

**PPEL Technology Plan  
Adel DeSoto Minburn Community School District  
October, 2011**

The Adel DeSoto Minburn School District must make significant investments in technology in order to provide seamless and effective integration of technology in student learning. This proposal would:

- Expand student access to computers
- Establish and maintain a five-year technology replacement cycle
- Upgrade district infrastructure to meet current standards and to allow for future expansion
- Equip every classroom with an LCD projector, speakers, document camera, and Mimio interactive whiteboard
- Keep expenditures on average below \$250,000 per year.

**Key Considerations:**

- Classroom Technology
  - Some computers will be replaced by tablets rather than by laptops or desktops. Examples of these include certain laptop carts and elementary classroom computers.
  - Classrooms currently have a range of classroom technologies; all classrooms must be brought to a minimum technology standard including a projector, speaker, document camera, and mimio device.
  - All classrooms should have regular access to mobile or traditional computer or tablet labs
  - Current deficiencies are most pronounced in the Adel Elementary and DeSoto Intermediate buildings
- Infrastructure
  - District switches must be replaced to meet current bandwidth demands
  - Wireless network, currently based upon aging consumer devices, must be replaced with an enterprise-level wireless network to accommodate current and future wireless demands
  - An expanded wireless network will allow for more devices to use a wireless network, decreasing the number of (more expensive) switches that will need to be installed
- Budget
  - Items costing less than \$500 (such as projector bulbs) and software cannot be purchased using PPEL funds, except in cases where the items are part of a larger package.

### Current Technology Inventory

As of October, 2011, the district had the following computer inventory:

Years Purchased	Number
2005 and Older	360
2006	133
2007	70
2008	105
2009	49
2010	37
2011	34
<b>Total</b>	<b>788</b>

### PPEL Proposal Equipment Goals

Classroom Equipment	Rooms	Cost per Room	Total
<b>Full Classroom</b> projector, speakers, mimio, elmo	30	\$2,500.00	\$75,000
<b>Partial Classrom</b> speakers, elmo, mimio (for classrooms that already have projector)	51	\$1,500	\$76,500.00
<b>Mimio Only</b> (for classrooms that already have projector, document camera, and speaker)	30	\$600	\$18,000.00
<b>Total</b>			<b>\$169,500.00</b>

### Computer Totals (upon reaching 5-year replacement cycle)

- **iMacs (273)**
  - Primary Uses: computer labs, classrooms, offices
  - Approximately 90% student use
- **iPads (610)**
  - Primary Uses: classrooms, mobile labs
  - 100% student use
- **MacBooks (173)**
  - Primary Uses: teacher/staff computers, mobile labs
  - Approximately 15% student use
- **Project Lead the Way / Gateway to Technology Computers**
  - Primary Uses: specific computer labs
  - 100% student use



Alternative 1  
Upgrades

	Number	Price Each	Total	Year Total
2012-13				\$253,956
iMacs for eMacs	90	\$999	\$89,910	
MacBooks for iBooks	24	\$1,079	\$25,896	
Infrastructure Upgrade	1	\$138,150	\$138,150	
2013-14				\$247,515
MacBooks for pre-2008 MacBooks	66	\$1,079	\$71,214	
iMacs for pre-2008 iMacs	69	\$999	\$68,931	
iPads for Elementary/DI/Media Center	30	\$479	\$14,370	
Mimio-Only Classroom Tech	30	\$600	\$18,000	
Full Classroom Tech	30	\$2,500	\$75,000	
2014-15				\$243,796
Replace 2008 iMacs	30	\$999	\$29,970	
Replace 2008/2009 MacBooks	74	\$1,079	\$79,846	
iPads for Elementary/DI	120	\$479	\$57,480	
Remaining Classroom Tech	51	\$1,500	\$76,500	
2015-16				\$243,754
Replace 2009 iMacs	46	\$999	\$45,954	
Infrastructure Upgrade	1	\$30,000	\$30,000	
Wireless iPad Labs (30 units each)	10	\$16,780	\$167,800	
2016-17				\$142,523
Replace 2010/2011 MacBooks	9	\$1,079	\$9,711	
Replace 2010/2011 iMacs	38	\$999	\$37,962	
Replace PLTW/GTT Computers	50	\$899	\$44,950	
iPads for Elementary/DI	100	\$499	\$49,900	
2017-18				\$244,546
Replace 2012 Macbooks	24	\$1,079	\$25,896	
Replace 2012 iMacs	90	\$999	\$89,910	
iPads for Classrooms	60	\$479	\$28,740	
Infrastructure Upgrade	1	\$100,000	\$100,000	
2018-19				\$229,205
Replace 2013 MacBooks	66	\$1,079	\$71,214	
Replace 2013 iMacs	69	\$999	\$68,931	
Replace 2013 iPads	30	\$479	\$14,370	
Classroom Technology Upgrades	110	\$679	\$74,690	
2019-20				\$233,296
Replace 2014 iMacs	30	\$999	\$29,970	
Replace 2014 MacBooks	74	\$1,079	\$79,846	
Replace 2014 iPads	120	\$479	\$57,480	
Classroom Technology Upgrades	110	\$600	\$66,000	

2020-21				\$189,654
Replace 2015 iMacs	46	\$999	\$45,954	
Replace 2015 iPads (for mobile labs)	300	\$479	\$143,700	

2021-22				\$142,523
Replace 2016 MacBooks	9	\$1,079	\$9,711	
Replace 2016 iMacs	38	\$999	\$37,962	
Replace PLTW/GTT Computers	50	\$899	\$44,950	
Replace 2016 iPads	100	\$499	\$49,900	
<b>Total Expenditures</b>				<b>\$2,170,768</b>



