Adel DeSoto Minburn CSD  
Board Update  
February 10, 2014

Approved:

- January 13, 2014 Minutes
- January Bills/Claims & Financial Reports
- Resignations/Terminations
  - Rhonda Leach-Becker, HS Food Server/Worker I, (2/14/2014)
  - Ashley Traver, Head Cheer Coach, (1/14/14)
    - Rikki Kuhns – Completion of Contract $916.30
- Hires
  - Kelsey Dolder, Head Soccer Coach, Step 2, (2013-14 Season)
  - Nichole Morey, HS Food/Server Worker I, Step 1 (2/17/14)
  - Joss Teed, MS Baseball Coach, Step 1, (Summer 2014)
- Job Description Update
  - Student Information Coordinator (Kendra Wolf)
  - Director of Technology and Communications (Adam Kurth)
  - Information Systems Technician (David Morris)
- HS Course Catalog
- Hazardous Chemical Program Reviewed
- Open Enrollment In – 2013-14
  - Carter Cadwell, K, from DM to ADM
- Open Enrollment Out – 2013-14
  - Noah Gray, 3rd Grade, to DCG
  - Taylor Gray, K, to DCG
  - Caitlin Kruse, 5th Grade to DM
  - Jake Kruse, 8th Grade to DM
  - Mackenna Laws, 6th Grade to Earlham
  - Samantha Laws, 7th Grade to Earlham
  - Isebella Lessmann, 1st Grade to WDM
  - Julionna Lessman, 1st Grade to WDM
  - Mark Primrose, 10th Grade to Waukee
  - Rachel Primrose, 7th Grade to Waukee
  - Autumn Six, 6th Grade to VM
- Open Enrollment In – 2014-15
  - Gavin Kirkman, K, from WCV
  - Isabella Sorensen, K, from Winterset
- Open Enrollment Out – 2014-15
• Ethin Lear, 2nd Grade to Clayton Ridge Iowa Virtual Academy

• Hearing Early Start Calendar
• Approval of Early Start Calendar
• Design Development for Adel Elementary – FRK
• Design Development for DeSoto Intermediate – FRK
• Geotechnical Exploration for Adel Elementary & DeSoto Intermediate Locations
• Additional HS Assistant Softball Coach
• Elementary Dean Position for 2014-15
• Modified Allowable Growth for Drop Out Prevention
  o $241,390
• Additional Modified Allowable Growth for Increasing Enrollment
  o Adjustment from $51,609 to $52,209
• Committee to Study Minburn Agriculture Education Center
  o Greg Dufoe
  o Lee Griebel
  o Kelli Book
  o Rod Collins
  o Dave Felt
  o Brad Baier
  o Dan Taylor
  o Steve Meyer
  o Harold Hill
  o Jenny Felt
• Electronic Subfinder Software – AESOP
• 2014-15 School Fees
  o Only Increase in Preschool from $95 to $105
• Infinite Campus Lunch Module
• Rev Trak
  o Waive $2 Convenience Fee to Parents First Year

Administrative Reports:

• Bond Issue Vote Results & Timeline – Greg Dufoe
• 2014-15 Calendar Draft
• 2014-15 Preliminary Budget Presentation – Nancy Gee
• Teacher Leadership Planning – Carole Erickson

Adjourn: 7:40 PM
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 10th day of February 2014, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA
DISTRICT BOARD ROOM

February 10, 2014
6:00 P.M.

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

6:05 Consent agenda
Approval of minutes
Approval of bills/claims and transfers
Secretary/Treasurer financial reports
Personnel contracts
HS Course Catalog
Student Information Coordinator Job Description Update
Director of Technology and Communications Job Description Update
Information Systems Technician Job Description Update
Hazardous Chemical Program
Open enrollment
Welcome of visitors and open forum

ACTION ITEMS:
Early Start Calendar Public Hearing
Early Start Calendar Application
Design Development for Adel Elementary and DeSoto Intermediate projects
Geotechnical Exploration for Adel Elementary and DeSoto Intermediate
Additional HS Assistant Softball Coach
Elementary Dean Position 2014-15
Modified Allowable Growth Application – Dropout Prevention
Additional Modified Allowable Growth for increasing enrollment
Committee to study Minburn Agriculture Education Center
Approval of Electronic Sub Finder software
2014-15 School Fees
Infinite Campus – lunch module
RevTrak
HS World Language Trip to France

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:
Bond Issue Update
2014-15 School Calendar Draft
FY15 Budget Information
Teacher Leadership and Compensation Planning
Adjournment

Exempt Session for Negotiations

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 February 10, 2014

Honoring Excellence:
Karen Nielsen, 2nd grade teacher, is this month's Honoring Excellence recipient. The AE second grade team and Carole Erickson nominated Karen.

Personnel contracts:
I recommend the following resignations/terminations:
Rhonda Leach-Becker, HS Food Server/Worker I, effective 2/14/14
Ashley Traver, Head Cheer Coach, effective 1/14/14 (Rikki Kuhns will fulfill the head cheerleading coach position for the remaining months of the contract at a stipend of $916.30 in addition to her current position as the ass't. cheerleading coach.)

I recommend the following new contracts:
Kelsey Dolder, Head Soccer Coach, Step 2, effective for the 2013-14 season
Joss Teed, MS Baseball Coach, Step 1, effective summer 2014

HS Course Catalog (Exhibit 1):

Student Information Coordinator Job Description Update (Exhibit 2):
Enclosed please find a marked up description for Kendra Wolf's position. I recommend approval to more accurately reflect what she is doing for our district. Kendra's role has been and will continue to be much more centered on our student information system and state-reporting requirement.

Director of Technology and Communications Job Description Update (Exhibit 2):
Please see the enclosed new job description for Adam Kurth, Technology Director. This updated job description more accurately represents Adam's roles and responsibilities as Director of Technology and also includes a new component to Adam's role at ADM — that of Director of Communications. This expansion of Adam's job role coincides with our strategic planning efforts in the area of communications, public relations and marketing. Adam has natural skill sets in this area and I am looking forward to utilizing these skills. We will change Adam's contract title when new contracts are issued this spring for 2014-15.

Information Systems Technician Job Description Update (Exhibit 2):
This job description is an update for the new position hired last fall. The old description of Technology Support Technician is also enclosed. David Morris, our current Tech, has been doing a very good job for us in the .5 position. It is anticipated that an increase in FTE to this position will be part of our staffing plan for 2014-15. This would allow for Adam to devote more time to director-level work and less on actual technology repair — a much better use of his expertise.

“Experiencing Success Today, Achieving Dreams Tomorrow”
Hazardous Chemical Program (Exhibit 3):
The exhibit outlines the district's program to address the requirements of the federal and state laws governing hazardous chemicals in the workplace. I recommend approval of its continuation.

Open enrollment in for 2013-14
Carter Cadwell, K, from DM to ADM (continuation)

Open enrollment out for 2013-14
Noah Gray, 3rd grade, from ADM to DCG (continuation)
Taylor Gray, K, from ADM to DCG (continuation)
Caitlin Kruse, 5th grade, from ADM to DM (continuation)
Jake Kruse, 6th grade, from ADM to DM (continuation)
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Samantha Laws, 7th grade, from ADM to Earlham (continuation)
Isebella Lessmann, 1st grade, from ADM to WDM (continuation)
Julionna Lessman, 1st grade, from ADM to WDM (continuation)
Mark Primrose, 10th grade, from ADM to Waukee (continuation)
Rachel Primrose, 7th grade from ADM to Waukee (continuation)
Autumn Six, 6th grade, from ADM to VM (good cause)

Open enrollment in for 2014-15:
Gavin Kirkman, K, from WCV to ADM (met timeline)
Isabella Sorensen, K, from Winterset to ADM (met timeline)

Open enrollment out for 2014-15:
Ethin Lear, 2nd grade, from ADM to Clayton Ridge Iowa Virtual Academy (met timeline)

EARLY START CALENDAR PUBLIC HEARING
This hearing provides an opportunity for anyone to address the Board regarding a school start prior to what is allowed by Iowa code for 2014-15. The public notice was published in the Dallas County News. We have not had comments or feedback at the central office.

Our two main compelling reasons for making application for an early start calendar are:
1. Allow for semester testing to occur prior to Christmas break, lining up with the college semester exam schedule our students will have in college; plus this lines up with the colleges that our high school students take courses at during their junior and senior years.
2. Starting on September 1 would require a mid-June last day, approximately. With snow days, this could push our last day of school very late into June – the later we go into June the less focus we feel students have on classes.

EARLY START CALENDAR APPLICATION
I recommend the Board approve an early start calendar application. We would note this on our Spring BEDS report to the Department of Education. This application allows us to start school earlier than Iowa code, as mentioned earlier, but does not require it. In administrative reports, I will be discussing our draft calendar for 2014-15.

"Experiencing Success Today, Achieving Dreams Tomorrow"
DESIGN DEVELOPMENT FOR ADEL ELEMENTARY AND DESOTO INTERMEDIATE PROJECTS
I recommend approval of the Design Development for Adel Elementary and DeSoto Intermediate projects. Tom Wollan from FRK will be here to walk us through the information and take any questions we may have. FRK has done an excellent job of listening to the user groups at each building and spending tons of time looking at ways to make things work. It also appears that the projected costs are lower than when the schematic design was done.

GEOTECHNICAL EXPLORATION FOR ADEL ELEMENTARY AND DESOTO INTERMEDIATE (Exhibit 4)
I recommend approval of the geotechnical exploration for Adel Elementary and Desoto Intermediate from Allender Butzke Engineers, Inc. for $8,500 total for both sites. The proposal is included in your board packets.

Interestingly, Milt Butzke serves on the ADM PLTW advisory council and is offering to explore using these projects as an example project for our PLTW students!

ADDITIONAL HS ASSISTANT SOFTBALL COACH (Exhibit 5)
I recommend the approval of an additional high school softball coach.

I have attached the number of softball coaches that the schools in the RRC have along with DCG and Norwalk.

Doug Gee has been conversing with Coach Dillinger that he really believes that a third softball coach is vital to building a softball program at this level. Coach had two assistants at North Polk and it is easier to divide players up and get them the reps they need. It is also hard for a JV coach to be alone coaching the JV while the varsity coach is getting the varsity players ready to play their game. Doug believes we will have the numbers out this summer and we will only get more kids out.

ELEMENTARY DEAN POSITION 2014-15
I recommend approval of an elementary dean of students position for 2014-15.

As we all know, in spring of 2009 we reduced 2.5 administrative positions: buildings and grounds, director of school improvement, and special education coordinator. Over five years, we have saved over $1,000,000 in salary and benefits. We have had as lean of an administrative team as I can imagine over these five years.

With our improving fiscal health and with the growth we are experiencing and anticipate over the next ten years, increases to our administrative team are necessary.

I am recommending an elementary dean of students position for several reasons:

1. Enrollment continues to grow at the elementary levels.
2. Building principals will continue to have major roles in district-level work, and I can get even more support from them if they have dean-level support.
3. I am not ready to commit to another central office staff person in charge of curriculum/teaching and learning. This would be a more expensive position, plus this is an area I want to lead. I can do this to a better level with more support available from principals.

The actual assignment and schedule for this new position is yet to be determined. I will also follow up with a targeted job description.

"Experiencing Success Today, Achieving Dreams Tomorrow"
Also, we plan on re-posting the Director of Buildings and Grounds position soon. This position was approved by the board last spring and does not require additional board action.

I plan on bringing information to the board in March about specific additional teaching positions and contract increases for certified staff. Classified new positions may come later in spring for consideration.

**MODIFIED ALLOWABLE GROWTH APPLICATION – DROPOUT PREVENTION (Exhibit 6)**
I recommend approval of our Modified Allowable Growth Application for Dropout Prevention. Our total budget amount is $241,390.

The DE approved our plan earlier this winter.

**ADDITIONAL MODIFIED ALLOWABLE GROWTH FOR INCREASING ENROLLMENT (Exhibit 7)**
There was an adjustment made to the SBRC Application for Increasing Enrollment, Open Enrollment Out, and LEP, which caused an increase of $600 to the request for modified allowable growth for open enrollment out. The Board approved an increase of 8.6 students for $51,609 in November. The Department of Education adjustment increased the student count to 8.7 students for a total of $52,209.

**COMMITTEE TO STUDY MINBURN AGRICULTURE EDUCATION CENTER**
I recommend board approval of the following people to serve on the Minburn Agriculture Education Center Study Committee:

<table>
<thead>
<tr>
<th>Greg Dufoe</th>
<th>Brad Baier</th>
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<tr>
<td>Lee Griebel</td>
<td>Dan Taylor</td>
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<td>Kelli Book</td>
<td>Steve Meyer</td>
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<td>Rod Collins</td>
<td>Harold Hill</td>
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<tr>
<td>Dave Felt</td>
<td>Jenny Felt</td>
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</table>

Other members may be invited following our initial meeting(s) of this group.

This group's charge will be to study the feasibility and impact of re-purposing the Minburn building as an Agricultural Education Center as well as other possible high-interest programming for our high school students. This study will include recommendations for programming, staffing, facility needs and improvements, budget, and other factors deemed necessary for consideration by the study committee.

A final report target date of October 1, 2014 is anticipated, but will be discussed as a committee.

**APPROVAL OF ELECTRONIC SUB FINDER SOFTWARE (Exhibit 8)**
We are recommending approval of the contract with Frontline Technologies (AESOP) for an automated sub finder system. The first year subscription, implementation, and training costs are $9,760.50. The annual subscription is based on the number of employees. That amount is estimated to be about $6,260.50. This amount is less than what we are paying for the previous sub finder ($7,883). Both Frontline Technologies and CRS Advanced Technology software were evaluated. The quote for CRS was $10,764.70 and involved much more training time. We recommend using Frontline Technologies, as it seems to be user-friendlier and needed much less training time.

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2014-15 SCHOOL FEES (Exhibit 9)
Preschool monthly fee is currently $95 and it is recommended we increase this to $105/month. Family and Adult Activity passes have a proposed increase. We are seeing an increase in costs for activities in supplies and equipment. Second, to become more comparable with other districts in our conference. Please see your exhibit.

INFINITE CAMPUS – LUNCH MODULE (Exhibit 10)
We are requesting to add the lunch module to Infinite Campus for district uniformity in applications used by staff and parents. We are completing our second year of using Infinite Campus as our Student Information System. We continue to strive to mainstream all applications for efficiency and reliability. Total package price for the first year is $15,457; estimated annual price will be $3,790. Two additional terminals may need to be purchased at an additional cost of $2,998. I recommend approval of the purchase of the Infinite Campus lunch module.

REVTRAK (Exhibit 10)
RevTrak is an online payment system that will integrate with our new student software system (Infinite Campus) for lunch fees and other student fees. The integration will improve efficiency in monthly reconciliation as well as provide easier access for parents to pay their fees. In order to promote more users to the online system, we would like to offer the service free of charge. The service is 3.49% for the online transactions. PaySchools is charging us 3.5%.

HS WORLD LANGUAGE TRIP TO FRANCE
I recommend approval of the World Language trip to France this March offered by Lori Rezek, High School French teacher. Below is some explanation from Lori.

In 2012, I accompanied 22 ADM students to France with the program Language & Friendship. Students lived with a French family, attended two days of school in a French high school, and visited many sites in and around Paris. I chose a Language & Friendship program because it is a linguistic program. The emphasis is on the creation of quality, educational programs and a strong commitment to intercultural and language-oriented education. I would like to make this trip a tradition at ADM by offering this opportunity to advanced French students every other year. Our next trip is this March! We will again stay with a host family for one week, this time in the city of Orléans. During the host family stay, students will experience life in a French family, attend two days of school, and probably speak more French than they have in their three or four years of French in class! We will also have one group excursion to visit the castles of the Loire River Valley. Following the family stay, we will spend three days as a group visiting the sites in and around Paris. While abroad, the students and I will maintain a blog to share with the school community. As a teacher, traveling with students is an invaluable opportunity for me to improve my own speaking abilities, and to make connections with teachers in France, which enhances my curriculum year-round.

Administrative Reports/Discussion Items

Bond Issue Update (Exhibit 11)
We will briefly discuss the bond issue results. Included in your packet are the overall results and results from all three precincts.

While we had impressive voter turnout and an excellent approval percentage, I am interested if you have any feedback on the campaign plan. When we need to do this again, I want to be sure we can do things even better.

"Experiencing Success Today, Achieving Dreams Tomorrow"
2014-15 School Calendar Draft (Exhibit 12)
Our latest draft 2014-15 calendar is enclosed. We will talk through the specifics of this calendar. It has a slightly later start date – Monday, August 18 – which follows the state fair. This start date still allows us to semester test at the high school and the end of school is not pushed too late. We have some additional early releases compared to this year – this is so we can provide adequate PLC time to meet the required 36 hours per state code.

I like the calendar. I also like that we can be flexible with the first full week of school. At this point we show the first two days with the traditional 2:30 release and have a 1:00 pm release penciled in on Friday.

I look forward to your thoughts on our draft calendar.

