009 Board approved AP class offerings for 2009-10 year; no weighted grades are attached to the 9-10 AP offerings; monthly coverage in newsletter begins; 220 students enroll
- Fall 2009 Discussion brought to Board about weighted grading policy for AP courses due to interest from parents
- Dec. 2009 First board reading of new weighted grade policy
- Feb. 2010 Second board reading of new weighted grade policy
- Impact of weighted grades still unknown as it's in 1st year
Board Policies-Communications

• Two major ways in which the will of the community shall influence the development of board policy (Bd code 104)
  – Board members themselves will remain mindful that they are elected to represent the people of the district
  – All citizens of the district will be encouraged to express ideas, concerns and judgments about school programs

• Superintendent is responsible for apprising the community on board’s policies, program and goals as well as allowing opportunities to express their thoughts and suggestions for the operation of the school district (Bd code 105)

• The professional school administrator: Recognizes the public schools are the public’s business and seeks to keep the public informed about their schools (Bd code 307)
Board Policies – Policies/Regulations

• Board has jurisdiction to legislate policy; any citizen of the district may propose policy statements (Bd code 210.1)

• Notice of policy changes must be on the agenda of two Board meetings except in emergency situations (Bd code 210.2)

• Board may, in emergencies, suspend policy (Bd code 210.4)

• Administrative regulations may be necessary to implement Board policy. The Board may review and recommend change of administrative regulations prior to their use in the school district if they are, in the board’s judgment, contrary to the intent of Board policy (Bd code 306.1).

• Board policy statements shall be the basis for the formulation of regulations by the administration (Bd code 210.1)
Board Policies - Responsibilities/Powers

• While the board shall be aware of the desires of the school district community, the needs of the students in the Adel DeSoto Minburn Community School District shall be considered above others (Bd code 200.1)

• As a representative of the citizens of district community, the board legislates policy for the district. The board has jurisdiction to enact policy with the force of law for management and operation of the district (Bd code 200.4)
Board Action Desired

- Adoption of proposed policy to retroactively repeal weighted grades for all HS students with options for current AP students to "protect" their GPA and appointment of study committee - OR -

- Withdrawal and nullification of administrative regulations related to weighted grades for AP courses, class rank evaluated under the previous grading scale, and formation of committee with community involvement to form a grading policy

IMMEDIATE ACTION is needed to address this situation before semester grades are finalized.
July 20th - Parent drop-in at 9 AM, taking AP classes now.

School's house had last year of 50 year.

Still manic after 1 hour. V3 went.

Grazer

Only implemented today.

Class notes:

Program phrasing, Thru. (Julian L.) 4:00 pm. for Application to School of Art.
The concept of offering AP classes is good. The opportunity to acquire college credit through AP classes is a good thing. Assigning weighted grades from those AP classes and an ADM grading policy change from a 4.0 to 5.0 grading scale is a whole separate issue that requires much study, evaluation and foresight before implementation.

The issue tonight is not to debate AP class offerings or whether weighted grades should be assigned to AP classes. The issue tonight is to show that the implementation of weighted grades at ADM this semester was improperly implemented, improperly communicated, which has caused unintended consequences that have resulted in fairness issues and academic issues.

As a result, the 5.0 grading policy and weighted grades need to be rescinded retroactively to the beginning of fall 2010. There are several issues for your consideration of that proposal:

- **Procedure Issues:**
  - Changing ADM's grading system from a 4.0 to a 5.0 grading scale as a result of implementing weighted grades has massive implications. Doing so certainly should have required the involvement and scrutiny of a teacher/faculty committee and a Parent's Advisory Committee, prior to the administration's recommendation to the board.
  - I find no evidence of a weighted grades study committee.
  - No teacher committee was formed to study the effects of weighted grades.
  - No evidence of review by any Parent's or community Advisory Committee.
  - No committee presentation to the board.
  - No School Board minutes showing discussion or evaluation about the implications of changing the whole grading system or the effects of weighted AP grades prior to the implementation this fall. It seems implausible that such a huge grading policy change could get passed without committee review and committee recommendation and without an open forum or published board discussion?

- **Communication Issues:**
  - Change from a long-standing 4.0 to 5.0 grading scale mid-stream in high school is a major issue.
  - All parents were not informed. (This also becomes a fairness issue.)
  - All students were not informed. (Again this speaks to the fairness issue.) Even those students taking AP classes this fall have a variety of understandings and misunderstandings about what "weighted grades" meant.
  - No written communication from administration was ever directed to parents and/or students for their review or understanding of the newly weighted AP classes and the resulting change to a 5.0 grade scale prior to implementation. We received a letter explaining changes of how to drive through the high school streets—but not a single communication explaining the huge changes in a weighted grading policy and the effects that would have upon our kids academically!
  - Parents and students were misinformed. I first learned about weighted grades before conferences in mid-Nov. My son explained the step-up grading policy that he understood.
was to be on his report card grade. I confirmed that with the counselor's office, only to find out weeks later that the information he understood and I had confirmed was incorrect.