Alternative 2

Upgrades	Number	Price Each	Total	Year Total
2012-13				\$255,488
iMacs for eMacs and pre-2008 iMacs	159	\$999	\$89,910	
MacBooks for iBooks and pre-2008 MacBooks	90	\$1,079	\$25,896	
iPads for Elementary/DI/Media Center	150	\$479	\$71,850	
Wireless iPad Labs (30 units each)	6	\$16,780	\$100,680	
Minimum Classroom Tech (FULL)	1	\$169,500	\$169,500	
Infrastructure Upgrade	1	\$138,150	\$138,150	
<b>Total Loan: \$450,000 (assuming 5 yrs, 8%) = \$109,488/yr (included in first 2012-2013 expenses)</b>				
2013-14				\$219,304
Replace 2008 iMacs	30	\$999	\$29,970	
Replace 2008/2009 MacBooks	74	\$1,079	\$79,846	
Loan Repayment	1	\$109,488	\$109,488	
2014-15				\$222,562
Replace 2009 iMacs	46	\$999	\$45,954	
Wireless iPad Labs (30 units each)	4	\$16,780	\$67,120	
Loan Repayment	1	\$109,488	\$109,488	
2015-16				\$252,011
Replace 2010/2011 MacBooks	9	\$1,079	\$9,711	
Replace 2010/2011 iMacs	38	\$999	\$37,962	
Replace PLTW/GTT Computers	50	\$899	\$44,950	
iPads for Elementary/DI	100	\$499	\$49,900	
Loan Repayment	1	\$109,488	\$109,488	
2016-17				\$256,598
Replace 2012 MacBooks	90	\$1,079	\$97,110	
Infrastructure Upgrade	1	\$50,000	\$50,000	
Loan Repayment	1	\$109,488	\$109,488	
2017-18				\$250,691
Replace 2012 iPads	150	\$479	\$71,850	
Replace 2012 iMacs	159	\$999	\$158,841	
Classroom Technology Upgrade	1	\$20,000	\$20,000	
2018-19				\$246,036
Replace 2012 iPad cart iPads	180	\$479	\$86,220	
Replace 2013 iMacs	30	\$999	\$29,970	
Replace 2013 MacBooks	74	\$1,079	\$79,846	
Infrastructure Upgrade	1	\$50,000	\$50,000	
2019-20				\$223,434
Replace 2014 iMacs	46	\$999	\$45,954	
Replace 2014 iPad cart iPads	120	\$479	\$57,480	
Classroom Technology Upgrades	1	\$120,000	\$120,000	

2020-21				\$142,523
Replace 2015 MacBooks	9	\$1,079	\$9,711	
Replace 2015 iMacs	38	\$999	\$37,962	
Replace PLTW/GTT Computers	50	\$899	\$44,950	
Replace 2015 iPads	100	\$499	\$49,900	

2021-22				\$197,110
Replace 2016 MacBooks	90	\$1,079	\$97,110	
Infrastructure Upgrade	1	\$100,000	\$50,000	
<b>Total Expenditures</b>				<b>\$2,265,757</b>



Current HS/MS Inventory		
(Student Use Only)	Number	Average Age
Desktops (iMacs, eMacs)	221	5 years
Laptops (iBooks, MacBooks)	54	9 years
Mimio Devices	1	2 years
Document Cameras	23	2 years
<b>Desktops in Classrooms</b>	37	8 years
<b>HS/MS Labs</b>		
Computer Science	14	8 years
Burk Lab	29	3 years
Schroeder Lab	29	2 years
Language Lab	5	1 years
Publications Lab	8	7 years
Media Center (upstairs)	23	6 years
Media Center (down-N)	14	6 years
Media Center (down-S)	27	6 years
Media Center (down-E)	10	3 years
GTT Lab	0	
PLTW Lab	25	1 year

(Note: These are included in the desktop number above)

Post-PPEL HS/MS Inventory		
(Student Use Only)	Number	Change
Desktops (iMacs)	246	25
Laptops (MacBooks, iPads)	355	301
Mimio Devices	51	50
Document Cameras	51	28
<b>Desktops in Classrooms</b>	37	0
<b>HS/MS Labs</b>		
Computer Science	14	0
Burk Lab	29	0
Schroeder Lab	29	0
Language Lab	5	0
Publications Lab	8	0
Media Center (upstairs)	23	0
Media Center (down-N)	14	0
Media Center (down-S)	27	0
Media Center (down-E)	10	0
GTT Lab	25	25
PLTW Lab	25	0

Current Adel Elementary Inventory		
(Student Use Only)	Number	Average Age
Desktops (iMacs, eMacs)	31	6 years
Laptops (iBooks, MacBooks)	0	
Mimio Devices	0	
Document Cameras	1	4 years

Post-PPEL Adel Elementary Inventory		
(Student Use Only)	Number	
Desktops (iMacs)	0	-31
Laptops (MacBooks, iPads)	190	190
Mimio Devices	29	29
Document Cameras	29	28

Current DeSoto Intermediate Inventory		
(Student Use Only)	Number	Average Age
Desktops (iMacs, eMacs)	37	7 years
Laptops (iBooks, MacBooks)	33	10 years
Mimio Devices	6	2 years
Document Cameras	3	4 years
<b>Desktops in Classrooms</b>	12	7 years
<b>DI Computer Lab</b>	25	7 years

(Note: These are included in the desktop number above)

Post-PPEL DeSoto Intermediate Inventory		
(Student Use Only)	Number	
Desktops (iMacs)	25	-12
Laptops (MacBooks, iPads)	170	137
Mimio Devices	21	15
Document Cameras	21	18
<b>Desktops in Classrooms</b>	0	-12
<b>DI Computer Lab</b>	25	0