FY15 Budget Information (Exhibit 13)
Preliminary budget work shows an overall tax decrease of .75. Nancy will go over the exhibit at the meeting.

Teacher Leadership and Compensation Planning
We will provide the board with a very brief update on the TLC planning that has happened to date and what is coming up.

Important dates:
<table>
<thead>
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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>February 21</td>
<td>No School; PreK-12 Professional Development meetings</td>
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<tr>
<td>February 26</td>
<td>Dismiss 1:00 PN; Professional Development meetings</td>
</tr>
<tr>
<td>March 7</td>
<td>End 3rd Quarter</td>
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"Experiencing Success Today, Achieving Dreams Tomorrow"
PERSONNEL CONTRACTS

I recommend the following resignations/terminations:
Rhonda Leach-Becker, HS Food Server/Worker I, effective 2/14/14
Ashley Traver, Head Cheer Coach, effective 1/14/14 (Rikki Kuhns will fulfill the head cheerleading coach position for the remaining months of the contract at a stipend of $916.30 in addition to her current position as the ass't. cheerleading coach.)

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OPEN ENROLLMENT

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Isabella Sorensen, K, from Winterset to ADM (met timeline)

Open enrollment out for 2014-15:
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Course Catalog

2014-2015
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ADEL DESOTO MINBURN HIGH SCHOOL
2014-2015 REGISTRATION MATERIALS

EQUAL OPPORTUNITY, AFFIRMATIVE ACTION, AND
MULTICULTURAL NONSEXIST GUIDELINES

Adel DeSoto Minburn High School does not discriminate in its educational programs and activities on the basis of race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, and creed. The District has adopted a grievance policy and procedure for any alleged violation. The equity coordinator is: Nancy Gee, Business Manager, 801 Nile Kinnick Dr. S., Adel, IA 50003. Phone number: 993-4283. Office hours: 8 a.m. to 4:30 p.m., Monday through Friday.

GRADUATION REQUIREMENTS

Seniors are required to serve 6 hours of community service prior to graduation. Students of Adel DeSoto Minburn High School must earn 44 credits to graduate. One credit is earned for successfully completing one subject one semester. The following credits are required:

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<tr>
<th>Area</th>
<th>Credits</th>
<th>Required Courses</th>
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<tr>
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<td>See #3 in Additional Information</td>
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<tr>
<td>Science</td>
<td>6</td>
<td>Earth Science and Biology</td>
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<tr>
<td>English</td>
<td>8</td>
<td>English I, English II, Composition, and Speech</td>
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<tr>
<td>Social Studies</td>
<td>7</td>
<td>Geography, World History, American History, Government,</td>
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<td></td>
<td>Economics</td>
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<td>Starting with the</td>
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<td>Geography will not be required. Further references of</td>
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<td>Class of 2017</td>
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<td>Computers</td>
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<td></td>
<td></td>
<td>to Web Design, Audio/Visual Productions. Other</td>
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<td></td>
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<td>courses that will count for this credit are Automated</td>
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<td>Advanced Accounting and Introduction to Engineering</td>
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<td>Design. Students entering ADM High School without a</td>
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<td>computer credit will be required to take a computer</td>
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<td>Physical Education</td>
<td>1</td>
<td>Students must pass 4 semesters of PE (.25 credit per</td>
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<tr>
<td>Freshman Elective</td>
<td>1</td>
<td>Freshman Seminar (Starting with Class of 2018)</td>
</tr>
</tbody>
</table>

The remaining credits are additional electives.

IOWA TESTS (formally ITED testing):
- All students 9-11 are required to take the Iowa Tests
- During these tests, senior students must either:
  - Check into the Media Center and remain there
  - Leave the high school building during testing times
HONORS DIPLOMA

Students attempting to earn an ADM Honors Diploma must meet the following criteria:
Required to successfully complete the following courses:
- Physics
- AP English Literature and Composition
- American Literature
- 4 years of Math (DOES NOT include test out as an 8th grader)
- 3 years of a World Language, 4 years strongly encouraged
- Overall grade point average of at least a 3.5
- Earn 52 credits

Class of 2016 and beyond Criteria:
Required to successfully complete the following courses:
- Physics
- AP English Literature and Composition
- American Literature
- 4 years of Math (DOES NOT include test out as an 8th grader)
- 4 years of a World Language
- 1 AP Social Studies Course
- Overall grade point average of at least a 3.5
- Earn 52 credits

ALTERNATIVE PROGRAMMING

Students pursuing any type of alternative programming must apply through the counseling office to be considered for an alternative program. Students are required to meet the following criteria:
Students must take 6 credits at ADM High School prior to being considered for alternative programming. Juniors and Seniors will be considered for alternative placement ONLY if they have proven that the alternative placement will meet their individual needs. Sophomores, unless in extreme circumstances and with documentation that other interventions have not been successful, can be considered for an alternative placement, but this is a very rare situation. Students will be required to complete all core requirements excluding P.E. and Speech.
Students who have been approved for an alternative program and attend the DMACC high school completion center will be guided to work towards an ADM Level II Diploma unless a regular diploma is within reach and can be obtained. These students will only be eligible to participate in graduation ceremonies and prom at ADM. Students enrolled in PLATO programming will be expected to earn a minimum of 6 credits per semester.

ADDITIONAL INFORMATION

1. Students are required to carry at least 6 academic credits plus P.E. each semester. Neither P.E. nor Driver Education counts as 1 of the 6. If students do not have at a minimum of 6 academic credits, they are considered half time students and will not be eligible for any extra curricular activities; including prom and homecoming dance.

2. IT IS THE STUDENT'S OBLIGATION TO SIGN UP FOR THE PROPER COURSES TO MEET GRADUATION REQUIREMENTS. IF A STUDENT HAS FAILED A REQUIRED COURSE, IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE UP THE DEFICIENCY AS SOON AS POSSIBLE. Students should plan to promptly reschedule a failed course, which is required for graduation. This course should be scheduled in the proper sequence (example – English I before English II).

3. Any students who score below proficiency on the Iowa Assessments Math section during their Junior year, will be required to take a math course the following year, whether or not they have met or exceeded graduation requirements in math. If a student is required to take
a math course because of a low Iowa Test score, the course will be chosen by an agreement between the student, parents, counselor, and math teacher.

4. Any 9th and 10th grade students scoring below proficiency on the Iowa Assessments Reading section will be required to take the Strategic Reading course. Students will continue to qualify for this course based on their Iowa Test scores each year.

5. Students may take only one studio art course per semester, unless there is teacher and administrator permission.

6. PSEO and all college level course grades are included in the students overall GPA. These courses are not weighted. Students are responsible for providing their own transportation to and from these courses. **Students failing these courses or dropping these courses past the deadline WILL be required to repay the cost of the course to the school.**

**GRADUATING EARLY**

A student may qualify for early graduation if he/she has completed the minimum high school requirements. The student must have approval of their parents, the principal, the superintendent, and the Board of Education. Students planning on graduating at the end of the first semester of their senior year should contact the guidance office by the end of the first semester of their junior year. This will help ensure that all course work required for graduation can be scheduled during the remaining two semesters. Students who graduate early become alumni of the school district and are not allowed participation in school activities, including senior activities, except for prom and graduation ceremonies. The approval of the Board of Education shall be necessary to qualify.

**REGISTRATION PROCEDURES/and SCHEDULE CHANGES/Dropping Classes**

A great deal of planning is done based on your 4-year plan. We ask that you register carefully for your classes. Please include two alternate course requests in the event the first choices do not work into your schedule. You and your parent/guardian need to sign your 4-year plan before turning it in to your advisor. **Students may change their schedule the first 3 days of new semester.** Students must have parent permission to make the change. 4-year plans will be reviewed each year. During this process students are encouraged to evaluate the courses they have chosen and make changes as necessary based on new interests or future plans. Parents will be required to sign off on these plans each year. In essence, the 4-year plan is a one-year plan with potential courses for the future.

Students enrolled in a full year class (as indicated by the course title), may ONLY drop at semester with instructor and administrative approval.

**Schedule Changes:** Planning for course selection begins early in the second semester and involves students, parents, teachers, and counselors. Once registration is completed, schedule changes will be made for the following reasons only:

1. **Computer Error**
2. Failing a required class that should be made up by the next grading period.
3. Shortage of credits required courses for graduation or for postsecondary entrance.
4. Student did not have a prerequisite or failed a prerequisite.
5. Administrative and teacher adjustment in class size.
6. Changes in the academic program that impacts student schedules.

If a decision is made to drop a course after the designated time, he/she must see the counselor to make the change. The student will receive an F for the class for the semester. Only under very unusual circumstances as determined by the principal will a student be allowed to drop a class after the first week without receiving an F. The Summary of Course Offerings Handbook provides more detail on the registration process. Students enrolled in college level courses that choose to drop a course must understand that they MUST go by the high school's drop policy for
the high school grade, and the college's drop policy for the college grade. These grades may differ.

**Early Graduation:** A student may qualify for early graduation if he/she has completed the minimum high school requirements. The student must have approval of their parents, the principal, the superintendent, and the Board of Education. Students planning on graduating at the end of the first semester of their senior year should contact the guidance office by the end of the first semester of their junior year. This will help ensure that all course work required for graduation can be scheduled during the remaining two semesters. Students who graduate early become alumni of the school district and are not allowed participation in school activities, including senior activities, except for prom and graduation ceremonies. The approval of the Board of Education shall be necessary to qualify.

**RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE ADMISSION**

4-year colleges vary in their requirements, but generally speaking they strongly recommend the following high school background:

- **English:** 4 years, with emphasis on writing and literature courses
- **Math:** 3-4 years, including Algebra I, Geometry, and Algebra II
- **Science:** 3-4 years
- **Social Studies:** 3 years
- **World Language:** 2-4 years

If you take less than the colleges recommend, you will be at a disadvantage because the Iowa Board of Regents has established the Regent Admission Index (RAI). Each freshman admission applicant will have an RAI score that will be based on the following equation:

\[
\text{RAI score} = \frac{\text{ACT composite score}}{2} + \frac{\text{percentile class rank}}{1} + \frac{\text{cumulative high school GPA}}{20} + \frac{\text{number of core courses completed}}{5}
\]

Students who have an RAI score of 245 or greater and the required core subject area courses, will be eligible for automatic admission to any of the regent schools, www2.state.ia.us/regent/rai.

**ADM Core Courses for RAI Calculations**

(Regents Schools: ISU, U of I, & UNI)

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>Algebra I</td>
<td>Earth Science</td>
<td>Geography (ex: 2017)</td>
</tr>
<tr>
<td>English II</td>
<td>Geometry</td>
<td>Biology</td>
<td>World History</td>
</tr>
<tr>
<td>Honors English II</td>
<td>Algebra II</td>
<td>Chemistry</td>
<td>AP World History</td>
</tr>
<tr>
<td>American Literature</td>
<td>Advanced Math/Pre-Calc</td>
<td>Physics</td>
<td>American History</td>
</tr>
<tr>
<td>Speech</td>
<td>Statistics</td>
<td>Environmental Science</td>
<td>AP American History</td>
</tr>
<tr>
<td>Contemporary Literature</td>
<td>Statistics</td>
<td>Physiology</td>
<td>American Government</td>
</tr>
<tr>
<td>Composition</td>
<td>World Language</td>
<td>AP Chemistry</td>
<td>Economics</td>
</tr>
<tr>
<td>AP English Language Composition</td>
<td>French I, II, III &amp; IV</td>
<td>Principles of Biomed</td>
<td>Psychology</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Spanish I, II, III &amp; IV</td>
<td></td>
<td>AP Psychology</td>
</tr>
<tr>
<td>AP Literature and Composition</td>
<td>Strategic Reading</td>
<td></td>
<td>Sociology</td>
</tr>
<tr>
<td>Strategic Reading</td>
<td>I, II, III</td>
<td></td>
<td>AP Government</td>
</tr>
</tbody>
</table>
Iowa State University

Most students going to I.S.U. first enroll in the College of Liberal Arts and Sciences. (The other colleges are Agriculture, Business, Design, Education, Engineering, and Family and Consumer Sciences.) Following are entrance requirements for the College of Liberal Arts and Sciences:

1. RAI score of 245 or greater
2. Complete the following high school courses:
   - English: 4 years (Applied Communications, Communications, Publications, and Reading for Life will not count.)
   - Math: 3 years (Alg. I, Geometry, Alg. II) – Pre-Algebra will not count.
   - Science: 3 years (2 years must be from Biology, Chemistry, or Physics)
   - Social Studies: 3 years
   - World Language: 2 years of a single language (3 years to satisfy L.A.S. graduation requirement)

University of Iowa

Freshmen are admitted to either the college of Liberal Arts or the College of Engineering. Following are entrance requirements for the College of Liberal Arts:

1. RAI score of 245 or greater
2. Complete the following high school courses:
   - English: 4 years (The following will not count: Communications, Publications, Applied Communications, Reading for Life.) Must include one year of Composition.
   - Math: 3 years (Alg. I, Geometry, Alg. II) – Pre-Algebra will not count.
   - Science: 3 years (2 must be from Biology, Chemistry, or Physics)
   - Social studies: 3 years
   - World Language: 2 years of a single language (4 years to satisfy U of I graduation requirement)
   - Not required, but strongly recommended, are courses in the arts and humanities, a computer course, and additional study in math and foreign languages.

University of Northern Iowa

1. RAI score of 245 or greater
2. Complete the following high school courses:
   - English: 4 years (Applied Communications, Publications, Communications, Reading for Life do not count.) Must include one year of composition.
   - Math: 3 years (Alg. I, Geometry, Alg. II) – Pre-Algebra will not count.
   - Science: 3 years
   - Social Studies: 3 years
   - World Language: Students must complete 2 college semesters of a single World Language to graduate from U.N.I. This requirement may be met with 2 years of the same language in high school, but a C or better must be earned in the last course.
   - Electives: 2 years (Additional courses from subject areas above are acceptable; may include world language and/or fine arts.)
NCAA CORE COURSES
Athletes who plan to participate in sports at the Division I or II level must earn a qualifying high school grade point average in 16 core courses. The "NCAA Guide for the College-Bound Student-Athlete," which contains the rules and regulations, can be obtained online.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Literature and Composition</td>
<td>Advanced Math</td>
</tr>
<tr>
<td>AP Language and Composition</td>
<td>Algebra I</td>
</tr>
<tr>
<td>American Literature</td>
<td>Algebra II</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>AP Calculus</td>
</tr>
<tr>
<td>Composition</td>
<td>Geometry</td>
</tr>
<tr>
<td>Contemporary Literature</td>
<td>Statistics</td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
</tr>
<tr>
<td>English I</td>
<td></td>
</tr>
<tr>
<td>English II</td>
<td></td>
</tr>
<tr>
<td>Honors English II</td>
<td></td>
</tr>
<tr>
<td>Intro to Speech</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL SCIENCE</th>
<th>NATURAL/PHYSICAL SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>Biology (Lab)</td>
</tr>
<tr>
<td>AP Government</td>
<td>Chemistry (Lab)</td>
</tr>
<tr>
<td>American History</td>
<td>AP Chemistry (Lab)</td>
</tr>
<tr>
<td></td>
<td>Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Human Physiology I (Lab)</td>
</tr>
<tr>
<td></td>
<td>Human Physiology II (Lab)</td>
</tr>
<tr>
<td></td>
<td>Physical Science (Lab)</td>
</tr>
<tr>
<td></td>
<td>Physics (Lab)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL CORE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programming</td>
</tr>
<tr>
<td>French I, French II, French III,</td>
</tr>
<tr>
<td>French IV</td>
</tr>
<tr>
<td>Spanish I, Spanish II, Spanish III,</td>
</tr>
<tr>
<td>Spanish I</td>
</tr>
</tbody>
</table>
COLLEGE CREDIT OPPORTUNITIES

Students need to be on track with ADM graduation requirements to participate in PSEO, Career Advantage, and online classes. Students that fail courses at ADM may not be eligible to register for these courses or continue with these courses for the 2nd semester.

PSEO, Career Advantage DMACC Course Requirements
a. All students MUST meet the following criteria to take a PSEO or Concurrent enrollment course; (including our Statistics course)
   i. Students must be proficient in Math, Reading and Science on the latest Iowa Tests.
   ii. Students must meet college requirements to take the course. Some courses have GPA requirements and others have a level that needs to be met. (DMACC could require a student to take the Compass test to determine this level).
   iii. ONLY 11th and 12th grade students are eligible UNLESS a 9th or 10th grade student is identified GATE and has it in their PEP.

b. Career Academy Courses (Perry Center)
   i. DMACC Perry campus will offer college credit courses available to our students, if students meet enrollment requirements.
   ii. Students must be proficient in Math, Reading and Science on the latest Iowa Tests.
   iii. Students must meet college requirements to take the course. Some courses have GPA requirements and others have a level that needs to be met. (DMACC could require a student to take the Compass test to determine this level).
   iv. 9th and 10th grade students are eligible to take these classes but need to realize they must take the ADM required courses at their grade level and have 3 periods open to be able to take a course off campus. They are also responsible for their own transportation (school permits will not work for these courses).

c. Juniors may only take one online course per semester. Seniors may take two online courses per semester OR Career Advantage Courses; not both.