- NOTHING is written in the ADM Parent/Student 2010-2011 Handbook regarding this new 5.0 grading system, weighted AP grades or its implementation, or the resulting impact it will have upon the current grading system, the student's GPA or class rank. That's huge!

- Teachers (other than AP teachers) were not informed. I spoke with several high school teachers the last week of Nov and early Dec. They knew AP classes had been added for 2010-2011 but even they were not aware the grading policy had changed from a 4.0-5.0 scale as a result of weighted grades!

**Fairness Issues:**

- No review or revision of each and every high school student's current 4-year curriculum plan, as required by the state, was made with the advisor to determine the impact weighted grades would/could have upon the student standing or class rank upon all students caught mid-stream in their high school career.

- A change from a 10-12 to a 9-12 high school occurred. Were the effects of weighted grades discussed with the new 9th graders as they developed their high school plans? Parents of 9th graders tell me they were not.

- Implementation of weighted grades not only effects the top few students in each class; this effects everyone in the top 5% and even the top 10% which are benchmarks for academic scholarships. Unintended consequences have occurred to 3 grades of kids displacing their class rank, GPA, and their resulting status for scholarship qualification.

- The Administration's letter sent to parents Nov. 29th (copy attached) says they will suggest to the Board a change in the weighted grade policy for Sr. only. Their proposal is an unfair band-aid fix for Sr. and grossly unfair for juniors and sophomores as it doesn't even address that 2 other classes of kids were also adversely affected.

**Academic Issues:**

- Advanced placement (AP) classes are intended to be an advanced education opportunity for qualified students. AP classes were never intended to offer the student a fast-track pass to a higher GPA and class rank. Ask any ADM high school student who now sees the new system in place why they would take AP classes and their answer will be "to improve my GPA". Implementing such a system is academically flawed to say the very least! Unfortunately, their answer is horrifyingly true at ADM under the unfairly communicated and implemented weighted grading system! The board and administration should not allow or support such improper implementation in the name of academically sound education.

- The Nov. 29, 2010 letter from administration regarding weighted AP classes says (copy attached) "We currently have 102 students enrolled in the eight AP courses..." AP classes should require pre-requisites. Are the required qualifications to take an AP class being followed? I question how low those standards have become in ADM's academic system if 102 students in 3 grades (31% of the entire student population) qualify for AP classes.
Timing Issue:
  - The School Board’s action is required immediately. Semester grades are soon to go out. Allowing weighted grades to become a part of the student’s GPA will be far more difficult to undo later. Please act swiftly and rescind this unfair implementation of weighted grades.

Inadequate study committee procedure, negligent communication and short-cut implementation has created some unintended consequences including fairness and academic issues. The integrity of the administration and school board as well as the trust of the community in our education process is highly at stake. I side with both the board and administration in desiring academic excellence for our high school and I want to protect our district’s reputation.

The administration is proposing a modification only for seniors to address these issues. I propose an alternative recommendation. **Rescind the 5.0 weighted grading policy. Return to the P/F option for this year’s AP classes (or the student’s choice of keeping the AP grade they received).** Take a step back and reconsider weighted grades. Establish a committee. Follow proper procedure. Study the consequences. Acquire a full understanding. Communicate fairly to ALL parents and ALL students. Evaluate and change each student’s curriculum plans based upon the new system prior to implementation.

It won’t hurt the students caught in the middle of this to take the AP classes and attempt to receive the college credit, but rescind the weighted grades. That is the solution that would be the fair approach and to everyone’s advantage.
November 29, 2010

Dear Parents of Advanced Placement Students:

As you know, your son or daughter has enrolled in Advanced Placement courses this year at ADM High School. Advanced Placement courses are college-level courses taught by ADM high school teachers. If students take the AP exam in the spring and have a qualifying score, students can qualify for free college credit at colleges and universities across the country.

We currently have 102 students enrolled in the eight AP courses offered at ADM, including AP Calculus, English Language and Composition, English Literature and Composition, Government, Music Theory, Psychology, US History, and World History. In 2009-2010 ADM had a handful of honors courses, but no AP.

As these courses were being developed last year, it was decided to adopt a policy that allowed grades earned in AP classes to be "weighted" if the students take the AP exam. In other words, a students' grade point average for the AP course would have an additional point added to the GPA. A "B" that would be a 3.0 would be increased to a 4.0 under this policy. (grading scale included)

Our intentions were to increase the advanced placement opportunities for ADM students, increase the numbers of students enrolling in our most challenging coursework, and to encourage students to take the AP exam, thus having an opportunity to earn free college credit. As mentioned earlier, we have over 100 students taking AP courses and over 90% of those enrolled have agreed to take the AP exam. If these numbers hold, we estimate that ADM will be among the top twenty or so schools in the state of Iowa on the "AP Index", a calculation that measures the level of participation in AP courses and exams.