### PPEL Timeline

- October, 2011
  - October 6<sup>th</sup>: Admin team meeting (impact at building level)
  - October 10<sup>th</sup>: School board meeting (discussion / directive to draft resolution)
- November, 2011
  - November 14<sup>th</sup>: School board meeting (presentation of campaign plan / board considers PPEL resolution)
  - November 15<sup>th</sup>: SIAC Meeting (PPEL presentation)
  - November 21<sup>st</sup>: AE PACT meeting (PPEL presentation)
- November, 2011 to January, 2012
  - PPEL Campaign
    - Written Communications (brochure, Tiger Trib, Newsletter, letter to parents, website communications, etc.)
    - Community Forums (prior to Dec and Jan board meetings)
    - Community Groups (Rotary, Kiwanis, Lions, etc.)
    - Demonstrations / video demonstrations of equipment
- February, 2012
  - PPEL Vote
- July 1<sup>st</sup>, 2012
  - PPEL Funds Available
- August, 2012
  - Equipment in place



# Phyiscal Plant & Equipment Levy (PPEL) Summary

Assumes Voted Approval \$1.00 / \$1000 PPEL Levy Approved in Spring 2012 through FY 2022

(1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15)

Adel-DeSoto-Minburn Community School District, Iowa

Prepared by: Piper Jaffray & Co.

Voter PPEL Levy: \$ 1.00

Board PPEL Levy: \$ 0.33

2010 Valuation: 366,839,320

	Estimated PPEL Note Issuance					Estimated Revenues			Estimated Other Projects				2010 Valuation: 366,839,320		
Date	Interest Rate	2012 PPEL Principal Payment	2012 PPEL Interest Payment	Combined PPEL Payment	Estimated Tax Levy	Estimated Voter PPEL Revenues	Estimated Board PPEL Revenues	Total Estimated Revenues	Less: Bus Purchase	Less: Boiler Replacement	Less: Technology Expense	Less: Other Contingency	Less: Debt Payments	Estimated Annual Surplus	Estimated Surplus Balance
6/1/2011															0
12/1/2011															
6/1/2012							121,057	121,057	-100,000	0	0	-20,000	0	1,057	1,057
12/1/2012			4,850												
6/1/2013	1.500%	90,000	4,850	99,700	0.27178	366,839	121,057	487,896	-200,000	0	-150,000	-20,000	-99,700	18,196	19,253
12/1/2013			4,175												
6/1/2014	1.750%	95,000	4,175	103,350	0.28173	366,839	121,057	487,896	-100,000	0	-150,000	-20,000	-103,350	114,546	133,800
12/1/2014			3,344												
6/1/2015	2.000%	95,000	3,344	101,688	0.27720	366,839	121,057	487,896	-200,000	0	-150,000	-20,000	-101,688	16,209	150,008
12/1/2015			2,394												
6/1/2016	2.250%	95,000	2,394	99,788	0.27202	366,839	121,057	487,896	-100,000	0	-150,000	-20,000	-99,788	118,109	268,117
12/1/2016			1,325												
6/1/2017	2.650%	100,000	1,325	102,650	0.27982	366,839	121,057	487,896	-200,000	0	-150,000	-20,000	-102,650	15,246	283,363
12/1/2017															
6/1/2018	2.900%					366,839	121,057	487,896	-100,000	0	-150,000	-20,000	0	217,896	501,260
12/1/2018															
6/1/2019	3.250%					366,839	121,057	487,896	-200,000	0	-150,000	-20,000	0	117,896	619,156
12/1/2019															
6/1/2020	3.500%					366,839	121,057	487,896	-100,000	0	-150,000	-20,000	0	217,896	837,052
12/1/2020															
6/1/2021	3.625%					366,839	121,057	487,896	-200,000	0	-150,000	-20,000	0	117,896	954,949
12/1/2021															
6/1/2022	3.750%					366,839	121,057	487,896	-100,000	0	-150,000	-20,000	0	217,896	1,172,845
Totals:		475,000	32,175	507,175	0.27651	3,668,393	1,331,627	5,000,020	-1,600,000	0	-1,500,000	-220,000	-507,175	1,172,845	

EST USES OF FUNDS	2012 PPEL
Techonology Upgrade	450,000
Costs of Issuance:	15,000
Underwriting Costs:	7,125
Deposit to Sinking Fund (a	0
Original Issue Discount:	0
Surplus:	2,875
Total	475,000

EST SOURCES OF FUND	2012 PPEL
GO PPEL Notes	475,000
Accrued Interest:	
Reoffering Premium:	
Interest Income:	
Total	475,000

District does not currently have Voted PPEI Levy  
-- May Pursue Vote of \$1.00 PPEL Levy in Spring of 2012 --