Courses offered through PSEO, Career Advantage, on-line cannot supplant, which means that a college class has SUBSTANTIALLY the same concepts and skills as the high school class. Students would be required to take the ADM course. Students, who sign up for a college level course, on-line or at a campus, need to understand the consequences for dropping the course. There are two different grades that are issued for a college level course, a high school grade and a college grade.

If a student drops a course:
   • Within the first 10 days of the course start date then the student will not receive a grade on either transcript.
   • After the first 10 days, they will receive an F on their high school transcript, but a withdrawal on their college transcript.
   • After the specified college-drop date, the student will receive an F on both transcripts.
   • Students MUST know that if dropping the college level course reduces the student total number of credits below 6, the number required to be a full time student at ADM, they will be ineligible for extra-curricular activities and will be required to be in study hall.
   • Students failing a college level course will be required to reimburse the school for the cost of the course.
ADM Advanced Placement (AP) Courses

Students who are interested in taking AP courses need to have the motivation and perseverance to complete college-level work. The ultimate goal is successful completion of the AP exam offered in May by the College Board. This allows students the potential to earn three or more college credits per class.

Students at Adel Desoto Minburn High School may enroll in Advanced Placement classes at the high school. The curriculum is equivalent to a first year college course. This accelerated pace course requires students to gain teacher and parental approval. The student is encouraged to take a post-test (at their expense) to also qualify for college credit for the course. Students, who qualify for college credit, by earning a 3, 4 or 5 on the exam, will be reimbursed a portion of the test expense.

All AP courses will be graded, count into the students’ GPA and affect a students’ class rank. Students who take the AP exam receive a weighting of one quality point on their GPA. Students who do not take the AP exam will not receive a weighted grade. We report these weighted and unweighted grades on report cards and transcripts. Along with the grades we report weighted and unweighted class rank on a student’s transcript.

AP Courses offered at ADM High School:

- Calculus
- Chemistry
- English Language and Composition
- English Literature and Composition
- Government and Politics: United States
- Music Theory
- Psychology
- Statistics
- United States History
- World History
- Studio Art
- Computer Science

AP classes NOT OFFERED AT ADM HIGH SCHOOL may be taken on-line. These courses will be weighted on the same method that our in-house AP courses are weighted, one point if the AP exam is taken.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Non-weighted Quality Points</th>
<th>Weighted Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>A+</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>95%</td>
<td>A</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>93%</td>
<td>A-</td>
<td>3.67</td>
<td>4.67</td>
</tr>
<tr>
<td>91%</td>
<td>B+</td>
<td>3.33</td>
<td>4.33</td>
</tr>
<tr>
<td>87%</td>
<td>B</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>85%</td>
<td>B-</td>
<td>2.67</td>
<td>3.67</td>
</tr>
<tr>
<td>83%</td>
<td>C+</td>
<td>2.33</td>
<td>3.33</td>
</tr>
<tr>
<td>80%</td>
<td>C</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>78%</td>
<td>C-</td>
<td>1.67</td>
<td>2.67</td>
</tr>
<tr>
<td>76%</td>
<td>D+</td>
<td>1.33</td>
<td>2.33</td>
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<tr>
<td>72%</td>
<td>D</td>
<td>1.0</td>
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</tr>
<tr>
<td>70%</td>
<td>D-</td>
<td>.67</td>
<td>1.67</td>
</tr>
<tr>
<td>Below</td>
<td>F</td>
<td>0.0</td>
<td>0.0</td>
</tr>
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</table>
TRANSFER IN COURSES including AP

Students that transfer into ADM will have their transcripts evaluated by the principal or designee. Student grades will be converted to the ADM grading scale; for example if the student earned a B in the previous district, that B will be converted to ADM's grading scale for grade point average. Student's class rank will be assigned based on their ADM GPA.

Students transferring in to ADM High School with Advanced Placement courses will be allowed to have these AP courses weighted on the same scale as ADM’s AP course under these conditions: The AP course must have been taken during or following the 2010-2011 school year. AP courses taken prior to when ADM started weighting AP courses, will not be weighted. Students must show proof that they took the AP end of course exam. Academic recognitions by the ADM Community School District will include both weighted and non-weighted grading systems. (i.e. grade point averages, class rank, graduation honors, etc.)

CONCURRENT ENROLLMENT CLASSES
Concurrent enrollment classes automatically count as college credit and high school credit upon successful completion of the course. Dual enrollment courses offered at ADM High School:

AP Statistics (weighted grade for the high school credit portion)

CAREER ADVANTAGE AND ACADEMIES
Career Advantage classes are high school sections of college classes and are, except for career academy classes, taught by high school teachers certified as DMACC teachers. Students can earn college credit in both Career Advantage and Career Academy classes. Career Academy courses are multiple courses in a content area bundled together. Students must register for all of the courses in a bundle. Career Academy courses are a set of integrated courses in a number of vocational areas, the classes would involve the student spending a block of the day at a DMACC campus and half a day at ADM. The student would be responsible for transportation and the high school would pay the cost for all successfully completed courses, with a D or higher, in the class. Applications for this course work are available in the counseling office.

<table>
<thead>
<tr>
<th>Programs</th>
<th>College Credit Hours Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>11 (ADM prerequisite: Small Engines)</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>16</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>12</td>
</tr>
<tr>
<td>Health Occupations</td>
<td>12</td>
</tr>
<tr>
<td>General Business</td>
<td>12 (ADM prerequisite: 1 year Accounting)</td>
</tr>
<tr>
<td>Building Trades</td>
<td>12 (ADM prerequisite: Introduction to Construction)</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>16</td>
</tr>
<tr>
<td>Teacher Academy</td>
<td>8</td>
</tr>
<tr>
<td>Welding</td>
<td>9 (ADM prerequisite: General Metals)</td>
</tr>
<tr>
<td>Career Work Experience</td>
<td>13</td>
</tr>
<tr>
<td>PLTW Years Three and Four</td>
<td>6</td>
</tr>
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</table>

Course descriptions for all AP courses are found below in the ADM Course Information section. Students can find course descriptions for Career Academy and Dual Enrollment courses through the high school counseling office. Please read the descriptions carefully to be sure you are meeting all the prerequisites and are at the correct grade level to take the course.
TRANSCRIPTS

Student transcripts generated by ADM will include both non-weighted and weighted grade point averages as well as both non-weighted and weighted class ranks. Students trying to qualify for any academic recognition will be able to use the scale that provides the best opportunity to for them to qualify.

PERFORMANCE TESTING FOR CREDIT

Credit may be granted to students for performance testing for course work, which is ordinarily included in the school curriculum. Students wishing to receive credit by testing must have prior approval from the administration before taking any performance test. The testing must be done prior to the closing of course registration (the first week of each semester). This generally includes exhibiting mastery by taking the semester test for the course along with any unit tests that may have been given throughout the year. Students will be required to score a 78% or higher to earn this credit. However, teachers may require the student to submit a portfolio of sample performances or other evidence of mastery as part of the assessment for granting course credit. Students are responsible for checking with teachers regarding specific course requirements for performance testing for classroom credit. This information should be secured in time to complete the requirements by the time the credit is desired. It is recommended that students begin this process at least a semester prior to attempting to receive the credit. Classes that offer an honors section will not be eligible for testing out, unless the student is on a Personal Education Plan. Students scoring at a 78% or above, will be granted credit for that course (pass/fail). If the student is in grades 9 through 12, the credit earned will be counted as the content credit; ex: if a student tests out of Algebra I as a 9-12 grade student, that student will earn a math credit for Algebra I, which counts towards their three years of required math. Students taking Algebra I in the 8th grade, will earn a math credit, but the student will still be required to take three years of math at the high school.
ART

ART FUNDAMENTALS (1 year) Elective Grade 9 -12
This class is required before taking all other art classes. This course is a survey and utilization of basic art areas such as drawing, ceramics, printmaking, painting, and mixed media. The elements of art and principles of composition will be reviewed and applied to each unit studied. Originality and self-expression are encouraged. The course should enable the student to find his/her own artistic strengths and to help in the selection of advanced art classes.

CERAMICS I (semester 1) Elective Grades 10 - 12
Prerequisite: Art Fundamentals
This class explores various techniques of clay: hand-built, thrown pottery, ceramic sculpture and glazing. The student will have the opportunity to work with earthenware, stoneware and raku clay. An outdoor firing will give the students the opportunity to use the technique alternative firing techniques.

CERAMICS II (semester 2) Elective Grades 10 - 12
Prerequisite: Ceramics I
Students taking ceramics II will use hand building and wheel throwing skills learned in ceramics one to create complex ceramic forms including both sculptures and vessels. Students will also explore advanced surface decoration and glazing techniques such as sgraffito, sprigging, inlay, and glaze formulation. Students will take part in an outdoor raku firing.

PAINTING AND DRAWING I (semester 1) Elective Grades 10 - 12
Prerequisite: Art Fundamentals
This class is for the student who enjoys working in two-dimensional media. The student will use a variety of drawing media: graphite, charcoal, pastel, and ink. Painting media will include watercolor, tempera, acrylic and oils. Focus will be on developing technical skill. Art history will also expose students to various styles and ways to help students explore their own style of painting and drawing.

PAINTING AND DRAWING II (semester 2) Elective Grades 10-12
Prerequisite: Drawing and painting I
This Course will explore drawing and painting media as well as 2-D mixed media work. Emphasis will be placed on the development of advanced concepts such as composition, integration art history, symbolic representation and media skills.
DIGITAL PHOTOGRAPHY  (1 semester) Elective  Grades 10-12
Prerequisite: Art Fundamentals
Students will learn how to use a digital camera as an art tool, applying the principles of design and composition to their work. Students will also learn to use computer software Adobe Photoshop to enhance and alter photographs. Students are required to have a digital camera and flash drive to use for this course.

DESIGN  (1 semester) Elective  Grades 10 -12
Prerequisite: Art Fundamentals
Design students will explore the use of design in art, especially in the areas of commercial art. They will use the adobe creative suite to create work in these areas with attention to elements and principles of art. They will also explore the use of printmaking, drawing, and painting in design.

JEWELRY  (1 semester)  Elective  Grades 10 -12
Prerequisite: Art Fundamentals
This course will explore various metals and other jewelry media as an expressive art form with the emphasis on excellent craftsmanship. Skills learned will include sawing, forming, etching, soldering, stone setting and lost wax casting. Students will also have the opportunity to explore the making of glass beads. A variety of metals will be available for use such as brass, copper, and nickel silver. There will be charges for the expense of any optional findings, stones and/or more expensive metals.

AP STUDIO ART:  (1 year)  Elective  Grades 11, 12
Prerequisite: 5 semesters of art, 3.5 GPA average in art courses and/or instructor approval
This course is for upper-level art students who have demonstrated an advanced level of skill and interest in a variety of previous art courses. The AP Studio Art grade is based on the submission of a portfolio. Students may choose to develop one of the following portfolios: 2-D Design, 3-D Design, or Drawing. Each student will submit a digital portfolio consisting of 12 works. Six (6) works must show exploration in Breath of media and concepts. Six (6) additional works must show exploration in Depth (i.e., multiple works using the same method and concept). Students must utilize all available class/studio time and will need to work outside of class in order to complete the number of works necessary for submission. For more information please visit the Collage board AP web page.

JUNIOR-SENIOR ART STUDIO I  (semester 1)  Elective  Grades 11, 12
This class is for the upper-level high school artist who has a good background in a variety of media. It is suggested that the student have 3-5 previous semesters of art. Individual projects will allow the student to expand on his/her area of strength. This class is for the serious art student with initiative that desires to take their art to a higher level.

JUNIOR-SENIOR ART STUDIO II  (semester 2)  Elective  Grades 11, 12
This course follows the same curriculum as Junior-Senior Art Studio I and may be taken without previous Junior-Senior Art Studio I. (See above course description.)
BUSINESS EDUCATION

GENERAL BUSINESS  (1 semester) Elective  Recommended 10-12 but will allow 9th grade
The purpose of this course is to prepare students to more effectively handle the business
problems that confront them daily, as well as to have a more complete understanding of how
to be an effective consumer in today's society. Areas of study include consumer rights &
responsibilities, banking, insurance, use of credit, budgeting, and investments.

BUSINESS LAW  (1 semester) Elective  Grades 10 - 12
The purpose of this course is to familiarize the student with his or her legal rights and
responsibilities as they apply to daily life. Among the areas covered are the constitution, crimes,
torts, laws for special groups (minors, families, consumers), and contract law.

MARKETING  (1 year) Elective  Grades 10 – 12
The purpose of this course is to introduce students to the important role marketing plays in the
business world. Marketing will expose students to the basic marketing functions. These include
seven marketing core functions that define all the aspects and career areas related to marketing:
channel management, marketing information management, market planning, pricing,
product/service management, promotion, and selling (entrepreneurship).

ACCOUNTING  (1 year) Elective  Grades 10 - 12
The purpose of this course is to familiarize students with accounting procedures and forms. The
complete accounting cycle is covered. This includes recording transactions in the journal,
sorting and summarizing (posting) in the ledger, the worksheet, and making financial statements.

AUTOMATED ADVANCED ACCOUNTING  (1 semester) Elective  Grades 11,12
Prerequisite: able to demonstrate mastery of the competencies studied in Accounting
The students will use the computer to record, analyze, and print statements related to the
accounting cycle. This course will build on the beginning accounting principles and go into great
detail on additional principles such as departmentalized, partnership, corporation, management,
and cost accounting.
Computers

One (1) Computer Credit Required to fulfill graduation requirement

DIGITAL TOOLS (1 semester) Elective Grades 9-12
No prerequisite
This course introduces students to the Google Apps suite used at ADM Schools, as well as to other collaborative and interactive technology tools. Students will become proficient in all of the Google Apps toolset, including word processing, spreadsheets, presentations, drawings, and forms, and will learn to collaborate and share information within that framework. Technology tools that will be utilized include apps such as Prezi, Wordle, Diigo, Symbaloo, SketchUp, and Google Earth.

INTRODUCTION TO WEB DESIGN (1 semester) Elective Grades 9-12
No prerequisite
This class will introduce students to web design, including HTML coding, use of web design software (Adobe Dreamweaver), and Cascading Style Sheets. Students will also learn basic web design principles and publish projects to a web server.

INTERMEDIATE WEB DESIGN (1 semester) Elective Grades 9-12
Prerequisite: Introduction to Web Design
Building upon the Introduction to Web Design course, Intermediate Web Design focuses on developing advanced cascading style sheet skills, and introduces students to mobile layouts (for tablets and smart phones) and other specialized layouts. Further, students will learn the basics of PHP, a server-side programming language that allows students to develop dynamic and interactive websites.

DYNAMIC WEB DESIGN (1 year) Elective Grades 10-12
Prerequisite: Intermediate Web Design
This course will be offered in 2015-2016 and builds upon the Intermediate Web Design course by providing students with the skills to develop advanced, dynamic websites. Students will learn advanced PHP skills, database design and querying using MySQL, how to establish website data connections, and will be introduced to languages such as PERL and AJAX. Completion of the web design strand of coursework will prepare students for post-secondary education in digital design and computer science.

INTRODUCTION TO AUDIO/VIDEO EDITING (1 semester) Elective Grades 9-12
No prerequisite
Students in this course will gain a basic introduction to photography, videography, and audio/video editing using tools such as Adobe Photoshop, Adobe Premiere, Garage Band, and Audacity. Students will learn to storyboard a project, create screen casts, and to publish their work online.

ADVANCED VIDEO EDITING (1 semester) Elective Grades 9-12
Prerequisite: Introduction to Audio/Video Editing
This course builds upon the topics introduced in Introduction to Audio/Video Editing by focusing on advanced skills using Adobe Premiere. Students will learn to develop complex topics, manage media assets, utilize audio for visual enhancement, and learn to use all Adobe Premiere functions. Completion of the video editing course strand will prepare students for post-secondary education in digital design.
INTRODUCTION TO COMPUTER PROGRAMMING  (1 year)  Elective  Grades 9-12
Prerequisite: Concurrent enrollment in Algebra I
This course will introduce problem solving and using the True Basic language. It will introduce fundamental structured programming techniques such as algorithms, drawing flow charts, and developing programs that include loops and subroutines. Programs that use sorts and math topics such as matrices will be written.

ADVANCED PROGRAMMING  (1 semester)  Elective  Grades 9-12
Prerequisite: Introduction to Programming
This class will take students who have successfully completed Computer Programming and expose them to more advanced ideas and uses for programs. Students will continue to work with basic programming algorithms and structures but with the Object Oriented Programming language to create programs. They will also learn to create applets that can be used with web pages.