There have been some questions posed this fall by some parents concerned about the impact of AP courses that are weighted on class rank, the process used to develop the policy, and the communication methods used to inform parents of these changes last winter.

In response to these questions, and our reflections upon our process, we will be making a recommendation to the ADM Board of Education on December 13 that includes the following:

For Seniors:

1. The weighted grading scale for AP courses will be kept in place and will affect grade point average and class rank.
2. Our class rank scale will be capped at 4.0 for the graduating class of 2011. All students who have a 4.0 GPA or above will be ranked #1 in the class. This approach allows for some specific course registration issues facing seniors who could not take certain AP courses due to course selections/sequences in the previous three years.

"Experiencing Success Today, Achieving Dreams Tomorrow."
For Juniors and Sophomores:

1. The weighted grading scale will remain in effect for juniors and sophomores and will be used in calculating both GPA and class rank.

We feel these recommendations have the most positive impacts for the greatest number of ADM Advanced Placement students. We have tried to balance the benefits of the weighted grade scale (102 students taking AP/96 taking the exam) with the understanding that the transition has produced some concerns.

If you have questions or concerns about Advanced Placement courses and the weighted grading policy, and our recommendations, please contact me at gdufoe@adel.k12.ia.us or 993-4283 or Lee Griebel, High School Principal, at lgriebel@adel.k12.ia.us or 993-4584.

Sincerely,

Greg Dufoe

Lee Griebel

“Experiencing Success Today, Achieving Dreams Tomorrow.”
Advanced Placement Outline

I. Previously Offered Honors Courses
   i. Honors Courses
      1. Honors English II
      2. Honors World History
      3. Honors American History
      4. Honors Psychology
      5. Honors Creative Writing

II. Advanced Placement History
   i. Discussed with teachers changing our Honors courses to AP courses.
   ii. Discussed the benefits to students: increasing the number of students taking college level courses and AP exams.
      1. AP courses give you:
         a. A start on college while still in a supportive high school environment.
         b. AP exams send a powerful message to colleges and universities that students are ready for college level work.
         c. Can enable you to gain admission, earn college credit, and placement into advance courses.
         d. Students taking an AP course are much more likely to earn a bachelor’s degree. The United States Department of Education shows that students taking AP courses are more likely to complete college.
         e. Students who have prepared for and taken the AP exam more easily adapt to taking college essay exams. Students are also less intimidated by sophisticated, college level multiple-choice exams that seek to test understanding over memorization.
   iii. Discussed making all AP classes consistent and grading each course.
   iv. Discussed weighting the courses to encourage more students to take AP courses and the AP test.
      1. Weighting reduces the students fear of taking a more rigorous course. Attempting the AP test encourages students to experience college level examinations without fear of failure.
   v. Discussed the process of converting our Honors courses to Advanced Placement.
   vi. Discussed that AP courses need to have equitable access for all students. These courses were not designed for upper level...
students only, but for all students that wanted to take the challenge.

vii. I discussed the process DCG used and the criteria they set for AP courses. We chose to implement the course sooner so the maximum number of ADM students could take advantage of this.

viii. We talked about offering AP courses and the weighted grade incentive for the following year to incent all of our students in high school, we hope, to maximize the number of students participating in AP courses.

III. AP Process

i. Asked teachers to create a syllabus for their course and submit the syllabus on-line to the College Board for approval.

ii. Listed these courses in the ADM Course Handbook, with a section at the beginning of the book, under COLLEGE CREDIT OPPORTUNITIES, explaining which courses we have added and the criteria for a weighted grade. Under each AP course description we posted a statement describing the weighting option. Page #’s are: 7, AP Programming 13, AP World Literature 20, AP Language Comp. 22, AP Calculus 24, AP Chem. 25, AP World History 26, AP American History 27, AP U.S. Government 27, AP Psychology 28.

iii. Board approval of the course handbook through the standard process, which included the approval for the following courses:

1. AP Calculus
2. AP Chemistry
3. AP English Language and Composition
4. AP English Literature and Composition
5. AP Government and Politics: United States
6. AP Music Theory
7. AP Psychology
8. AP United States History
9. AP World History

iv. Approval still pending from the College Board for the following AP courses:

1. Computer Science
2. Chemistry
   a. A syllabus for each course has not been submitted due to lack of registration for the courses

v. Provided students with a copy of the ADM School Board approved course handbook during advisory time. Advisors discussed course offerings, four-year plans and the registration process.
1. Four-Year plans are reviewed and resubmitted every year. So in essence they are a one-year plan with potential courses for the future.

vi. Each student was given his or her four-year plan to review and change. The student's parent, prior to registration being allowed, approved their child's four-year plan.

vii. Students registered for courses on-line.

viii. Board Policy 505.4 discusses communicating information to students regarding changes like class rank, grading scale, etc. We clearly used our standard practice of communicating changes to course offerings through the registration process; in retrospect it appears that we could have communicated more specifically to parents. This has been a learning process and will make sure this happens on issues like this in the future.