GUARDIAN OF THE JOURNEY PiperJaffray

After Levy in Place

Contact Piper Jaffray

May-June - Proceeds - May/June



### Existing Debt that is target of refunding

Existing 2003 Bonds  
Adel-DeSoto-Minburn CSD, Iowa

Date	1-Dec-03 Principal Payment	1-Dec-03 Interest Payment	Paying Agent Expense	1-Dec-03 P & I Payment	1-Dec-03 Interest Rate
5/1/2011				0	
11/1/2011					
5/1/2012	180,000	55,183	500	235,683	4.000%
11/1/2012		51,583		51,583	
5/1/2013	185,000	51,583	500	237,083	4.000%
11/1/2013		47,883		47,883	
5/1/2014	190,000	47,883	500	238,383	3.650%
11/1/2014		44,415		44,415	
5/1/2015	200,000	44,415	500	244,915	3.800%
11/1/2015		40,615		40,615	
5/1/2016	205,000	40,615	500	246,115	3.900%
11/1/2016		36,618		36,618	
5/1/2017	215,000	36,618	500	252,118	4.000%
11/1/2017		32,318		32,318	
5/1/2018	225,000	32,318	500	257,818	4.100%
11/1/2018		27,705		27,705	
5/1/2019	235,000	27,705	500	263,205	4.150%
11/1/2019		22,829		22,829	
5/1/2020	250,000	22,829	500	273,329	4.250%
11/1/2020		17,516		17,516	
5/1/2021	255,000	17,516	500	273,016	4.300%
11/1/2021		12,034		12,034	
5/1/2022	265,000	12,034	500	277,534	4.350%
11/1/2022		6,270		6,270	
5/1/2023	285,000	6,270	500	291,770	4.400%
11/1/2023		0		0	
5/1/2024		0		0	
11/1/2024		0		0	
5/1/2025		0		0	
11/1/2025		0		0	
5/1/2026		0		0	
11/1/2026		0		0	
5/1/2027		0		0	
Totals:	2,690,000	734,750	6,000	3,430,750	

### Existing Debt that is target of refunding

Existing 2003 Bonds  
Adel-DeSoto-Minburn CSD, Iowa

Date	1-May-04 Principal Payment	1-May-04 Interest Payment	Paying Agent Expense	1-May-04 P & I Payment	1-May-04 Interest Rate
5/1/2011				0	
11/1/2011					
5/1/2012	435,000	143,779	500	579,279	3.250%
11/1/2012		136,710		136,710	
5/1/2013	450,000	136,710	500	587,210	3.300%
11/1/2013		129,285		129,285	
5/1/2014	470,000	129,285	500	599,785	3.400%
11/1/2014		121,295		121,295	
5/1/2015	480,000	121,295	500	601,795	3.550%
11/1/2015		112,775		112,775	
5/1/2016	500,000	112,775	500	613,275	3.650%
11/1/2016		103,650		103,650	
5/1/2017	520,000	103,650	500	624,150	3.800%
11/1/2017		93,770		93,770	
5/1/2018	535,000	93,770	500	629,270	3.900%
11/1/2018		83,338		83,338	
5/1/2019	560,000	83,338	500	643,838	4.000%
11/1/2019		72,138		72,138	
5/1/2020	575,000	72,138	500	647,638	4.100%
11/1/2020		60,350		60,350	
5/1/2021	600,000	60,350	500	660,850	4.150%
11/1/2021		47,900		47,900	
5/1/2022	625,000	47,900	500	673,400	4.200%
11/1/2022		34,775		34,775	
5/1/2023	650,000	34,775	500	685,275	4.250%
11/1/2023		20,963		20,963	
5/1/2024	975,000	20,963	500	996,463	4.300%
11/1/2024		0		0	
5/1/2025		0		0	
11/1/2025		0		0	
5/1/2026		0	0	0	
11/1/2026		0		0	
5/1/2027		0	0	0	
Totals:	7,375,000	2,177,674	6,500	9,559,174	

May 1 2014  
call date  
but can  
refinance once  
before  
call date  
money in  
escrow  
two years  
losing



## Savings Analysis

Adel-DeSoto-Minburn CSD, Iowa

A	B	C	D	E	F	G	H
Date	Existing Bond Payments	Proposed "New" Bond Payments	Estimated Semi-Annual Savings	Plus Surplus Bond \$	Plus Accrued Interest	Annual Savings	Present Value of Savings
5/1/2011						0	0
11/1/2011				2,899	0		2,904
5/1/2012	814,961	814,461	500			3,399	496
11/1/2012	188,293	188,293	0				0
5/1/2013	824,293	823,793	500			500	487
11/1/2013	177,168	177,168	0				0
5/1/2014	838,168	837,668	500			500	478
11/1/2014	165,710	71,725	93,985				89,053
5/1/2015	846,710	937,225	-90,515			3,470	-84,976
11/1/2015	153,390	68,914	84,476				78,577
5/1/2016	859,390	939,414	-80,024			4,453	-73,751
11/1/2016	140,268	64,564	75,704				69,128
5/1/2017	876,268	950,064	-73,796			1,908	-66,766
11/1/2017	126,088	59,254	66,834				59,911
5/1/2018	887,088	949,754	-62,666			4,168	-55,658
11/1/2018	111,043	52,579	58,464				51,448
5/1/2019	907,043	963,079	-56,036			2,428	-48,858
11/1/2019	94,966	44,844	50,123				43,300
5/1/2020	920,966	965,344	-44,378			5,745	-37,984
11/1/2020	77,866	36,104	41,763				35,417
5/1/2021	933,866	971,604	-37,738			4,025	-31,709
11/1/2021	59,934	26,520	33,414				27,818
5/1/2022	950,934	982,020	-31,086			2,328	-25,642
11/1/2022	41,045	16,015	25,030				20,457
5/1/2023	977,045	996,515	-19,470			5,560	-15,766
11/1/2023	20,963	4,500	16,463				13,208
5/1/2024	996,463	365,000	631,463			647,925	501,974
11/1/2024	0	0	0				0
5/1/2025	0	0	0			0	0
11/1/2025	0	0	0				0
5/1/2026	0	0	0			0	0
11/1/2026	0	0	0				0
5/1/2027	0	0	0			0	0
Totals:	12,989,924	12,306,416	683,508	2,899	0	686,407	553,544

Savings as a % of refunded bonds:

6.79%

*greater than  
3% - usually  
being  
credited*

## Debt Service Schedule ("New Debt")

Adel-DeSoto-Minburn CSD, Iowa

Dated: 12/1/2011  
Closing: 12/1/2011  
Bond Called: 5/1/2014

A	B	C	D	E	F	G	H	I
Date	Proposed 2011 Bonds Principal Payments	Interest	Less Interest Paid from Escrow	Existing unrefunded Principal Payments	Interest	Paying Agent Expense	Annual Debt Service	Interest Rate
5/1/2011								
11/1/2011								
5/1/2012		59,771	-59,771	615,000	198,961	500	814,461	0.350%
11/1/2012		71,725	-71,725		188,293			
5/1/2013		71,725	-71,725	635,000	188,293	500	1,012,085	0.450%
11/1/2013		71,725	-71,725		177,168			
5/1/2014		71,725	-71,725	660,000	177,168	500	1,014,835	0.550%
11/1/2014		71,725						
5/1/2015	865,000	71,725				500	1,008,950	0.650%
11/1/2015		68,914						
5/1/2016	870,000	68,914				500	1,008,328	1.000%
11/1/2016		64,564						
5/1/2017	885,000	64,564				500	1,014,628	1.200%
11/1/2017		59,254						
5/1/2018	890,000	59,254				500	1,009,008	1.500%
11/1/2018		52,579						
5/1/2019	910,000	52,579				500	1,015,658	1.700%
11/1/2019		44,844						
5/1/2020	920,000	44,844				500	1,010,188	1.900%
11/1/2020		36,104						
5/1/2021	935,000	36,104				500	1,007,708	2.050%
11/1/2021		26,520						
5/1/2022	955,000	26,520				500	1,008,540	2.200%
11/1/2022		16,015						
5/1/2023	980,000	16,015				500	1,012,530	2.350%
11/1/2023		4,500						
5/1/2024	360,000	4,500				500	369,500	2.500%
11/1/2024		0						
5/1/2025		0					0	2.650%
11/1/2025		0						
5/1/2026		0				0	0	2.800%
11/1/2026		0						
5/1/2027		0				0	0	2.950%
Totals:	8,570,000	1,236,706	-346,671	1,910,000	929,881	6,500	12,306,416	



## Sources & Uses of Funds

Adel-DeSoto-Minburn CSD, Iowa

	<b>Dated:</b>	12/1/2011
	<b>Closing</b>	12/1/2011
<b>Uses of Funds</b>	<b>Bond Called:</b>	5/1/2014

Purchase of Escrow Securities	8,441,300.81
Issuance Costs:	40,100.00
Underwriting Costs:	85,700.00
Original Issue Discount:	0.00
Deposit to Sinking (Accrued):	
Rounding	2,899.19
<b>Total Uses of Funds:</b>	<b>8,570,000.00</b>

### Sources of Funds

Bond Proceeds:	8,570,000.00
Accrued Interest:	
Original Issue Premium:	0.00
<b>Total Sources of Funds:</b>	<b>8,570,000.00</b>

### Summary of Financing

Average Maturity of Bonds:	7.73
Average Interest Rate:	1.86797110%
Net Interest Cost:	1.99741589%
Net Interest Cost (\$)	1,322,405.83
Bond Yield:	1.85681360%
True Interest Cost (TIC):	1.99756726%
All-In True Interest Cost:	2.06403071%

*Not used for  
bonding*

# ADM SCHOOLS CURRICULUM DEVELOPMENT CYCLE

Subject	2011-2012	2012-2013 IC – 9-12	2013-2014	2014-2015 IC K-8	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PK-12 English/Language Arts	Phase I (writing)	Phase III (writing) Phase I (reading)	Phase III	Phase III	Phase III	Phase III	Phase I	Phase III	Phase III
PK-12 Science	Phase I	Phase III	Phase III	Phase III	Phase III	Phase I	Phase III	Phase III	Phase III
PK-12 Math	Phase I	Phase III	Phase III PK-5 resource?	Phase III	Phase III	Phase III	Phase III	Phase I	Phase II
PK-12 Social Studies	Phase III	Phase III	Phase I	Phase III	Phase III	Phase III	Phase III	Phase III	Phase I
CTE FACS, Business, Ind. Tech.	Phase III	Phase III	Phase I	Phase III	Phase III	Phase III	Phase III	Phase III	Phase I
PK-12 Computers	Phase III	Phase I	Phase III	Phase III	Phase III	Phase III	Phase I	Phase III	Phase III
Foreign Lang.	Phase I	Phase II	Phase III	Phase III	Phase III	Phase III	Phase III	Phase I	Phase II
Counseling	Phase II	Phase III	Phase III	Phase III	Phase III	Phase I	Phase III	Phase III	Phase III
Art	Phase III	Phase I	Phase III	Phase III	Phase III	Phase III	Phase III	Phase I	Phase II
Music	Phase III	Phase I	Phase III	Phase III	Phase III	Phase III	Phase III	Phase I	Phase III
PE/Health	Phase I	Phase III	Phase III	Phase III	Phase III	Phase III	Phase I	Phase III	Phase III

Administrative Leadership  
 ELA – Carole, Kim  
 Science – Greg, Lee, Jodi  
 Math – Greg, Schlap, Jodi  
 SS – Greg, Jim

CTE – Lee  
 Computers - Jim  
 FL – Greg  
 Counseling - Kim

Art - Greg  
 Music - Greg  
 PE – Doug, Greg





Adel DeSoto Minburn

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

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To: ADM Board of Education  
From: Greg Dufoe, Superintendent  
Re: Curriculum Revision Progress  
Date: October 10, 2011

The ADM curriculum revision process provides (typically) for all curriculum areas to be fully revised every six years. This cycle allows for a systematic approach to revision, including appropriate spacing for purchasing new resources.