PLTW COMPUTER SCIENCE  (1 year)  Elective  Grades 9-12
Prerequisite: Concurrent enrollment in or completion of Algebra I
This course will be offered in 2014-2015

AP COMPUTER SCIENCE  (1 year)  Elective  Grades 10-12
Prerequisite: PLTW Computer Science (2 sem) and concurrent enrollment in or completion of Algebra II
This course will be offered in 2015-2016. Completion of the Computer Science course strand will prepare students for post-secondary education in computer science.
FAMILY AND CONSUMER SCIENCE

FAMILY CONSUMER SCIENCE 1  (1 semester)  Elective  Grades 9-12
The first portion of the class is focused on food and nutrition. We study eggs, fruits, quick breads, muffins, and biscuits. We also learn how to use various small appliances in the kitchens and ways to create meals in a short amount of time. The second portion of the class focuses on housing. We study the architectural designs of houses, principals of design, and how to make our homes comfortable and environmentally friendly.

FAMILY CONSUMER SCIENCE 2  (1 semester)  Elective  Grades 9-12
This class is broken into two parts. We will focus on child development from conception to infants and how to care for them. There will also be discussions about human sexuality and the many types of birth control. We will also learn about sewing and create a project. We will make either a T-Shirt quilt or a baby quilt, which can be donated.

FOODS 1  (1 semester)  Elective  Grades 10-12
Prerequisite: Successful completion of FCS 1 with a C- or above, mastery of a written and practical exam, or teacher permission. (Completion of Exploratory FCS does NOT qualify). There is much more to making a meal than just cooking and baking. In this class we learn about the science of foods, how to purchase, and how to prepare our foods. Nutrition is a focus, as well as meal planning and consumer purchasing. In this class we will cook various types of meats, pastas, quick breads, and recipes using fruits and vegetables.

ADVANCED FOODS  (1 semester)  Elective  Grades 10-12
Prerequisite: Successful completion of Foods 1 with a C- or above, master of a written and practical exam or teacher permission. This class will help prepare us for working outside of the classroom. Learning garnishes, meal planning, food preparation, and purchasing of large quantities will be a focus in this class. Specific foods we will work with are cake decorating, meats, fruits, vegetables, and grains. We will also explore career options for people in the food industry.

CHILD DEVELOPMENT  (1 semester)  Elective  Grade 11-12
Responsibilities and rewards of parenthood will be emphasized throughout this course. Meeting the special needs of children will be included with the study of the physical, mental, social and emotional development of children. Students will be given as many opportunities as possible to work with and observe children. We will create games and activities for children to learn and play with. Baby simulators will give students realistic baby care needs.

FAMILY LIVING  (1 semester)  Elective  Grades 9-12
We look into different parenting styles, family situations, and family life. We look at many cultures and how they differ from our own. There are many aspects to family life from communication to taking care of children. Marriage and life style are important aspects to a family and we look into how those can differ from our own.
WORLD LANGUAGE

FRENCH I (1 year) Elective Grades 9 – 12
Prerequisite: Completion of current English class with a C- or above, proficient or above on the Iowa Assessments Reading Test, or teacher recommendation.
In French I, students learn the basic grammatical structures and vocabulary for simple communication in French. Emphasis is on the spoken language, which is practiced in small groups, pairs, and individually. Listening, reading, and writing are also emphasized as a means to acquire fluency. The culture, civilization and geography of French-speaking countries will be introduced, including a study of festivals and holidays. Many everyday situations, which one would encounter as a traveler in French-speaking countries, provide material for study. Realia from Francophone countries, the Internet, literature, film clips, and authentic cooking projects provide a cultural context for the student.
Students must pass the first semester to continue to second semester. To enroll in French II, student’s in French I must pass second semester with a C- or higher or teacher recommendation.

FRENCH II (1 year) Elective Grades 10 - 12
Prerequisite: Must pass French I with a C- or higher or teacher recommendation.
French II builds on the skills and concepts learned in French I. Students will explore the French and Francophone world more in depth, including a study of the regions of France. Oral and written activities provide practice in speaking, listening, writing, reading, and cultural understanding both in group and individual settings. Emphasis is on the spoken language and students are expected to speak in French when possible. Realia from Francophone countries, the Internet, literature, film clips, and authentic cooking projects provide a cultural context for the student.
Students must pass first semester to continue to second semester. Students must pass second semester with a C- or higher to continue on to French III.

FRENCH III (1 year) Elective Grades 11 - 12
Prerequisite: French II grade of C- or higher
With a course-long emphasis on oral communication, French III begins with a review of grammar previously studied in French II. Students are expected to participate as much as possible in French and the class is conducted in French. In addition to advanced grammar study, students will embark on the study of the French history and architecture. Realia from Francophone countries, the Internet, literature, film clips and authentic cooking projects provide a cultural context for the student.
Students must pass first semester to continue to second semester. Students must pass second semester with a C- or higher to continue on to French IV.

FRENCH IV (1 year) Elective Grade 12
Prerequisite: French III grade of C- or higher
Grammar and vocabulary previously learned is reviewed, used in a contextualized manner and expanded. Oral proficiency is emphasized and students are expected to participate fully in French. Students will read French literature excerpts and continue the study of French history and architecture. Topics relating to current world issues involving Francophone countries will be discussed. Francophone Realia, art, film clips, and authentic cooking projects are used to supplement cultural studies. Class discussions will be held in French. Students must pass first semester to continue to second semester.
SPANISH I (1 year) Elective Grades 9 – 12
Prerequisite: Completion of current English class with a C- or above, proficient or above on the Iowa Assessments Reading Test, or teacher recommendation. Students learn the basic grammatical structures and vocabulary for simple communication in Spanish. Studies include an introduction to customs and geography of the Hispanic countries of the world. Speaking, listening, reading and writing are emphasized as a means to acquire fluency. Students must pass the first semester to continue to second semester. To enroll in Spanish II, students in Spanish I must pass second semester with a C- or higher or teacher recommendation.

SPANISH II (1 year) Elective Grades 10 - 12
Prerequisite: Must pass Spanish I with a C- or higher or teacher recommendation
Spanish II builds on the skills and concepts learned in Spanish I, and emphasizes improved communication, writing, and reading skills through the study of more advanced grammatical structures and vocabulary. Vocabulary and grammar are incorporated into thematic units. Students are expected to use Spanish in the classroom every day. Students must pass first semester with a grade of C- or higher to continue to second semester. Students must pass second semester with a C- or higher to continue on to level III.

SPANISH III (1 year) Elective Grades 11 - 12
Prerequisite: Spanish II grade of C- or higher
In this course the skills learned in Spanish I and II will be expanded and applied to reading, understanding the spoken language, and speaking more fluently. There is an emphasis to express self correctly. Advanced grammar structures are introduced as well as Spanish literature. Students are expected to speak in Spanish when possible. Students must pass first semester to continue to second semester. Students must pass second semester with a C- or higher to continue on to level IV.

SPANISH IV (1 year) Elective Grade 12
Prerequisite: Spanish III grade of C- or higher
Students will refine their communication skills and work to improve their ability to reason and explain their own thoughts and views in Spanish. Studies include Spanish Literature, an in-depth view of Spain and Mexico, and using advanced grammatical structures accurately. Students are expected to use Spanish. Students must pass first semester to continue to second semester.
INTRODUCTION TO ENGINEERING DESIGN (PLTW) (1 year) Elective Grades 9-12
Prerequisites: Successful completion of or concurrent enrollment in Algebra or Geometry. Also refer to the College Credit Opportunity section b, letter ii; students must meet the proficiency scores in Math, Reading Comprehension and Science.
Introduction to Engineering Design (IED) is a high school level course that is appropriate for 9th or 10th grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

PRINCIPLES OF ENGINEERING (1 year) Elective Grades 10-12
Required: Introduction to Engineering
Also refer to the College Credit Opportunity section b, letter ii; students must meet the proficiency scores in Math, Reading Comprehension and Science.
Principles Of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high tech career POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

CIVIL ENGINEERING (1 year) Elective Grades 11-12
Prerequisites: Introduction to Engineering and Principles of Engineering
Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.
The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. Students will analyze, design and build electronic and physical models of residential and commercial facilities.
Digital Electronics (DMACC in Perry)  
(1 year) Elective Grades 11-12
Prerequisites: Introduction to Engineering and Principles of Engineering. Students will need 3 periods of time to take this course.
Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation. This course is designed for 11th or 12th grade students.

GENERAL METALS  
(1 semester) Elective Grades 10-12
Recommended: Introduction to Construction I and II
Students who enroll in this course will have the opportunity to be informed of occupations in the metals industry, develop an appreciation of good design and craftsmanship, develop good safety and health practices and enjoy valuable experiences with metalworking tools, materials, and processes. The specific areas involved will be heat-treating foundry, forging, bench metal, sheet metal, and welding.

CABINETRY  
(1 semester) Elective Grades 10 - 12
Recommended: Introduction to Construction
This course will develop skills needed in the making of furniture, cabinets, and other items related to construction. The focus will be on skills needed in the construction industry.

INTRODUCTION TO CONSTRUCTION I  
(1semester) Elective Grades 9 - 12
This course introduces the concepts of basic construction safety, basic construction math, hand tools, power tools, blueprint reading, and basic rigging. This course will also introduce students to some beginning construction skills. Students will learn electrical safety, codes, and techniques of residential wiring and basic construction techniques of residential, industrial, and commercial wood frame buildings.

INTRODUCTION TO CONSTRUCTION II  
(1 semester) Elective Grades 9 - 12
This course is the second level of Introduction to Construction. The class covers an in depth study of residential and commercial wiring systems. This course also covers the use and skills needed to operate hand tools and power tools, and techniques used in the construction of commercial, industrial and residential buildings.

SMALL ENGINE FUNDAMENTALS  
(1 semester) Elective Grades 9-12
The course will provide the student with knowledge of the basic fundamentals of the various types of engines. It will provide hands-on experiences with safety in a small engine workshop, engine construction, tools and techniques for small engine repair, 2-cycle engines, 4-cycle engines, fuel and emission control systems, carburetion, ignition systems, cooling systems, piston service and more. It will also provide the student with information to choose the correct engine for a particular job.
LANGUAGE ARTS

GENERAL READING (1 semester) English Elective Credit Grades 9-12
Prerequisites: Teacher permission
General Reading is a class that works on reading skills at the reading level of the individual student. Students are in this class by permission of the teacher only. The class focuses on reading comprehension strategies, vocabulary, re-teaching opportunities, developing an interest in reading. Students earn an English credit toward graduation.

STRATEGIC READING I* (1 semester) English Elective Credit Grade 9
Prerequisites: Iowa Assessment Scores
Strategic Reading is designed for students needing to further develop specific reading skills and strategies relevant to successful textbook reading, reading for pleasure, and/or reading on standardized tests. Students will study two whole-class books (one fiction, one non-fiction) to practice these skills and strategies. Small groups will study other texts together for additional practice. They will also progress through a series of independently read books, chosen from our classroom library, working to apply skills and strategies continually and in many different contexts. Success in the class depends on the student’s classroom participation and a dedication to continual practice and improvement. *Approval by administration is required to register for this course.

STRATEGIC READING II* (1 semester) English Elective Credit Grades 10
Prerequisites: Iowa Assessment Scores
Strategic Reading 2 is a continuation of Strategic Reading I. It is designed for students needing to further develop specific reading skills and strategies relevant to successful textbook reading, reading for pleasure, and/or reading on standardized tests. Students will study two whole-class books (one fiction, one non-fiction) to practice these skills and strategies. Small groups will study other texts together for additional practice. They will also progress through a series of independently read books, chosen from our classroom library, working to apply skills and strategies continually and in many different contexts. Success in the class depends on the student’s classroom participation and a dedication to continual practice and improvement. *Approval by administration is required to register for this course.

STRATEGIC READING III* (1 semester) English Elective Credit Grade 11
Prerequisites: Iowa Assessment Scores
Strategic Reading III is a continuation of Strategic Reading II. This elective English course is designed for students needing to further develop specific reading skills and strategies relevant to successful textbook reading, reading for pleasure, and/or reading on standardized tests. As in Strategic Reading I, students will study whole-class novels, engage in small-group study, and read a series of independent books. The course differs from Strategic Reading II in the texts to be read, reading expectations, and the rigor of assessments to be used. *Approval by administration is required to register for this course.

APPLIED COMMUNICATIONS (1 semester) English Elective Credit Grades 11, 12
Students will practice a variety of practical verbal communication skills and written communication forms. Verbal communication includes persuasive presentation, business meeting reports, debate, and interviews. Written communication forms include business letters, e-mails, research reports, persuasive appeals, and project proposals. Students will also engage in a series of group projects, all based on practical situations from the business world. A cumulative review of job-related portfolio documents will help students prepare to enter the workforce after graduation. Not recommended for college-bound students.
ENGLISH I  
(1 year) Required  Grade 9

English I is designed to broaden the students' knowledge of the English language and to increase their ability to share worthwhile ideas with others. Stress is placed upon writing, literature, reading comprehension, vocabulary, and effective verbal and nonverbal communication skills. Students are urged to use correct expression in both the spoken and the written word. The class is primarily divided into the two major areas of reading and writing. In the writing unit, the mastery of mechanics is integrated with the expression of one's well-supported opinions. In the reading unit, students will focus on the short story, play, essay, poetry and novel.

ENGLISH II  
(1 year) Required  Grade 10

Prerequisite: Successful completion of English I or concurrent enrollment in English I. English II is a year-long course designed to develop the students' writing, reading, thinking and literary analysis ability. The writing strand of the course involves styles of paragraph writing and essay composition with a goal of understanding the basic concepts. Within the literature strand of this course, students explore the short story, essay, novel, play, and poetry with a goal of understanding literary terms and using these to analyze the literature genre. The mastery of the mechanics of the language is integrated within the writing process.

Honors ENGLISH II  
(1 year) Meets English II Requirement  Grade 10

Prerequisite: Successful completion of English I, Honors English II is a year-long course designed to develop the students' writing, reading, thinking, and literary analysis ability. The writing strand of the course involves styles of paragraph writing, essay composition, creative expression with a goal of understanding the basic concepts of organization, voice, and mechanics. The literature strand explores five different genre including Shakespeare's Hamlet. Mastery of correctness in writing is integrated. This course differs from regular English II sections in that materials and expectations will encourage higher order thinking. Expectations for writing, reading and thinking will be higher. The selection of reading material and the pace will be more challenging. This section will be capped at 25 students. Selection will be based on standardized test scores and teacher recommendation.

AMERICAN LITERATURE  
(1 semester) English Elective Credit  Grades 11, 12

Prerequisite: Successful completion of Composition or teacher approval

Strong reading and writing skills recommended Study begins with an exploration of the major themes of American literature and continues with an anthology of American writings arranged chronologically from the seventeenth century up to the Civil War. Throughout the course, study is made of American literature in five different genres: the short story, the essay, the novel, the play and the poem. The writer and his/her philosophy, the people and their lifestyle, and literary and artistic and historical periods are studied. In addition writing skills will be honed through analytical essays and creative process.

CONTEMPORARY LITERATURE  
(1 semester) English Elective Credit  Grades 11,12

Prerequisite: Successful completion of Composition or teacher approval

Strong reading and writing skills recommended This course explores the major themes of American literature from the 1860's to the present. It includes extensive reading in a variety of genres and writing in response to the reading. The historical context, the individual writers and their philosophies, and the literary/artistic periods are discussed. In addition, writing skills will be improved through various analytical essays and creative process.
READING FOR LIFE (1 semester) English Elective Credit Grades 11,12
Students will read a variety of fiction and nonfiction texts of their choice en route to reaching the 1000 page semester reading goal. All students will be engaged in reading strategies that, if used, will make them stronger, more efficient readers. An individual conference with the teacher or a written book report will follow the completion of each text. Weekly progress monitoring and use of daily reading time are factors in student grades. Most colleges do not recognize this course for satisfaction of admissions requirements.

AP ENGLISH LITERATURE AND COMPOSITION (1 year) English Elective Cr Grades 11,12
Required: Successful completion of Composition or teacher approval
AP English Literature and Composition offers the capable English student an opportunity to study different genres of literature by various authors and to develop an understanding of morals, ideals, and values as they are preserved in a literary heritage. Literature will include contemporary selections as well as traditionally studied works and translations. All units will maintain a focus on the humanities and how they affect both writers and readers. Special attention will be paid to elements, including history, religion, philosophy, art, music, etc., that create a culture and world-view. A study of Greek mythology introduces cultural development and provides an understanding for allusions in later literature. Chronologically, authors and writing through the Renaissance will be augmented with thematic literature from America, Europe, and Asia during both semesters of study. Summer reading will be required. The study of theories of literary analysis will allow students to write several essays studying different selections. Another facet of the course incorporates college-level writing of analytical and research papers based on individual thought as well as careful research. MLA documentation will be used though comparisons will be made to APA style. Taking this course should prepare students to take the AP Literature and Composition test. This is a weighted class if the student takes the AP exam.

SPEECH (1 semester) Required Grades 11
This one semester course is a study of the basic concepts of communication, from dealing with stage fright to writing and presenting a strong speech. Emphasis will be placed on the communication process, verbal and non-verbal communication, researching topics, outlining, writing speeches, and delivery techniques. During the course of the semester, students will be required to write and deliver a number of different speeches including informative and persuasive speeches.