IV. Teacher Support

i. New AP teachers were given the opportunity for professional development over the summer. The training consisted of one week long, full day classes. Four teachers went to Des Moines training center and one teacher went out of state for their content area training.

ii. Follow up training has taken place this fall where three of our instructors traveled to Iowa City for a day of class.

V. Enrollment numbers and testing numbers

i. Honors enrollment:
   1. 2010:
      a. 51 students in Honors level courses
         i. 41 AP tests given
         ii. 49% of those students qualified for college credit
   2. 2009:
      a. 67 students in Honors level courses
         i. 42 AP tests given
         ii. 48% of those students qualified for college credit
   3. 2008:
      a. 55 students in Honors level courses
         i. 45 AP tests given
         ii. 47% of those students qualified for college credit

ii. AP enrollment:
   1. Students taking the AP tests:
      a. 102 Attempted AP credits
         i. 96/102 AP exams
Dear Greg,

Issues - parents early - authority was their - flaws in process are clear - disappointing for me, past week much time over each
delaying Bld & District in this position
appropriate lead these implementing AP
points
A+ grades earned

? What do we do now?

As is - pushed to higher level
improve access - not just gifted kids
research - shows - should get
common practice - get that process flawed
college admission process - they know HS different HS - etc.

different possibility
calculate & include both w/d &
unweighted GPA in Class Rank
& transcripts

1st - non-wtd
2nd - wtd / that to
provide balanced info to colleges

Ken Tippmann - Regent - Universities -
use what benefits them the most

sorry - heart felt

in contrast to rescinding policy

Bld - doing nothing - still in place

- rescind -

- thanks
<table>
<thead>
<tr>
<th>Page#</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Table of Contents: Adjusted page numbers to reflect changes.</td>
</tr>
<tr>
<td>2</td>
<td>Added a description regarding the new honors diploma option.</td>
</tr>
<tr>
<td>3</td>
<td>Added a description of our alternative programming.</td>
</tr>
<tr>
<td>3</td>
<td>Added statement that PSEO and college level work is included in their GPA.</td>
</tr>
<tr>
<td>3</td>
<td>Schedule Change: Added a statement to have students discuss their 4 year plans with their parents.</td>
</tr>
<tr>
<td>4</td>
<td>Added: Statement to clarify that moving courses from period to period constitutes a disruption to the schedule.</td>
</tr>
<tr>
<td>7</td>
<td>Moved AP Section towards the front of the book. Added: AP classes that ADM will offer.</td>
</tr>
<tr>
<td>8</td>
<td>Added: Statistics as a dual enrollment course.</td>
</tr>
<tr>
<td>9</td>
<td>Added a description of Central Campus and Central Academy Courses.</td>
</tr>
<tr>
<td>11</td>
<td>Deleted: Photography. This class is very expensive to offer. We still have digital photography.</td>
</tr>
<tr>
<td>12</td>
<td>AP Programming: Added a statement regarding the weighted nature if students take the AP Test.</td>
</tr>
<tr>
<td>18 and 19</td>
<td>Added: Small Engine Fundamentals and Advanced Small Engines.</td>
</tr>
<tr>
<td>20</td>
<td>Changed the name of British Literature to World Literature to reflect the AP standards.</td>
</tr>
<tr>
<td>20</td>
<td>AP World Literature: Added a statement regarding the weighted nature if students...</td>
</tr>
</tbody>
</table>
AP World Literature II: Added a statement regarding the weighted nature if students take the AP test and course description.

AP English Language Composition: Added a statement regarding the weighted nature if students take the AP test and course description.

AP Calculus: Added a statement regarding the weighted nature if students take the AP test.

Probability and Statistics: Added a statement explaining that this course will offer both high school and DMACC credit.

AP Chemistry: added a statement regarding the weighted nature if students take the AP test and course description.

AP World History: added a statement regarding the weighted nature if students take the AP test.

AP American History: Added a statement regarding the weighted nature if students take the AP test.

AP Government: Added course description and a statement regarding the weighted nature if students take the AP test.

AP Psychology: Added a statement regarding the weighted nature if students take the AP test.

AP Music Theory: Added a statement regarding the weighted nature if students take the AP test.

Physical Ed, Early Bird Physical Ed, Bigger Faster Stronger course descriptions have been changed to reflect the Healthy Kids Act requirements.

Added: Plans of study for vocational areas.