The curriculum areas in Phase I this year include written language, math, science, physical education, and foreign language.

The major curriculum revision tasks include the following:

- Alignment of standards to the Iowa Core standards
- Development of a PK-12 scope and sequence. (Board approval)
- Review Iowa Core literacy standards for science and technical courses
- Identify Power Standards at each grade level/course (Board approval)
- Determine course sequences at the secondary level, including new courses, prerequisites, etc. (Board approval)
- Write semester exams, end-of-course assessments, benchmark assessments
- Create curriculum maps (unit name, length, standards taught, resources used, etc). (Board approval)
- Identify resources to review, pilot, and purchase
- Develop professional development plan for implementation

#### Content Area Updates

Written Language (see Carole Erickson's report)

Science

June – September

- Total of four meetings.
- Achievement data review
- Department strengths and weaknesses
- Draft mission statement
- Initial alignment to Iowa Core standards
- Review standards alignment

***"Experiencing Success Today, Achieving Dreams Tomorrow."***

- Textbook publishers – identify those to preview
- Review textbook samples
- Identify draft Power Standards in each grade level/course
- Meetings with sales representatives

#### October

- 6-12 staff meet to discuss high school course requirements and possible changes due to standards, including strand focus at the middle school level and new courses at the high school.
- Impact of PLTW program (Gateway to Technology, pre-engineering PLTW, and possible biomedical PLTW).

#### Math

##### August-September

- Two meetings
- Achievement data review
- Department strengths and weaknesses
- Draft mission statement
- Initial identification of Iowa Core math standards currently taught
- Contact textbook publishers for samples
- Computation discussion PK-5

#### Physical Education

- Develop "Characteristics of a Physically Fit Person"
- Draft mission statements
- Program strengths and weaknesses
- Review of Iowa schools PE offerings
- Chart current units PK-12
- Iowa Core – Health Literacy standards



**Adel DeSoto Minburn CSD**  
**Curriculum Development Cycle**  
**Task/Product Information**

Year	Committee Tasks	Required Products
1 - Standards/Scope and Sequence  PHASE ONE	Review National and State Standards, and Iowa Core  Align PK-12 Standards and grade/course- level expectations  Embed Iowa Core 21 <sup>st</sup> Century Skills  Identify Power Standards/grade/course level standards  Scope and Sequence  Review and evaluate materials for pilot.  Develop Curriculum Maps	Draft Standards and grade/course level expectations with Power Standards identified  Draft scope and sequence    Resource rubric for pilot selection.  High School Course Sequence Flowcharts
2 - Select Materials/Assessments  (or implementation)  PHASE TWO	Pilot materials/select for board approval.  Finalize Standards and grade/course level expectations  Develop summative and benchmark assessments, including semester exams (6-12)  New Course Proposals  Develop PD for implementation year  (summer camp)	Selected resources – Board approved.  Standards and grade/course level expectations Board approved.  Summative and benchmark assessments Board approved.  Curriculum maps Board approved.  Proposals for Board approval.
3- Implementation  PHASE III	Professional development for resources, if necessary.  Revise curriculum maps  Analyze enacted curriculum – ICC alignment.	PD plan – August in-service.  Revised curriculum maps  Data from ICC alignment process.

	Review/revise assessments.  Revise report cards to match.	Revised assessments.  Report cards matching Essential Skills/Concepts.
4 – Program Evaluation  PHASE III	Review student achievement: local, state, national.  Review/revise pacing guides.  Review/revise summative and benchmark assessments.  Professional development recommendations.	Achievement summaries.  Revised pacing guides.  Revised assessments.  Professional development plan.
5 – Program Evaluation  PHASE III	Review student achievement: local, state, national.  Review/revise pacing guides.  Review/revise summative and benchmark assessments.  Professional development recommendations.	Achievement summaries.  Revised pacing guides.  Revised assessments.  Professional development plan.
6 – Program Evaluation  PHASE III	Review student achievement: local, state, national.  Review/revise pacing guides.  Review/revise summative and benchmark assessments.  Professional development recommendations.  Needs assessment surveys – students, parents, teachers. (for Year 1) Analyze enacted curriculum.	Achievement summaries.  Revised pacing guides.  Revised assessments.  Professional development plan.



20  
OFFICIAL ENROLLMENT

GRADE	RESIDENT	O.E. IN	SP. ED. IN	TOTAL	COMMENTS
ECSE	4	0	0	4	
Prekindergarten	28	1		29	
Kdg.	101	21		122	
1	98	10		108	
2	93	11		104	
3	88	18		106	
4	98	13		111	
5	107	11		118	
6	107	15		122	
7	100	9		109	
8	105	6		111	
9	112	19		131	
10	90	17		107	
11	89	16		105	
12	112	13	1	126	
Sub -Total I	1,332	180	1	1,513	Students sitting in ADM seats.
STRIVE DMACC	2			2	
YOUTH AT RISK	6	0	0	6	
FOREIGN EXCHANGE STUDENT	2			2	
SUB-TOTAL II	1,338	180	1	1,523	
Up or down from 2010-11	19	21	(3)	41	
TUITION OUT	7				
Up or down from 2010-11	1				
OE OUT (93)	90.5				
Up or down from 2010-11	7.9				
DUAL ENROLLMENT (12)	0.9	0.3		1.2	
GRAND TOTAL	1,436.4	180.3	1.0	1,524.2	
	State-Funded	Includes			
	Students	13 Sp Ed			
Up or down from 2010-11	28.1	21.0	(3.0)	41.2	
CPI (33)	28	5	0	33.0	





ONE UNSHAKABLE VISION

WORLD-CLASS SCHOOLS FOR IOWA





October 3, 2011

Dear Iowans,

Whether our children succeed in a global economy depends on whether we create world-class schools.