PUBLICATIONS (1 year) English Elective Credit Grade 12
Prerequisite: Successful completion of Composition or teacher approval
Publications is basically a lab class for yearbook production. Instruction in organization and production of a book, theme development, graphics and design, and copywriting will be approached from a journalistic view. Since this qualifies as an English credit, writing and editing will be emphasized, with all students developing and honing those skills. Students assume business responsibility for selling advertising space, selling and distributing books, and maintaining a balanced budget and account. The course emphasizes the use of computer technology in publishing. Two to four junior students will be admitted to Publications upon filing an application and being approved by the teacher. They will be expected to become editors. Second-year Publications students guide and direct the first-year students in all areas of development as well as accept leadership and managerial responsibilities. This course will not be accepted by Iowa State University, the University of Iowa, or the University of Northern Iowa as completed high school English credit. In addition, the NCAA will not accept it for participation at Division I or Division II schools. Other schools in Iowa (private colleges and community colleges) will accept it. Students should take additional English classes if they are affected. Students should also check with out-of-state schools if they are considering attendance there.
COMMUNICATIONS (1 year) English Elective Credit Grades 9-12
Prerequisite: Demonstrate mastery of the competencies studied in English I.
Communications composes the monthly issue of the school newspaper, Tiger Times, the school newsletter, Tiger Tribune, and other publications. Objectives of the course include interviewing, reporting, and writing news, feature, editorial, and sports articles. Students will discuss the responsibility of the press to accurately cover all newsworthy events related to the Adel DeSoto Minburn Community School District as well as examine press ethics and laws. Students will demonstrate copy, editing skills. Computer skills concerned with printing are also mastered. Students continuing the course in the second year will hone and perfect acquired writing skills from the previous year as well as assume managerial, business, and editorial positions. In addition, the advanced students will guide and direct the first-year students in all areas of development. This course will not be accepted by Iowa State University, the University of Iowa, or the University of Northern Iowa as completed high school English credit. In addition, the NCAA will not accept it for participation at Division I or Division II schools. Other schools in Iowa (private colleges and community colleges) will accept it. Students should take additional English classes if they are affected. They should also check with out-of-state schools if they are considering attendance there.

CREATIVE WRITING (1 semester) English Elective Credit Grades 11,12
Prerequisite: At least a 2.5 GPA in all previous Language Arts classes
This course combines the study of different forms of creative writing. Students will have a variety of writing experiences in the areas of prose, poetry, drama, and analysis. It is designed for the student interested in exploring writing in both the traditional forms and in more modern forms, such as blogging. Students will get the opportunity to workshop their works with other Creative Writing students to help discover their own personal writing processes and styles.

COMPOSITION (1 semester) Required Grades 11,12
Prerequisite: Demonstrate mastery of the competencies studied in English II
The main objective of this course is to help students improve their writing styles developing the skills needed to communicate effectively through the medium of the essay. The goals of the course are to develop a thorough understanding of the basic elements of the essay and to develop the ability to write with clarity, economy, and grace. Strongest emphasis is placed upon developing the skills of a rational and logical process of thought, but grammar, usage and mechanics will also be stressed. Students may not opt out of the semester test in this course.

AP English Language Composition (1 year) English Elective Credit Grades 12
Required: Successful completion of Composition or teacher approval.
Juniors can register with prior teacher approval.
An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writers purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The essays and writing projects in this course are designed to simulate college level writing. Taking this course should prepare students to take the AP Language and Composition test. This is a weighted class if the student takes the AP exam.
MATHEMATICS

Students may not enroll for a lower level math course unless authorized by the counselor/administration, instructor, or IEP. Students failing a course will re-enroll for that course to meet graduation requirements.

2014-2015 school year math courses:
- Math Lab
  - Algebra I
  - Geometry
  - Algebra II
- General Math
- Basic Algebra
- Basic Geometry
- Consumer Math
- Algebra I
- Geometry
- Algebra II
- Advance Math/Pre-Calc
- AP (concurrent) Probability and Statistics
- AP Calculus

Math Requirements: Because we believe that students need a solid understanding in math, those who fail a math class will have to retake the math class at that level. Students earning less than a C average in their math class will not be allowed to move to a higher math class. Students will not be placed into a lower level math unless it is by teacher recommendation. Students not attempting consistent tutoring before and after school will not be recommended for a lower level math. If a student is truly struggling, we of course, through teacher recommendation or IEP/BAT, will move a student down in the math sequence if more appropriate. ADM does not accept math (or other core class credits) from a summer school as transfer credits.
BASIC ALGEBRA  (1 year) Math Credit Grades 9-12
Prerequisite: one of the following:
1) Score below proficiency on Iowa Assessments AND a D- or lower in 8th Grade Math
2) Teacher recommendation
This course provides a basic introduction to the topics of Algebra. This course focuses on establishing a firm understanding of topics to prepare students to advance through their remaining high school math courses. This course will cover topics such as equations, Inequalities, fractions, decimals, factors, exponents, rations, proportions, percent, functions, graphing, and polynomials. After this class students may take either Basic Geometry, or Algebra I (possibly with an accompanying Algebra I Lab). Students who have successfully completed Algebra I are not eligible to take this class.

BASIC GEOMETRY  (1 year) Math Credit Grades 9-12
Prerequisite: both of the following:
1) Successful completion of Basic Algebra or Algebra I
2) Teacher recommendation
This course provides an introduction to geometric concepts for students who are not yet ready to take Geometry. The course focuses on providing exposure to topics so that students are more likely to be successful if and when they take Geometry. Topics covered include logic, proportions, similarity, triangles, quadrilaterals, transformations, circles, area, volume, and trigonometry. After this class students may take Algebra I (if they have not yet taken it), Geometry, or Consumer Math. Students who have successfully completed Geometry are not eligible to take this class.

CONSUMER MATH  (1 year) Math Credit Grades 11-12
Prerequisite: both of the following:
1) Junior or Senior
2) Successfully earned at least 4 other math credits
This class is a capstone course for juniors and seniors. Students will study math topics in a real-world context. Math concepts to be covered include but are not limited to budgeting, interest calculations, applications of area, volume, and measurement. Real-world applications for these topics will include but are not limited to housing, banking, utilities, automotive costs, insurance industry, credit management, investment, and construction industries. Preference for enrollment in this class will be given first to seniors over juniors and then to students with only 4 other math credits.

ALGEBRA I LAB  (1 year) Elective credit Grades 9-12
Placement Criteria: Scoring at or below proficiency on the Iowa Assessments math test, or teacher recommendation. Students do NOT have the opportunity to opt out of this lab if they meet the above criteria.
This course is a supplemental course to Algebra I designed to provide support needed for students to be successful in Algebra I. Students will receive additional instruction, review, application, and preview of the main topics of Algebra I. Algebra I Lab must be taken concurrently with Algebra I. At the end of first semester, students will be assessed on their current academic skills and likeliness to succeed without this course and be recommended to either stay in this course or be released from the course.

GEOMETRY LAB  (1 year) Elective credit Grades 9-12
Placement Criteria: Scoring at or below proficiency on the Iowa Assessments math test, or Teacher recommendation. Students do NOT have the opportunity to opt out of this lab if they meet the above criteria.
This course is a supplemental course to Geometry designed to provide support needed for students to be successful in Geometry. Students will receive additional instruction, review, application, and preview of the main topics of Geometry. Geometry Lab must be taken concurrently with Geometry. At the end of first semester, students will be assessed on their current academic skills and likeliness to succeed without this course and be recommended to either stay in this course or be released from the course.

**ALGEBRA II LAB**  
(1 year) Elective credit  Grades 11-12  
Placement Criteria: Scoring at or below proficiency on the Iowa Assessments math test, or Teacher recommendation. Students do NOT have the opportunity to opt out of this lab if they meet the above criteria.  
This course is a supplemental course to Algebra II designed to provide support needed for students to be successful in Algebra II. Students will receive additional instruction, review, application, and preview of the main topics of Algebra II. Algebra II Lab must be taken concurrently with Algebra II. At the end of first semester, students will be assessed on their current academic skills and likeliness to succeed without this course and be recommended to either stay in this course or be released from the course.

**GENERAL MATH**  
(1 year) Math Credit  Grades 9-10  
Prerequisite: One of the following:  
1) Standard Score at or below 246 on Iowa Assessments AND a D- or lower in 8th Grade Math/or  
2) Teacher recommendation  
This course provides a review of basic math concepts that have been presented to students in previous years. This class focuses on establishing a firm understanding of topics to prepare students to advance through the remaining high school math courses. This class will cover topics such as real numbers, equations, inequalities, graphing, proportions, exponents, and probability. After this class students may take either Basic Algebra (to be implemented for 2014-2015) or Algebra I (possibly with an accompanying Algebra I Lab). Students who have successfully completed Algebra I or Basic Geometry are NOT eligible to take this course.

**ALGEBRA I**  
(1 year) Math Credit Grades 9 - 12  
Prerequisite: Completion of 8th Grade Math AND one of the following:  
1) D or better in 8th Grade Math  
2) Standard Score range from 247-253 on Iowa Assessments AND concurrent enrollment in Algebra I Lab  
3) Teacher recommendation  
Algebra I is designed to give students a solid foundation in algebra concepts and skills. The course covers laws of mathematics, operations with signed numbers, concepts of sets, solutions of equations and inequalities, factoring, functions, and real numbers. The course spends a great deal of time on various types of word problems. Algebra I is recommended for students who plan to attend college.

**GEOMETRY**  
(1 year) Math Credit Grades 9 - 12  
Prerequisite: must pass Algebra I with a C- or better or teacher recommendation.  
Geometry is designed to help students develop their logical thinking and problem solving skills. It includes the study of points, lines, triangles, polygons, and circles in a plane. Students develop their inductive and deductive reasoning skills through formal and informal proofs. Surface area, volume, coordinates and trigonometry are also studied. Geometry is recommended for students who plan to attend college, and is a prerequisite for Algebra II.
ALGEBRA II (1 year) Math Credit Grades 9 - 12
Prerequisite — must pass Geometry with a C- or better or teacher recommendation.
The concepts covered include a review and extension of factoring, exponents, polynomials,
quadratic equations and inequalities, operations with radicals, an introduction to complex
numbers, the analytical geometry of straight lines, circle, and other conic sections, arithmetic and
geometric progressions, and an introduction to trigonometric functions and graphs. The graphic
calculator (TI-84 plus) will be used in as many areas as possible. The student will need to know
many formulas and how to use them. Algebra II is recommended for students who plan to
attend college.

ADVANCED MATH/PRE-CALCULUS (1 year) Math Credit Grades 10 - 12
Prerequisite: Minimum grade of C in Algebra II, and Geometry or teacher recommendation.
This course lays the ground-work for further study of mathematics at the college level. Pre-
calculus concepts, Trigonometric concepts and discrete mathematics are covered. The student
will obtain the skills necessary for working with functions (linear, quadratic, and polynomial),
graphs of these functions, use of exponents and logarithms as well as the analytic geometry
skills. The trigonometry concepts will include trig functions, equations, their application, using
the trigonometry triangle, addition formulas, working with polar coordinates and complex
numbers. The discrete math will focus on sequences and series, matrices, probability and
statistics. All students need access to a scientific calculator. The student will learn how to use a
graphic calculator (TI-84 plus) as it is used extensively in the course. These graphic calculators
can be provided for the student to use in class.

AP CALCULUS (1 year) Math Credit Grades 11,12
Recommended: Due to the rigorous nature of this course it is highly recommended that students
have scored the following in previous math course: Advanced Math (C or above) or concurrent
enrollment in Advanced Math.
This is an introduction to college calculus and could be taken as an AP class (optional).
Calculus makes extensive use of plane geometry and algebra. The first semester will be
dedicated to functions, limits and derivatives. The second semester will be dedicated to
integration and inverse functions. This is a weighted class if the student takes the AP exam.

AP PROBABILITY AND STATISTICS (Dual Enrollment) (1 year) Math Credit Grades 11, 12
Prerequisite: 1st semester students need to have a minimum grade of C in Algebra II to enroll.
To enroll in second semester DMACC MAT 157, Statistics, students need to have successfully
completed 1st semester Statistics with a C or higher.
This course provides a non-theoretical introduction to statistics. Probability provides a framework
for dealing with uncertainty and for interpreting predictions based on uncertainty. Statistics is
utilized for the collecting, representing, and processing of important data. Students will learn to
apply statistical techniques to solve problems and represent results. Use of technology will
enhance the learning in this course. This course offers both high school and DMACC college
credit upon successful completion. DMACC college credit will be given for DMACC curriculum
covered during 2nd semester; this course moves to the college level curriculum during 2nd
semester.
PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS) PLTW (1 year) Grades 9-10
11th and 12th grade students if space is available
This will count as a science credit, but students are still required to take Earth Science and Biology
Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. This is the first of three classes that will be available to ADM students who are possibly interested in a health science career. The class includes in-depth study of the human body and forensics as well as careers and field trips. This is a web-based class with many activities and labs. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.

HUMAN BODY SYSTEMS (HBS) PLTW (1 year) Grades 10-11
Prerequisite: Principles of the Biomedical Sciences (PBS)
This will count as a science credit, but students are still required to take Earth Science and Biology
Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal mannequin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.

MEDICAL INTERVENTIONS (MI) PLTW (1 year) Grades 11-12
(2015-2016) Prerequisite: Human Body Systems (HBS)
This will count as a science credit, but students are still required to take Earth Science and Biology
Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.
EARTH SCIENCE  
(1 year) Required Grade 9

Earth Science is the study of the earth and space. The course provides a balance between geology, meteorology, oceanography, and astronomy. Course content includes the following topics: earth chemistry, resources, plate tectonics, earth history, ocean movement, climate, weather, and workings of the universe. It will focus on the physical principles that drive earth’s processes as well as processes in space. Class work includes lectures, discussions, demonstrations, laboratory work, video, projects, and worksheets.

BIOLOGY  
(1 year) Required Grade 10

Science & Global Issues (SGI) focuses on the role of science in addressing the needs of modern society and the use of technology in advancing scientific knowledge. The five units of study are: Sustainability, Ecology, Cell Biology, Genetics, and Evolution. Each student will complete a comprehensive science notebook throughout the year.

ENVIRONMENTAL SCIENCE  
(1 year) Science Elective Credit  Grades 11, 12
Recommended: Minimum of C- in Biology

Environmental Science studies the following topics: 1) The planet earth and what makes up the biosphere; 2) ecological interactions and biomes; 3) The impact of people in the global ecosystem and how to manage this; 4) Energy resources and resources in the biosphere including the impact of pollution. Students are expected to work independently and with one another on various in class assignments. They are also required to research outside topics, which are scientific and environmentally important.

CHEMISTRY  
(1 year) Science Elective Credit  Grades 10 - 12
Prerequisite: Algebra II with a C- or higher or concurrent enrollment in Algebra II. IT IS RECOMMENDED THAT ALL JUNIORS TAKE CHEMISTRY IF THEY PLAN TO ATTEND COLLEGE.

This is an applied mathematics course dealing with the structure and function of matter. The laws and relationships governing the properties of matter and chemical reactions are presented in lecture and supported by appropriate problems and laboratories. You must pass the first semester with a C- or higher to continue in the course. This course is highly recommended for college bound students.

AP CHEMISTRY  
(1 year) Science Elective Credit  Grades 10-12
Recommendation: Due to the rigorous nature of this course, students should have taken Chemistry and Algebra II prior to being in AP Chemistry. Students who have not had these two courses will find it very difficult to be successful.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. AP Chemistry should meet the objectives of a good college general chemistry course. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the student’s abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. Due to time constraints during the school day, lab experiments will be performed after school or on weekend times agreed upon by the students and teacher. This is a weighted class if the student takes the AP exam.
PHYSICS (1 year) Science Elective Credit Grades 10 - 12
Prerequisite: Geometry
Physics is a course of applied mathematics. The quantitative relationships between matter and energy are studied in terms of governing laws and problem-solving. Laboratories demonstrating the real-world relationship to these laws are an integral part of the course. This class is a fundamental science course for students preparing for college math, computers, science, engineering, architecture, pharmacy, and a number of other fields including medicine and physical therapy. You must pass the first semester with a C- or above to continue in the course. This course is highly recommended for college bound students.
SOCIAL STUDIES

GENERAL WORLD HISTORY (1 year) Social Studies Credit Grade 10
Prerequisites: Teacher permission, recommendation of previous social studies teacher and/or special education teacher.
This course covers the same material as World History, with an emphasis on core concepts.

WORLD HISTORY (1 year) Required Grade 10
This is a study of the growth of civilization from the beginning of history to the present day. The main emphasis is on developments since 1500 A.D. Pupils will study the successes and failures of nations and civilizations. This course will show the relationships of past civilizations and cultures to modern nations, institutions and cultures. A comparative study will be made of present-day economic and political systems.

AP WORLD HISTORY (1 year) Meets World History Requirement Grades 10, 11, 12
Recommended: Due to the rigorous nature of this courses it is highly recommended that students have scored a 271 standard score on the Iowa Assessments Social Studies test and a standard score of 268 or higher on the Iowa Assessment reading assessment. This will count as a students World History credit.
This is a comprehensive study of the growth of civilizations from the beginning of history to the present. This in depth study of the development of nations will challenge the top students. The political, social, cultural, and religious events will be the focus for this exploration into World History. Students who successfully complete this course are encouraged to take the Advanced Placement test for college credit. This is a weighted class if the student takes the AP exam.