This blueprint is an urgent call to do just that. We must work together to transform schools so our youngsters are better prepared for a competitive international marketplace. Setting higher expectations for all students is essential so they are equipped to someday meet growing demands by employers.



As many old jobs become obsolete, getting students ready for new jobs requires more than raising achievement in subjects like math and science. Students today also must learn how to quickly assimilate new knowledge, solve problems, and be innovative.

Getting a great teacher in every classroom and a great principal in every building is the heart of the draft recommendations we are unveiling today. Nothing at school matters more than outstanding educators. At the same time, this is a comprehensive plan with many pieces that all fit together.

We hope you will consider them as a package, and that you will support putting these changes in place. Iowans have a proud heritage of treasuring education, and we have many fine schools as a result. Now, it's time to renew that commitment to serve Iowa students well into the 21st century.

Between us we have eight young grandchildren, most living here in Iowa. We care deeply about giving Iowa's young people the best possible education. Thank you for your support in the days ahead.

Sincerely,

Gov. Terry E. Branstad

Lt. Gov. Kim Reynolds

WRITERS:

**Jason E. Glass, Ed.D**  
State Director of Education

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**Byron Darnall**  
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Director of  
Communication,  
Iowa Department  
of Education



## ONE UNSHAKABLE VISION: WORLD-CLASS SCHOOLS FOR IOWA

Iowans have long shared a deep commitment to giving our children the best education possible. We recognize young people today must meet higher expectations than ever to thrive in this global, knowledge-based economy. For the sake of our children and our state, it is vitally important that we build on our tradition of excellence to improve our schools. Iowa's house of education still has a strong foundation, but it is also in need of a major remodel to be ready for the days ahead.

In 2010, the consulting firm McKinsey & Company published an influential report, "How the World's Most Improved School Systems Keep Getting Better." It detailed criteria for where schools fall on a continuum of "poor to fair to good to great to excellent." By most measures, Iowa's schools fall in the "good" category. Compared to numerous other systems around the world, Iowans deserve to feel proud of what takes place in schools across the state.

Iowans should be proud of our many first-rate educators who serve children on a daily basis, along with the tremendous efforts Iowa has made in recent years to support and improve teaching. Iowa schools have worked diligently to raise graduation rates, offer access to rigorous coursework, and prepare students for life beyond the classroom. Iowa has supportive communities that cherish their schools. And the state's distinguished education tradition has been a drawing card for families who want their children in good schools and for companies that want well-educated employees.

But, is it enough that Iowa's schools are just "good"? Why shouldn't Iowa's schools be among the best in the world? And why should Iowa's children deserve anything less than world-class schools?

It's up to us to roll up our sleeves and remodel this house of education - to create truly world-class schools for Iowa. This blueprint shows the way.

## AN EDUCATION SUMMIT AND RISING TO GREATNESS

This summer, Gov. Terry Branstad and Lt. Gov. Kim Reynolds convened an education summit that offered a number of ideas about what strategies we might adopt to move Iowa's schools beyond being "good" to truly being world-class. The perspectives presented were broad and diverse.

As part of the summit, the Iowa Department of Education released a report, "Rising to Greatness: An Imperative for Improving Iowa's Schools." This sobering document showed Iowa's relative educational stagnation compared to other states. On a larger scale, and just as troubling, our country's results seemed to have stalled compared to many other nations.

Make no mistake: The international competition Iowa's children will face is merciless and unrelenting - it does not care whether or not we get our house of education in order. But a visit to one of the many Iowa towns with a crumbling building that once was a bustling factory provides all the evidence we need that our world has changed. The reality we must face is that many low-skill jobs have left this state, and the nation, and they are never coming back.

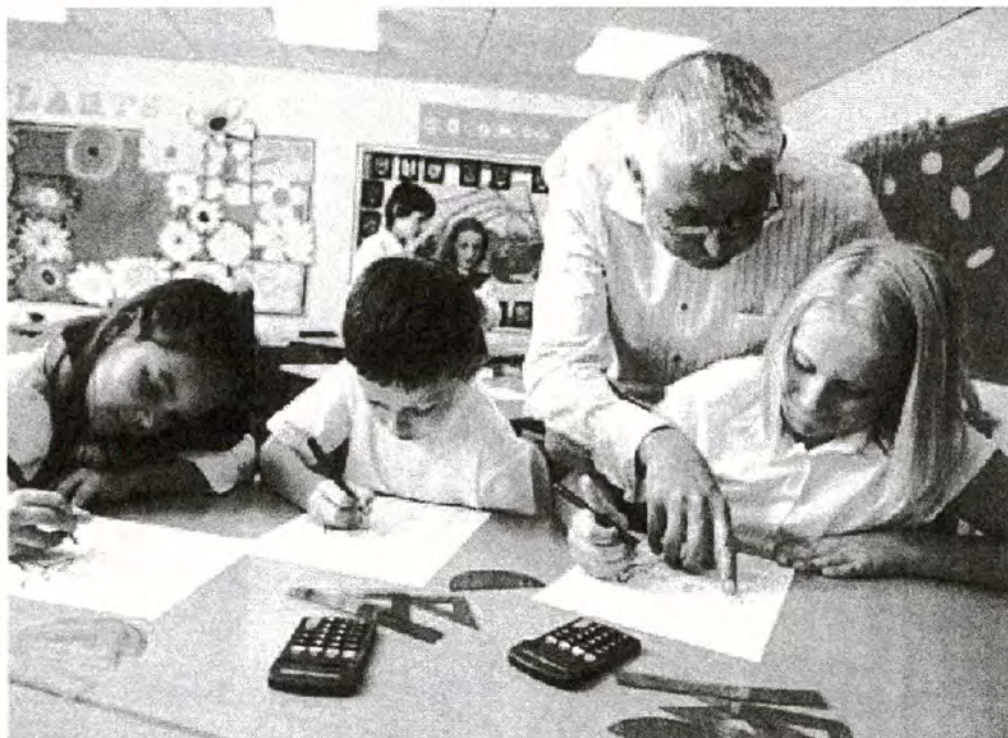
Despite all our challenges, many accomplishments work in Iowa's favor. Iowa's historic commitment to education has laid a strong foundation, which gives us a huge head start in building world-class schools. There are bright spots of emerging greatness all across this state in schools that set high expectations for all students and innovate to provide more engaging opportunities. We now have the responsibility to make sure this happens across Iowa.