GENERAL AMERICAN HISTORY (1 year) Meets American History Credit Grade 11
Prerequisites: Teacher permission, recommendation of previous social studies teacher and/or special education teacher.
This course covers the same material as American History, however it is covered in a project based method.

AMERICAN HISTORY (1 year) Required Grade 11
This is a study of the founding and development of the United States. It begins with the start of the twentieth century and continues to the present day. The chief aim of the course is to help pupils understand current political, economic, and social problems and to appreciate the American association with western civilization. There is not a test out option for this course.

AP U.S. HISTORY (1 year) Meets American History Requirement Grade 11, 12
Recommended: Due to the rigorous nature of this course, it is highly recommended that a student score at least a B average in all previous social studies courses and have earned a 275 standard score or higher on the Iowa Assessment reading test. Students must earn a C- or higher first semester to continue to second semester. This will count as the American History credit.
AP US History is a survey course beginning with the formation of our American government and proceeding through the war in the Middle East. Students will acquire skills to assess historical materials, their relevance to a given problem, their reliability, and their importance, and to weigh the evidence and interpretations presented in historical scholarship. Students will have the option of completing the Advanced Placement exam for three college credits. AP US History fulfills the requirement for 11th grade American History. The AP course may also be taken as a social studies elective for those who have already completed American History. This is a weighted class if the student takes the AP exam.
AMERICAN GOVERNMENT (1 semester) Required Grade 12
This is a study of the American government from the beginning to the present with a special emphasis on each department and its basic functions. The Constitution is studied along with laws and the legal system. Political party organization and development is included in the course.

AP U.S. GOVERNMENT & POLITICS (1 semester) Meets Government Requirement Grade 12
Recommended: Due to the rigorous nature of this course, it is highly recommended that students have scored a standard score of a 275 or higher on the Iowa Assessments Social Studies assessment and a 275 or higher on the Iowa Assessment reading test. The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. While there is no single approach that an AP Government & Politics: United States course must follow, certain topics that this course includes are generally covered in college courses. This course fulfills the American Government requirement. This is a weighted class if the student takes the AP exam.

ECONOMICS (1 semester) Required Grade 12
This course is designed as an introduction to the United States economic system. Areas such as supply and demand, banking, stocks and bonds, and comparative systems are studied. Emphasis is given to current issues in the United States and how economics applies to everyday life. An extensive consumer economics unit is covered to coordinate financial literacy core requirements.

PSYCHOLOGY (1 semester) Elective Grades 11, 12
This course presents a general survey of basic psychological principles and concepts. The primary objective is to help students learn to deal more effectively with others and to understand various factors which motivate behavior. Some of the topics studied are: 1) personality, 2) mental health and mental illness, 3) intelligence, and 4) planning your career. Emphasis is placed on psychological terms which are frequently used in newspapers, magazines, books, etc.

AP PSYCHOLOGY (1 semester) Elective Grades 11, 12
Recommended: Due to the rigorous nature of this course, it is highly recommended that a student score at least a B- in Psychology to be successful in AP Psychology. The purpose of the Honors course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. Upon completion of the course, the student will be encouraged to take the AP exam. Upon completing the exam with a high enough score, the student will have qualified for college credit in psychology at a large number of colleges nationwide. The exam grade is outside the course and has no effect on the student's high school class grade. The student pays for the test and is reimbursed if a 3, 4, or 5 is received. This is a weighted class if the student takes the AP exam.

SOCIOLOGY (1 semester) Elective Grades 11, 12
This course will study the interaction of groups and institutions in society. The class will open with a discussion of the theoretical aspects of sociology and then move into a discussion of concepts such as social stratification, collective behavior, elements of culture, social change and the impact of technology upon society. Current topics such as criminality, mental illness, deviance, the elderly, the media, and drug abuse will also be discussed. Classroom participation is crucial to the course.
MUSIC (INSTRUMENTAL AND VOCAL)

BAND (1 year) Elective Grades 9 – 12
Band is offered as a credit course for those students who desire to continue the study of instrumental music. The student will participate in marching band, pep band, concert band and state contests. He/she will also travel with the band to special events. State solo and ensemble contest is optional, and jazz band is by audition only. In order to participate in any of the optional groups, the student must be enrolled in, and participate in, concert band. Daily attendance and participation in all concerts/contests is required.

INSTRUMENTAL METHODS (1 sem) Elective Grades 10 - 12
Instrumental Methods is offered 2nd semester each year. Students must be in Band to sign up for this elective. Students will have beginner lessons and learn basic history on each concert band instrument.

CHORUS (1 year) Elective Grades 9 - 12
Rehearsal is held during the regular school day. A student must be a part of this class in order to be eligible for other vocal ensembles, which are offered. By membership in this mixed chorus, students are also eligible for participation in contests and festivals, which are sponsored and sanctioned by the Iowa High School Music Association. Students are expected to attend rehearsals, memorize all musical numbers to be performed, and must participate in all scheduled performances, except in cases of emergency. Students will also increase their knowledge of the fundamentals of music reading, musical styles, and advance in their skill of correct vocal technique for proper tone production. Students will receive credit for their participation in this course.

AP MUSIC THEORY (1 year) Elective Grades 11, 12
Prerequisite: Must be a junior or senior. Recommended: with some type of musical background. May be musical instrument or vocal. AP Music Theory is an in-depth study and analysis of music composition techniques. These techniques are used to analyze and study important works as well as compose original music. It is suggested that a basic knowledge of notes and rhythms be learned before acceptance in this class. Ear training and sight-singing are essential learnings of AP Theory and will be practiced often through the duration of the course. This course is designed to teach the first year of theory at a college level. This is a weighted class if the student takes the AP exam.
PHYSICAL EDUCATION

PHYSICAL EDUCATION (Life Time Fitness)  (1 semester) Required Grades 9-12
(Students must provide their own towel if they want to shower) 1 semester everyday.
Students will receive a letter grade for P.E., but it will not count towards their GPA. P.E.
COULD BE SPLIT INTO SECTIONS OF 9-10, 11-12.
Students are required to dress out for activity. The required dress is a t-shirt with sleeves and athletic shorts/sweat pants (no jeans) and clean athletic shoes. CLOTHING ALSO MUST MEET SCHOOL DRESS CODE EXPECTATIONS.
Physical Education is required by the State of Iowa to graduate. Students are also required at the beginning of the school year to fill out the “Healthy Kids Act” form. The ADM physical education department takes a pro-active approach in implementing lifelong activities and attitudes. Presidential fitness testing will be given each semester as a pre-test and a post-test. Lifetime fitness is the major objective and it is incorporated in class throughout the year. Lifetime activities including team sports, and recreational activities that can be done individually or in small groups for years to come will be taught during the semester. CPR will be taught to all Seniors.

BIGGER FASTER STRONGER (SPORTS FITNESS)  (1 semester) Elective Grades 9-12
(Students must provide their own towel if they want to shower)
Students will receive a letter grade for P.E., but it will not count towards their GPA
Prerequisite: (Instructors permission –Involved in School Extracurricular Activities, Proper Demonstration Of 4 Core Lifts) Fulfills Physical Education requirement. Students are required to dress out for activity. The required dress is a t-shirt with sleeves and athletic shorts/sweat pants (no jeans) and clean athletic shoes. CLOTHING ALSO MUST MEET SCHOOL DRESS CODE EXPECTATIONS.
The ADM physical education department takes a pro-active approach in implementing lifelong activities and attitudes. Presidential fitness testing will be given each semester as a pre-test and a post-test. Sports fitness is the major objective and it is incorporated in class throughout the year. Each student enrolled in this class will be introduced to strength training techniques, safety, speed training, flexibility and nutrition. Students will be pre tested and post tested in the core lifts, agility run, vertical jump and 10 yd dash. CPR will be taught to all Seniors.
OTHER COURSE OFFERINGS

AGRICULTURE (Earlham) (Semesters vary) Electives Grades 9 - 12
ADM High School offers the opportunity to take agriculture classes, including FFA, through the Earlham Community School District. Any 10-12th grade student interested in taking agriculture classes must have counselor and principal permission prior to registration. Courses include: Animal Science, Advanced Animal Science, Introduction to Agriculture, Plant Science, Ag Leadership, Green Management, Crop Science.

BASIC LIVING PEERS 1 - 1st Semester (1 Semester) Elective Grades 11-12
This class meets everyday for one semester. The course is designed for students who have a desire to work with students who have special needs. Peers will work with students with special needs on the following skills: filling out basic job applications, social skills, interviewing skills, finding information on the internet, making a budget, using credit cards, preparing meals, general banking information, home care, managing time, and reading maps. The large projects this semester will include the restaurant project and the craft sale. This course will also include weekly or bi-weekly trips to the grocery store followed by cooking instruction the following day in class. Students are expected to complete journals and papers to meet the course expectations. Peers can only take this course once during their high school career.

BASIC LIVING PEERS 2 - 2nd Semester (1 Semester) Elective Grades 11-12
This class meets everyday for one semester. The course is designed for students who have a desire to work with students who have special needs. Peers will work with students with special needs on the following skills: filling out basic job applications, social skills, interviewing skills, finding information on the internet, making a budget, using credit cards, preparing meals, general banking information, home care, managing time, and reading maps. The large projects this semester will include preparation for Special Olympics, a coffee shop, and a valentine sale. This course will also include weekly or bi-weekly trips to the grocery store followed by cooking instruction the following day in class. Students are expected to complete journals and papers to meet the course expectations. Peers can only take this course once during their high school career.

DRIVER EDUCATION
Drivers Education will be offered through Drive Tek. Information on class times and cost can be picked up in the counseling office. These courses DO NOT count towards graduation requirements or GPA.

FRESHMAN SEMINAR (1 Semester) Required Grade 9 ONLY
Required course beginning with Class of 2018. Complete course description being developed.

HEALTH I (1st Semester) Only Elective Grades 9 – 12
Topics for this class include mental health and stress, food and nutrition, the digestive system, consumer health, family life, emotional and social health, and exercise and recreation.

HEALTH II (2nd Semester) Only Elective Grades 9 - 12
Topics for this class include relationships, communication skills, reproduction/pregnancy and birth, substance abuse and nonuse, environmental health, and prevention and control of disease, including sexually transmitted diseases.
LEADERSHIP I and II (1 semester) Elective Grades 9-12
Leadership I and II are graded courses that meet daily. This course explores various leadership traits and techniques in a collaborative, project based setting. In addition to leadership skills, students will learn civic, financial, employability and technology literacy. This course also includes a book study on leadership skills and characteristics. Students enrolled in the course should have a desire to be leaders in their community, have community service experience and enjoy working with others.

LEADERSHIP I is offered Spring semester for 9th and 10th grade students.
LEADERSHIP II is offered Fall semester for 11th and 12th grade students.

WORK EXPERIENCE (1 semester) Elective Grades 11, 12
Prerequisite: Student must be a first-semester senior or second-semester junior
This one-semester course is designed to provide students with the practical knowledge and skills to succeed in the workplace. It includes career exploration, practice in basic skills, thinking skills, personal skills, resource skills, interpersonal skills, information skills, systems skills, and technology skills, and learning about various aspects of industry. Upon successfully completing the course with a 79% minimum average for the semester, and a 90% attendance record, students will be able to enroll in the Work Experience Practicum.

WORK EXPERIENCE PRACTICUM (1 semester) Elective Grade 12
Prerequisite: Successful completion of Work Experience
This course provides students with on-the-job experience through job shadowing, internships, unpaid work, and/or paid work. Students will receive two elective credits during a semester, based on the number of hours worked per/week, 1.5 hours per day, 5 days a week – Total of 7-8 hours per week.

INDEPENDENT STUDY
Independent study is a course designed for the student who has completed all courses in a curriculum area and desires to seek additional advanced level information in the same curriculum area OR for the student who has a FULL academic course load preventing the student from scheduling. Permission to enroll in independent study must be approved by the teacher, counselor and by the principal because the course becomes an additional load for the teacher. The teacher and the student will develop an outline for the course and clearly identify the expected outcomes. Student-teacher contact time is also clearly detailed to enable ample opportunity for the student to interact with the teacher as needed throughout the semester. This plan will be submitted to the counseling office PRIOR to starting the course.

PERFORMANCE TESTING FOR CLASSROOM CREDIT
Credit may be granted to students through performance testing for course work which is included in the school curriculum. The testing must be done by the end of the first week of the semester in question. This generally includes taking the semester test for the course and achieving a score of at least 78%. However, teachers may require the student to submit a portfolio of sample performances as part of the assessment for granting course credit. Students are responsible for checking with teachers regarding specific course requirements for performance testing for classroom credit. Courses that offer an honors or AP level are not open to testing out unless the student is classified as a GATE student and the Personal Education Plan team agrees that this is the most appropriate option for the student. This information should be secured in time to complete the requirements by the time the credit is desired. It is recommended that students begin this process at least a semester prior to attempting to receive the credit. Courses that offer an Honors Section will not be available for testing out, unless the student is an identified GATE student and testing out of a course allows for an upper level course to be taken that relates to the student’s intended career path.
AUDITING COURSES
Occasionally students may find it desirable to audit a course. This means that the student is enrolled in the course, but will receive no grade and no credit. Teachers for the course will establish expectations for the level of participation required of the student in order to remain enrolled under audit status. This may include completing all assignments and taking all tests.

*VOCATIONAL EDUCATION ARTICULATION AGREEMENTS
The Adel DeSoto Minburn School District has developed articulation agreements with the Des Moines Area Community College (DMACC). Articulation refers to the process of receiving DMACC credit for specific classes taken at ADM High School. Certain conditions must be met before credit can be awarded. Check with your vocational education instructor for more information.
EXTRA CURRICULAR ACTIVITIES

The following is a comprehensive list of non-athletic extra curricular activities that ADM has to offer students. We encourage all students to be involved with an extra curricular activity while in high school. Studies have shown that students involved in athletics or non-athletic extra curricular activities do better in school.

BIG BROTHER/SISTER
Junior and Senior students may sign up to be a big brother/sister to a younger student in our district. The volunteers spend time being a mentor, tutor, and a friend to the student as directed by the classroom teacher. Sign ups are at the beginning of each semester and the student will attend once per week during their study hall period.

THESPIONS (Local Chapter: Troupe 6603)
Students showing interest and dedication in any aspect of theatrical production can earn the right to join our local chapter of the International Thespian Society. "Thespis" the Greek god of theater, gives the society its name. Induction into the troupe requires 10 theater "points," earned by playing a role in a fall or spring production, or helping with any of the following aspects of production: set construction, backstage crew, lighting, makeup, sound, and costuming. Students must be involved in at least two productions to become eligible. Benefits of joining the group include eligibility for scholarships, leadership opportunities, trips to theater workshops, a subscription to Dramatics magazine, and the honor of being part of an international group dedicated to promoting theater.

FALL AND SPRING PLAYS
ADM's drama department produces two plays each year— one in November and one in April. Auditions for the Fall Show are held in August. Auditions for the Spring Show are held in January. Any student in grades 9-12 is welcome to audition, regardless of prior acting experience. Students may become involved in these productions by helping with set construction, makeup, lighting, sound, costuming, and backstage crews, without going through the audition process. Students interested in auditioning or participating in any production crew should watch for announcements about audition times and informational meetings in August and January.

STUDENT COUNCIL
Student Council is a student run organization that is responsible for voicing the opinions of the student body, enhancing school spirit and organizing school functions. Student's peers elect individuals to the executive body each spring. Additional positions are available such by completing Student Council work hours.

SPEECH
Competitive speech is a chance to work on your communication skills, either as an individual or as a group, and compete against other high school students from around Iowa. There are a variety of categories, such as reviewing, choral reading, and storytelling, to choose from. There's something for everyone!

KNOWLEDGE BOWL
Knowledge Bowl is an informal competition. Each grade may field a team. Practice is done on computer and the first round is held in the home school on computer. A specified number of teams advance to regional's. The format there uses buzzers, and competition is against teams from other schools.
ACADEMIC DECATHLON

Academic Decathlon is a national competition for high school students. Teams consist of nine students, three from three different grade point categories. Each year a time period for literary, economics, music, art, and history study are chosen. A field of science is selected as well. Preparation consists of study practices, which the students lead. Students take seven written tests (one for each area), present a prepared and impromptu speech, participate in an interview, and write an essay during a day and a half of competition. Students find this interesting and challenging. ADM has sent two teams and several alternates to regional competition for the past few years and also qualified for state competition. It is open to all grades although sophomores and freshmen are more likely to be alternates. Scholarships are available to high-scoring seniors.

MOCK TRIAL

Mock Trial is a highly challenging experience for students. A team of 7 to 10 students study a case provided by the Drake University Law College and then present it at competitions organized by the Iowa State Bar Association. The cases are civil and criminal on alternating years. Students take the parts of witnesses and lawyers, learn about objections and questioning, and master the general protocol of the courtroom. The case arrives in December, and the competition is usually the first week in March.

SADD

(Students Against Destructive Decisions) is dedicated to keeping students informed about the dangers of drug, alcohol, and cigarette use and to helping students make positive choices. The group has four general goals at ADM: 1) to provide a peer group for students who want to make healthy decisions, 2) to inform the general high school population about drugs, alcohol, and cigarette use, 3) to assist with programs designed for younger students (like DARE), 4) to provide alternative drug-free

VOCAL MUSIC ACTIVITIES

JAZZ CHOIR

Available to choir students only, by audition, in the spring semester for the following school year. 12 singing members, plus 3 instruments. This group rehearses every Monday evening (unless conflicts abound). They perform on every choir concert and attend several Jazz Festivals in the spring semester, including the IHSMA Jazz Choir Festival.

POPS CONCERT SOLOIST

Available to choir students only, by audition, in January for a solo spot on the High School Pops Concert.

SMALL GROUP FESTIVAL

Available to choir students. Students sing solos or in a small group on a recital for comments, then for a judge at IHSMA Festival to receive a rating.
INSTRUMENTAL MUSIC ACTIVITIES

COLORGUARD
Colorguard is an extra curricular activity that meets regularly during Semester 1 of every year. This group auditions in the spring and performs with the marching band at home football games, and competitions. This group also has the option of performing winter guard, which occurs at the end of semester 1. Students, with the help of a coach, make up routines to music using flags and other props.

JAZZ BAND
Jazz Band is an extra curricular activity that meets throughout the year. A student must be in Band to play in the Jazz Band. This group meets before school and plays jazz music. They also travel to three competitions every year.

PEP BAND
Pep Band is an extra curricular activity that performs at home events. Teacher permission is required to be part of Pep Band. The type of music usually performed is rock and roll.

ENVIRONMENTAL CLUB:
This club meets to discuss issues in the environment that are of interest to the members. Students who may be interested in State and National competitions can possible participate through their projects. Members also work on local public service tasks such as trail clean up, webworm eradication, and prairie restoration. Activities are guided by participant interest.

TECHNOLOGY STUDENTS
The Adel DeSoto Minburn High School Chapter of the Technology Student Association, known as TSA, is available to any high school student who wishes to explore technology. It is an extra-curricular activity that meets outside of the normal school day. There is a wide variety of events that involve numerous ways of incorporating today’s technology. They range from computer graphics, video production and radio controlled vehicles to architectural drafting and projects built by the students. These events involve the members in competition at the local, state and national levels. Meetings are arranged around student's needs and are conducted by the members. Students may join TSA at any time during their high school enrollment.

PEER HELPERS
Peer Helpers serve as support to high school students. They help incoming freshmen, sophomores and new students during orientation, the week before school starts in the fall. Students have to apply and get faculty member signatures in order to be nominated.
FCCLA
FCCLA is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences Education! FCCLA has over 220,000 members and nearly 7,000 chapters from 50 state associations and the District of Columbia, Puerto Rico, and the Virgin Islands. The organization has involved more than ten million youth since its founding in 1945, formerly known as Future Homemakers of America (FHA), the name changed July 7, 1999 to better represent what FCCLA members accomplish. FCCLA is unique among youth organizations because its programs are planned and run by members. It is the only career and technical in-school student organization with the family as its central focus. Participation in national programs and chapter activities help members become strong leaders in their families, careers, and communities.

MATH CLUB
The Math Club is an organization that promotes math awareness throughout the school and community while also providing community service. The club is open to all students who have an interest in math. "Mathletes" can choose their level of participation and can participate in activities such as tutoring at Adel Elementary, DeSoto Intermediate, and the Middle School, math Competitions (team or individual), and community service projects.

INTERNATIONAL CLUB
International Club is an organization to promote greater understanding of world cultures and languages and to help our ADM students become better global citizens. The organization, through its activities, will help find real life target language opportunities for students with world language interests. Activities may include travel opportunities, experiencing different cuisines, cultural activities and cinema. Students 9-12 may participate and do not need to be in a language class to participate.

ADM VOLUNTEER CLUB
The ADM High School Volunteer Club is a club dedicated to the promotion of volunteer work by ADM High School students. One of the greatest lessons we can teach our students is that of giving their time to others. Monthly meetings are held and volunteer opportunities are organized for students to participate in.

NATIONAL HONOR SOCIETY
Tenth grade students earning a 3.5 cumulative grade point average and eleventh and twelfth grade students earning a 3.25 cumulative grade point average will be invited to apply in the fall. The election process is based on the application process and teacher recommendations. Final selections are made by a rotating 5 person committee NHS is a service group focused on scholarship, citizenship and leadership.
I have received a copy of the ADM Course Catalog and understand that these policies apply to all ADM High School Students.
ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

JOB DESCRIPTION

TITLE
Student Information Coordinator

QUALIFICATIONS
1. Experience with student data information systems
2. Strong organizational and communication skills
3. Ability to train adults in a one-on-one setting and in large groups
4. Ability to work independently
5. Ability to work well with others

REPORTS TO
Superintendent

JOB GOAL
To maintain the integrity of student data in the District’s Student Information System (currently Infinite Campus), develop the district’s information reporting and management capabilities, support district operations by ensuring that staff are capable of using the SIS effectively, and ensure that state and district reporting are handled appropriately.

PERFORMANCE RESPONSIBILITIES
1. Manages and develops the student information system.
2. Maintains the district’s SIS in a manner that ensures quality of service for related services, such as payments, nutrition, and emergency communications, while establishing privacy and security procedures that ensure compliance with related laws and board policies.
3. Develops and implements a training plan for staff, including development of supporting documentation and resources, with an awareness of methods for instruction of adults.
4. Leads large group and one-on-one trainings.
5. Engages in problem solving as it relates to the SIS and reporting requirements, and maintains communication with support channels and other district staff, as necessary, to solve problems efficiently.
6. Stays up-to-date on the latest developments and updates relating to student information systems and state reporting requirements.
7. Enhances the District’s ability to use data in an efficient manner through creation of custom reports and content.
8. Attends training sessions – as necessary – to develop skills and receive updates relating to management of the student information system, data reporting, and database design and function.
9. Develops and implements resources to support parent and student access to the SIS.
10. Maintains user accounts and user security within the student information system (includes staff, parents, and students).
11. Serves as one of the district's primary contact with the student information system's support company (currently Computer Information Concepts).
12. Facilitates the district's data collection for Student Reporting in Iowa (SRI), attends related trainings, shares information with staff, and submits data in accordance with deadlines.
13. Operates in accordance with board policies and sees that all policies of the board pertaining to employee's area of jurisdiction are implemented.
14. Maintains a professional presence in the state and regional student data reporting communities through attendance at conferences and informational sessions.
15. 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 April 14, 2008

Revised February 10, 2014
ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

JOB DESCRIPTION

TITLE
Technology Integration Specialist
Student Information Coordinator

QUALIFICATIONS
1. Experienced with using technology in a K-12 environment
2. Experience with student data information systems
3. Strong organizational and communication skills
4. Ability to train adults in a one-on-one setting and in large groups
5. Ability to work independently
6. Ability to work well with others

REPORTS TO
Superintendent

JOB GOAL
To oversee the technology education program and implementation of technology into the core curriculum. To support classroom teachers with technology integration. To manage the student data base and assist Superintendent with reports.

To maintain the integrity of student data in the District’s Student Information System (currently Infinite Campus), develop the district’s information reporting and management capabilities, support district operations by ensuring that staff are capable of using the SIS effectively, and ensure that state and district reporting are handled appropriately.
Support district staff in using the system respective to their job roles.
Act as liaison for reporting student data to the Department of Education.

PERFORMANCE RESPONSIBILITIES
1. Manages and develops the student information system.
2. Maintains the district’s SIS in a manner that ensures quality of service for related services, such as payments, nutrition, and emergency communications, while establishing privacy and security procedures that ensure compliance with related laws and board policies.
   Ability to understand data and how the District uses it for record keeping, parent/student communication, school improvement, and state reporting.
3. Develops and implements a training plan for staff, including development of supporting documentation and resources, with an awareness of
methods for instruction of adults. Ability to communicate with persons of varied backgrounds and technical expertise.

4. Leads large group and one-on-one trainings.

5. Engages in problem solving as it relates to the SIS and reporting requirements, and maintains communication with support channels and other district staff, as necessary, to solve problems efficiently.
   Ability to solve a variety of problems independently and to recognize what other departments are required to solve the problem.

6. Ability to learn and apply concepts and/or processes quickly and efficiently.

7. Ability to attend and lead various meetings/trainings.

8. Proven ability to adapt to continually changing environments and the ability to multi-task.

9. Stays up-to-date on the latest developments and updates relating to student information systems and state reporting requirements.

10. Enhances the District's ability to use data in an efficient manner through creation of custom reports and content.

11. Knowledge of databases: design, structure, tables, queries, linkages, and joins.

12. Attends training sessions – as necessary – to develop skills and receive updates relating to management of the student information system, data reporting, and database design and function.

13. Develops and implements resources to support parent and student access to the SIS.

14. Maintains user accounts and user security within the student information system (includes staff, parents, and students).

15. Serves as one of the district's primary contact with the student information system's support company (currently Computer Information Concepts)

16. Facilitates the district's data collection for Student Reporting in Iowa (SRI), attends related trainings, shares information with staff, and submits data in accordance with deadlines.

17. Operates in accordance with board policies and sees that all policies of the board pertaining to employee's area of jurisdiction are implemented.

18. Maintains a professional presence in the state and regional student data reporting communities through attendance at conferences and informational sessions.

19. Performs such other tasks as may be assigned by the board.

20. Assists with developing and implementing the district's technology plan.

21. Member of the district's technology committee.

22. Stays informed on the latest research, trends, national standards, and developments in educational technology.

23. Assists the building technology specialists with implementation of the national educational technology standards for students and ensures alignment of technology education among grade levels, subject areas and buildings.
24. Assists building technology specialists and classroom teachers with technology integration into the core curriculum.
25. Provides professional development opportunities for staff to assist them with implementing technology into their classrooms and curriculum.
26. Provides one-on-one support for teachers when needed.
27. Assists the Technology Director with troubleshooting hardware and software when possible.
28. Facilitates the development and implementation of the district's acceptable use policy.
29. Articulates technology objectives, action plans, and status to the Board and school administration.
30. Participates in appropriate local, area, state, and national professional meetings related to technology education and advancement.

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 April 14, 2008
Revised June 13, 2011
ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

JOB DESCRIPTION

TITLE
Technology and Communications Director

QUALIFICATIONS
1. Strong communication, organization, creative, strategic, and leadership skills
2. Expertise with administrative and instructional technology, including knowledge of network design and security, hardware/software evaluation and management, server administration, and productivity technology
3. Experience with development and leadership of training/professional development for adult learners
4. Strong supervision and evaluation skills
5. Knowledge of effective communications practices and marketing strategies
6. Expertise with budget and policy planning
7. Ability to work well with others
8. Knowledge of technology-related Department of Education policies
9. Experience with technology leadership
10. Familiarity with school concepts, practices, and procedures
11. Teaching experience preferred
12. Bachelor's degree required
13. Advanced degree/certification preferred

REPORTS TO
Superintendent

SUPERVISES
Technology Support Staff, Technology Integration Specialist

JOB GOAL
To provide leadership and vision to the instructional program and the design and implementation of administrative and instructional technology, as well as to the district's communications and marketing efforts, both internal and external

PERFORMANCE RESPONSIBILITIES
1. Develops and implements short and long-range plans for the purchase and utilization of technology in an educational setting on the basis of identified needs
2. Develops and implements short and long-range plans relating to district communication and marketing efforts
3. Designs and implements needs assessment tools for measuring the utilization and effectiveness of district technology and communications programs
4. Coordinates technology aspects of district construction/facilities projects
5. Chairs the Instructional Technology Advisory Committee
6. Chairs the Communications Advisory Committee
7. Coordinates the development and maintenance of public messages and tools needed for sustained positive public relations, including the district website, newsletters, brochures, news releases, campaign material, and special event notifications

8. Coordinates license agreements for software purchases

9. Responsible for editorial direction, design, production, and distribution of all district publications

10. Coordinate community and media interest in the district and ensure regular contact with target media and appropriate response to media requests

11. Provide liaison with community groups and business interested in the schools and assist them in working on school projects

12. Maintains current knowledge of developments in the areas of administrative and instructional technology and school public relations

13. Assists in the training of certified and classified staff on the various operations of technology and communications

14. Assists in locating funding for hardware and software

15. Maintains active involvement with the educational technology community and policy development at the regional, state, and national levels

16. Actively participates in the school public relations and marketing community

17. Evaluates assigned staff in accordance with board policies and administrative guidelines; conducts appropriate follow-up with notations to personnel files

18. Participates in decisions to hire, promote, demote, transfer, suspend, or discharge per board policies and administrative guidelines; makes specific recommendations regarding positions and/or personnel for which directly responsible

19. Assists in the development and management of the budget related to areas of responsibility

20. Attends board meetings as requested and assists with presentation of information and/or recommendations

21. Works cooperatively with building principles in the development and implementation of curriculum and technology

22. Maintains editorial and graphics standards for school public information

23. Assists the Superintendent with legislative relations

24. May act as the agency’s representative with the media or at public events and functions, as directed by the board or Superintendent

25. Demonstrates cultural competence and behaviors consistent with the core values, vision, and mission of the district

26. Provides information to the Superintendent on all matters of relevance

27. Develops, documents, and maintains district-level strategic plans and policies at the direction of the Superintendent

28. Serves as a contributing member of the Administrative Team and other committees as assigned

29. Maintains professional growth through graduate work, professional organizations, seminars, and/or related professional literature
30. Performs other related duties as assigned

PHYSICAL REQUIREMENTS
1. Mobility as needed to visit all district buildings and classrooms
2. Must be able to drive a personal vehicle or provide transportation suitable to accommodate responsibilities
3. Ability to occasionally lift equipment and supplies up to fifty pounds

WORKING CONDITIONS
1. Considerable in-district travel required
2. Frequent evening and Saturday work necessary

TERMS OF EMPLOYMENT
1. 12-month position
2. Salary and benefits to be established by the board

EVALUATION Performance evaluated per board policies regarding administrator evaluation

Approved by Board of Directors February 10, 2014

Revised
ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT

JOB DESCRIPTION

TITLE Information Systems Technician

QUALIFICATIONS

1. Hardware/software/networking support experience (OSX, Windows, and iOS)
2. Experience with virtual servers, managed WLAN, Windows Server 2008, and Active Directory
3. Ability to troubleshoot technical problems
4. Strong written/verbal communication skills
5. Ability to work well with others
6. Ability to follow and optimize procedures
7. Ability to lift 50 pounds and to perform repetitive physical tasks
8. DESIRED: Familiarity with any or all of the following: VMWare, JAMF Casper, Infinite Campus, Moodle, Mimio, HP switch management, Avaya VoIP
9. DESIRED: Experience working in an educational setting
10. DESIRED: Ability to lead training sessions if necessary

REPORTS TO Technology and Communications Director

JOB GOAL To support the District's technology program, including hardware, software, and network troubleshooting, server and network administration, as well as user assistance and training.

PERFORMANCE RESPONSIBILITIES

1. Performs tasks as assigned by the Technology and Communications Director to meet the District's technology support needs
2. Responds to help desk tickets in a timely and organized manner
3. Provides one-on-one technical support for staff and administration
4. Responds to problems with network and server infrastructure, escalating problems and contacting support as necessary
5. Conducts basic management and configuration tasks relating to managed wireless, network switches, servers, and group policy
6. Maintains inventory of district-owned hardware
7. Participates in appropriate local, area, state, and national professional meetings related to technology education and advancement
8. Performs hardware repair, or submits hardware for external service as needed
9. Organizes and maintains technology work area
10. Participates in configuration, deployment, and removal of equipment and software
11. Operates in accordance with board policies and sees that all policies of the board pertaining to employee's area of jurisdiction are implemented
12. Performs such other tasks as may be assigned by the board
PHYSICAL REQUIREMENTS
1. Mobility as needed to visit all district buildings and classrooms
2. Must be able to drive a personal vehicle or provide transportation suitable to accommodate responsibilities
3. Ability to occasionally lift equipment and supplies up to fifty pounds

WORKING CONDITIONS
1. Considerable in-district travel required
2. Occasional evening and Saturday work necessary

TERMS OF EMPLOYMENT
1. 12-month position
2. Salary and benefits to be established by the board

EVALUATION
Performance of this job will be evaluated in accordance with provisions of board policies

Approved by Board of Directors DRAFT
Revised DRAFT
TITLE Technology Support Technician

QUALIFICATIONS
1. Hardware/software/networking support experience (OSX, Windows, and iOS)
2. Ability to troubleshoot technical problems
3. Strong written/verbal communication skills
4. Ability to work well with others
5. Ability to follow and optimize procedures
6. Ability to lift 50 pounds and to perform repetitive physical tasks
7. DESIRED: Familiarity with any or all of the following: VMWare, Windows Server, AD, JAMF, Infinite Campus, Moodle, Mimio, managed wireless, HP networking
8. DESIRED: Experience working in an educational setting
9. DESIRED: Ability to lead training sessions if necessary

REPORTS TO Director of Technology

JOB GOAL To support the District’s technology program, including hardware, software, and network troubleshooting, as well as user assistance and training.

PERFORMANCE RESPONSIBILITIES
1. Performs tasks as assigned by the Director of Technology to meet the District’s technology support needs.
2. Responds to help desk tickets in a timely and organized manner.
3. Provides one-on-one technical support for staff and administration.
4. Responds to problems with network and server infrastructure, evaluating problems and contacting support as necessary.
5. Maintains inventory of district-owned hardware.
6. Participates in appropriate local, area, state, and national professional meetings related to technology education and advancement.
7. Performs hardware repair, or submits hardware for external service as needed.
8. Organizes and maintains technology work area.
10. Operates in accordance with board policies and sees that all policies of the board pertaining to employee’s area of jurisdiction are implemented.
11. 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.

proved by Board of Directors on May 13, 2013

Revised
The Iowa General Assembly passed the Hazardous Chemicals Risks Right to Know Law in 1986 because the proliferation of hazardous chemicals in the environment posed a growing threat to the public health, safety, and welfare and because the increasing number and variety of hazardous chemicals made it difficult to monitor and detect any adverse health effects attributable to the hazardous chemicals. There are three main parts to the law:

1. Workers Right to Know
2. Community Right to Know
3. Emergency Right to Know

Two-hour training initially conducted by Larry Bechtel of the Iowa Safety Council in 1987 was taped to be able to provide training for new employees in subsequent years, and online training through Heartland AEA 11 along with additional information from the Business Manager began in 2011.

Iowa’s law is actually more stringent than the federal Hazard Communication Standard and includes the Employers Worker’s Right-to-Know Responsibilities listed on the back of this sheet. The School Board reviews this program annually and approves its continuation.
Adel Desoto Minburn Community School District  
801 Nile Kinnick Drive South  
Adel, IA 50003  
Attn: Greg Dufoe, Superintendent

Re: Geotechnical Exploration Proposal  
Adel Elementary School Addition, Adel, IA (ABE PN 141125)  
Desoto Intermediate School Additions, Desoto, IA (ABE PN 141126)

Dear Mr. Dufoe:

Thank you for the invitation extended to ABE through FRK Architects + Engineers to prepare a geotechnical exploration proposal for the new building and parking lot additions at the Adel Elementary School and Desoto Intermediate School. We are very interested in being your geotechnical consultant on these projects and working with you and the design team on the geotechnically related designs.

Having served with you on the ADM Project Lead The Way Advisory Council, I would be happy to visit with you regarding one of these projects, possibly the Adel Elementary School project because of its proximity to the High School, being used as an example project for PLTW students interested in the architecture, engineering, and construction fields. As such, they may be able to follow it from design through construction.

In addition to discussing this project with Brian Bartlett, P.E. with FRK, during preparation of this proposal we researched other geotechnical information we have in the immediate area of the schools, including previous borings we have in the commercial area just west of the Desoto Intermediate School. Based upon that knowledge, we expect to have different subsurface conditions at each site for which we have tailored the field investigations to be specific for each project. Separate geotechnical investigation reports will be issued for each school project.

PROJECT INFORMATION AND SCOPE OF SERVICES

Adel Elementary School – A single-story addition will be constructed in the southwest part of the building with a finish floor elevation matching the existing school floor. The structure will be predominantly CMU cavity walls on the exterior with steel frame interior or structural block walls in the interior. Maximum wall loads and column loads are expected to be 5 kips per lineal foot and 35 kips, respectively. Parking lots and drives will be constructed in front of the school, south and east of the building addition. Minor cut-and-fill is expected to achieve subgrade elevation.

This site is expected to have Wisconsinan glacial till soils present which typically possesses adequate bearing capacity for conventional shallow spread foundations. We propose
to drill two borings 15 feet deep in the building addition and two borings 10 feet deep in the parking lot areas.

**Desoto Intermediate School** – A single story classroom addition will be constructed on the north side of the existing building and a smaller structure will be added at the front entrance. Building construction type and maximum building loads are similar to the Adel Elementary School project. The existing granular surfaced parking lot on the west side of the school will be paved. A new bus stop area will be constructed along the north side of Spruce Street southeast of the school. The bus stop area and adjacent sidewalk is expected to require several feet of excavation to achieve subgrade elevation while only minor cut-and-fill construction will be required in the remaining project areas.

The soils in this project area are wind deposited loess soils, some of which can be soft and may require wider footings than could be required at the Adel project. Borings we conducted previously on the commercial property west of the school encountered shallow ground water levels within a few feet of the ground surface. We expect that the pavement design may require subsurface drainage, especially in the cut areas for the bus stop to improve the pavement performance. We propose to drill 4 borings 15 feet deep in the school building additions and 5 borings 10 and 15 feet deep in the new pavement areas.

**General** – We propose to drill the borings with truck mounted drilling equipment, unless soft or wet ground conditions at time of drilling require an all-terrain drill rig. Iowa One Call will be contacted to arrange for utility member buried utility locates. Non-member school utilities, if any, will be the responsibility of the school to have located prior to the field exploration. Standard penetration tests or Shelby Tube samples will be taken for laboratory testing of moisture content, dry density, unconfined compressive strength, and Atterberg Limits.

Upon completion of the field and laboratory phases of the exploration, the results and preliminary recommendations will be discussed with the design team to consider the site subsurface characteristics and to agree upon approaches to geotechnically related designs. A written geotechnical exploration report will be issued summarizing the field and laboratory data, and presenting engineering analyses and recommendations for the following items:

- Foundation Options
- Bearing Capacity
- Settlement
- Subgrade Preparation
- Compaction Requirements
- Slab-On-Grade Floor Modulus
- Expansive Soils
- Seismic Classification
- Backfill Materials
- Lateral Earth Pressures
- Groundwater Conditions
- Subsurface Drainage
- Excavation Stability
- Pavement Thickness Options
- Solutions To Construction Challenges
- Earth Retention Systems

**FEES**

We propose to conduct the Adel Elementary School and Desoto Intermediate School geotechnical explorations as described for respective lump sum costs of $3,300.00 and $5,200.00 ($8,500.00 total for both sites). These costs include mobilization with truck mounted drilling equipment, Iowa One Call utility location arrangements, field exploration, backfill borings,
laboratory testing, engineering analysis, and written report. Borings can be added or depths adjusted at a rate of $25.00/foot. If ground conditions require the use of all-terrain drilling equipment on either site, an additional charge of $265.00 per school site will be incurred. Consultation subsequent to issuance of the exploration report will be invoiced at current hourly rates. We have not included fees for additional cleanup or backfilling ruts, if any, as the school groundskeepers can usually provide this service to their satisfaction more economically.

SCHEDULE

Our current schedule will allow us to commence the field exploration within about two weeks of receiving authorization to proceed, excluding weather delays. If you prefer, we can attempt to schedule the work for Wednesday, February 21, 2013 when the district calendar indicates that no school is scheduled. However, other previously scheduled projects could conflict with that date. A verbal report of our findings and initial recommendations will be available within 10 days after drilling for a team meeting to discuss our findings, recommendations and agree upon approaches to the geotechnically related designs. The written engineering report will be issued within one to two weeks after the team meeting.

We appreciate the opportunity to present this proposal for your consideration and look forward to being a part of the design team on this project. If you have any questions or comments regarding the proposed exploration scope of services, fees, schedule, or enclosed General Conditions, please contact us at your convenience. If this proposal meets with your approval, please indicate so by signing the acceptance below and returning one copy to our office. We are also staffed and equipped to provide follow-up quality control testing and IBC Special Inspections during construction, as well as environmental site assessments, and will be pleased to provide you with cost estimates for these services when a scope of work has been determined.

Sincerely,

ALLENDER BUTZKE ENGINEERS INC.

Milton R. Butzke, P.E.
Senior Principal Engineer

Encl.
1 Email Above
1 Email FRK Architects + Engineers, Attn: Brian Bartlett, P.E.

PROPOSAL ACCEPTANCE

Signed: ________________________ For: ________________________

Printed: ________________________ Date: ________________________
GENERAL CONDITIONS

1. PARTIES AND SCOPE OF WORK: Allender Butzice Engineers (hereinafter referred to as "ABE") shall perform the work as set forth in ABE's proposal, the client's acceptance thereof if accepted by ABE and these General Conditions. "Client" refers to the person or business entity ordering the work to be done by ABE. If the client is ordering the work on behalf of another, the client represents and warrants that the client is the duly authorized agent of said party for the purpose of ordering and directing said work. Unless otherwise stated in writing, the client assumes sole responsibility for determining whether the quantity and the nature of the work ordered by the client is adequate and sufficient for the client's intended purpose. Client shall communicate these General Conditions to each and every third party to whom the client transmits any part of ABE's work. ABE shall have no duty or obligation to any third party greater than that set forth in ABE's proposal, client's acceptance thereof and these General Conditions. The ordering of work from ABE shall constitute acceptance of the terms of ABE's proposal and these General Conditions.

2. TESTS AND INSPECTIONS: Client shall cause all tests and inspections of the site, materials and work performed by ABE or others to be timely and properly performed in accordance with the plans, specifications and contract documents and ABE's recommendations. No claims for loss, damage or injury shall be brought against ABE by client or any third party unless all tests and inspections have been so performed and unless ABE's recommendations have been followed. Client agrees to indemnify, defend and hold ABE, its officers, employees and agents harmless from any and all claims, suits, losses, costs and expenses, including, but not limited to, court costs and reasonable attorney's fees in the event that all such tests and inspections are not so performed or ABE's recommendations are not so followed except to the extent that such failure is the result of the negligence, willful or wanton act or omission of ABE, its officers, agents or employees, subject to the limitations contained in paragraph 5.

3. SCHEDULING OF WORK: The services set forth in ABE's proposal and client's acceptance will be accomplished in a timely, workmanlike and professional manner by ABE personnel at the prices quoted. If ABE is required to delay commencement of the work or if, upon embarking upon its work, ABE is required to stop or interrupt the progress of its work as a result of changes in the scope of the work requested by the client, to fulfill the requirements of third parties, interruptions in the progress of construction, or other causes beyond the direct reasonable control of ABE, additional charges will be applicable and payable by client.

4. ACCESS TO SITE: Client will arrange and provide such access to the site as is necessary for ABE to perform the work. ABE shall take reasonable measures and precautions to minimize damage to the site and any improvements located thereon as the result of its work or the use of its equipment; however, ABE has not included in its fee the cost of restoration of damage which may occur. If client desires or requires ABE to restore the site to its former condition, upon written request ABE will perform such additional work as is necessary to do so and client agrees to pay ABE the cost thereof.

5. CLIENT'S DUTY TO NOTIFY ENGINEER: Client represents and warrants that he has advised ABE of any known or suspected hazardous materials, utility lines and pollutants at any site at which ABE is to do work hereunder, and unless ABE has assumed in writing the responsibility of locating such objects, structures, lines or conduits, client agrees to defend, indemnify and save ABE harmless from all claims, suits, losses, costs and expenses, including reasonable attorney's fees as a result of personal injury, death or property damage occurring with respect to ABE's performance of its work and resulting to or caused by contact with subsurface or latent objects, structures, lines or conduits where the actual or potential existence and location thereof was not revealed to ABE by client.

6. RESPONSIBILITY: ABE's work shall not include determining, supervising or implementing the means, methods, techniques, sequences or procedures of construction. ABE shall not be responsible for evaluating, reporting or affecting job conditions concerning health, safety or welfare. ABE's work or failure to perform same shall not in any way excuse any contractor, subcontractor or supplier from performance of its work in accordance with the contract documents. ABE has no right or duty to stop the contractor's work.

7. SAMPLE DISPOSAL: Unless otherwise agreed, tested specimens or samples will be disposed immediately upon completion of the test. All drilling samples or specimens will be disposed thirty (30) days after submission of ABE's report.

8. PAYMENT: Client shall be invoiced as work is completed and reported, either periodically or at end of project. Client agrees to pay each invoice within thirty (30) days of its receipt. Client further agrees to pay interest on all amounts invoiced and not paid within thirty (30) days at the rate of eighteen (18) percent per annum (or the maximum interest rate permitted under applicable law), until paid. Client agrees to pay ABE's cost of collection of all amounts due and unpaid after sixty (60) days, including court costs and reasonable attorney's fees. ABE shall not be bound by any provision or agreement requiring or providing for arbitration of disputes or controversies arising out of this agreement, and provision wherein ABE waives any rights to a mechanics' lien, or any provision conditioning ABE's right to receive payment for its work upon payment to client by any third party. These General Conditions are notice, where required, that ABE shall file a lien whenever necessary to collect past due amounts. Failure to make payment within thirty (30) days of invoice shall constitute a release of ABE from any and all claims which client may have, either in tort or contract, and whether known or unknown at the time.

9. STANDARD OF CARE: ABE'S SERVICES WILL BE PERFORMED, ITS FINDINGS OBTAINED AND ITS REPORTS PREPARED IN ACCORDANCE WITH THE CURRENTLY ADEQUATE AND APPLICABLE PROFESSIONAL STANDARDS OF CARE AND SKILL ORDINARILY EXERCISED UNDER SIMILAR CIRCUMSTANCES BY MEMBERS OF ITS PROFESSION. STATEMENTS MADE IN ABE REPORTS ARE OPINIONS BASED UPON ENGINEERING JUDGMENT AND ARE NOT TO BE CONSTRUED AS REPRESENTATIONS OF FACT.

10. LIMITATION OF LIABILITY: SHOULD ABE OR ANY OF ITS PROFESSIONAL EMPLOYEES BE FOUND TO HAVE BEEN NEGLIGENT IN THE PERFORMANCE OF ITS WORK, OR TO HAVE MADE AND BREACHED ANY EXPRESS OR IMPLIED WARRANTY, REPRESENTATION OR CONTRACT, CLIENT, ALL PARTIES CLAIMING THROUGH CLIENT AND ALL PARTIES CLAIMING TO HAVE IN ANY WAY BLESSED UPON ABE, OR ANY OF ABE'S EMPLOYEES, AGENTS OR THE CONTRACTORS OR SUBCONTRACTORS OF ABE, SHALL BE HELD HARMLESS FROM ANY AND ALL CLAIMS, SUITS, LOSSES, COSTS AND EXPENSES, INCLUDING, BUT NOT LIMITED TO, COURT COSTS AND REASONABLE ATTORNEY'S FEES, ARISING OUT OF ABE'S NEGLIGENCE TO THE EXTENT OF ABE'S NEGLIGENCE. Client shall provide the same protection to the extent of its negligence. In the event that client or client's principal shall bring any suit, cause of action, claim or counterclaim against ABE, the party initiating such action shall pay to ABE the costs and expenses incurred by ABE to investigate, answer and defend it, including reasonable attorney's and witness fees and court costs to the extent that ABE shall prevail in such suit.

11. INDEMNITY: Subject to the foregoing limitations, ABE agrees to indemnify and hold client harmless from and against any and all claims, suits, costs and expenses including reasonable attorney's fees and court costs arising out of ABE's negligence to the extent of ABE's negligence. Client shall provide the same protection to the extent of its negligence. In the event that client or client's principal shall bring any suit, cause of action, claim or counterclaim against ABE, the party initiating such action shall pay to ABE the costs and expenses incurred by ABE to investigate, answer and defend it, including reasonable attorney's and witness fees and court costs to the extent that ABE shall prevail in such suit.

12. TERMINATION: This Agreement may be terminated by either party upon seven day's prior written notice. In the event of termination, ABE shall be compensated by client for all services performed up to and including the termination date, including reimbursable expenses, and for the completion of such services, records and reports as are necessary to place ABE's files in order and/or protect its professional reputation.

13. WITNESS FEES: ABE's employees shall not be retained as expert witnesses except by separate written agreement. Client agrees to pay ABE's legal expenses, administrative costs and fees pursuant to ABE's then current fee schedule for ABE to respond to any subpoena.

14. HAZARDOUS MATERIALS: Nothing contained within this agreement shall be construed or interpreted as requiring ABE to assume the status of an owner, operator, generator, storer, transporter, treater or disposal facility as those terms appear within RCRA or within any Federal or State statute or regulation governing the generation, transportation, treatment, storage and disposal of pollutants. Client assumes full responsibility for compliance with the provisions of RCRA and any other Federal or State statute or regulation governing hazardous waste, including RCRA, hazardous waste, and the remaining provisions shall be enforceable.

15. PROVISIONS SEVERABLE: In the event any of the provisions of these General Conditions should be found to be unenforceable, it shall be stricken and the remaining provisions shall be enforceable.

16. ENTIRE AGREEMENT: This agreement constitutes the entire understanding of the parties, and there are no representations, warranties or undertakings made other than as set forth herein. This agreement may be amended, modified or terminated only in writing, signed by each of the parties hereto.

ALLENDER BUTZICE ENGINEERS INC.