This blueprint shows specific steps we can take to move our schools from “good” to “great” to “excellent” – not with isolated approaches, but by having our whole system work better together and in symphony.

This blueprint is not a list of options to be cherry-picked based on special interests, ideology, political affiliation, or whether one is within or outside of the education profession. It is a set of changes designed to work together to create an “all-systems-go” approach. Lasting and meaningful change requires this sort of commitment and transformation. The whole system must change to improve. Our efforts must be focused and sustained.

This blueprint details a comprehensive vision that can put Iowa’s schools on par with the top schools in the world.



## THE CENTERPIECE: GREAT TEACHERS AND PRINCIPALS

Anyone who has spent any time in a classroom can tell you there are differences in educator quality. The centerpiece of any approach with the capacity to create world-class schools is a great teacher in every classroom and a great principal in every building.

Imagine you wanted to build a great orchestra. You’d start by getting the best raw talent and provide your musicians with high-quality and “hands-on” practice time. You’d be picky about who got to perform, and you’d constantly think about whether you had the right people in the right places. You would make sure the members of your orchestra received honest, helpful feedback on their performance. You’d also make sure you had an inspiring conductor to lead your orchestra.



Making sure every student has great teachers and great principals isn't any different. Clear, specific steps exist to make such improvements. These include:

### **Attracting and Supporting Talented Educators**

- > Raise starting teacher pay to attract better candidates into education.
- > Create a statewide teacher scholarship program so more of the brightest students choose education as a career in hard-to-staff areas, such as math and science.
- > Raise the grade-point average to 3.0 for entry into teacher-preparation programs.
- > Raise the bar for teacher candidates on an initial screening assessment into teacher-preparation programs.
- > Have teacher candidates demonstrate evidence of perseverance and leadership as part of their entry into teacher-education programs.
- > Continue efforts currently under way to increase coursework in core content (mathematics, science, English-language arts and social studies) for future elementary teachers, and increase hours in subject-specific coursework for secondary teachers.
- > Improve clinical (field-based) experiences for new teachers through approaches such as better student-teaching experiences, making sure teacher candidates have high-quality mentors, more time for solo teaching, learning how to design dynamic and engaging lessons in the field, and greater supports for new teachers.
- > Newly created teacher mentors in all schools will serve as adjunct college and university faculty in supervising student-teaching, effectively opening student-teaching for any school in the state.
- > Expand alternative pathways into teaching, the principalship, and the superintendency, so more top talent can enter the field. Rigorously screen these new educators, provide mentoring supports, and require ongoing learning to help them be successful.
- > Require all (elementary and secondary) prospective teachers (including alternative routes) to demonstrate content mastery via an assessment designed for that purpose.

### **Improved Educator Recruiting and Hiring Practices**

- > Develop a statewide "one-stop" educator recruiting system for Iowa. This would include designing a new Teach Iowa website where all education jobs would be posted, a unified state application process and background screen, and links to facilitate the licensure process.
- > Check all teacher applicants for the right personality, characteristics, and skills needed to be a great teacher.
- > Create more hiring options by allowing reciprocity for teaching licenses from other states.





- > Require a multi-step hiring process for teachers and principals involving recommendations of current teachers and parents from each building. Based on the recommendations from these school-level hiring teams, school administrators and school boards make final choices.

### **Creating Educator Leadership Roles**

- > Establish Mentor teachers in every building in the state to coach student-teachers, new teachers, and veteran teachers toward improvement.
- > Establish Master teachers in every building in the state to help in peer evaluation and to serve as instructional leaders along with principals.
- > Selection into Mentor and Master teacher roles occurs through a competitive process, and the positions are "at-will." Mentor and Master teachers removed from these leadership roles go back to being Career teachers.
- > Require all teachers in Iowa to meet weekly in small groups to plan and collaborate exclusively on teaching, student learning, and student results.
- > Establish a teacher-led curriculum committee in each district to have teacher voices included in curricular decisions.
- > Create Apprentice principals who receive coaching and other training from more experienced leaders from districts and Area Education Agencies.
- > Create Career principals for school administrators who demonstrate strong leadership and success in running buildings.
- > Establish Mentor principals who would help coach Apprentice principals.

### **A Meaningful and Peer-Based Evaluation System**

- > Develop a new educator evaluation system that builds on the quality work Iowa already has in place with current best practices around evaluation.
- > Build research-based and reliable evaluation documents that recognize great teachers and administrators.
- > Develop a performance rubric for evaluation to show educators specifically where they are and how they can improve.
- > Include peer reviews in both teacher and administrator evaluations and require annual and multiple evaluations of all educators.
- > Create a coaching system that helps all educators improve based on evaluations.

### **A Transformational Teacher Salary Structure**

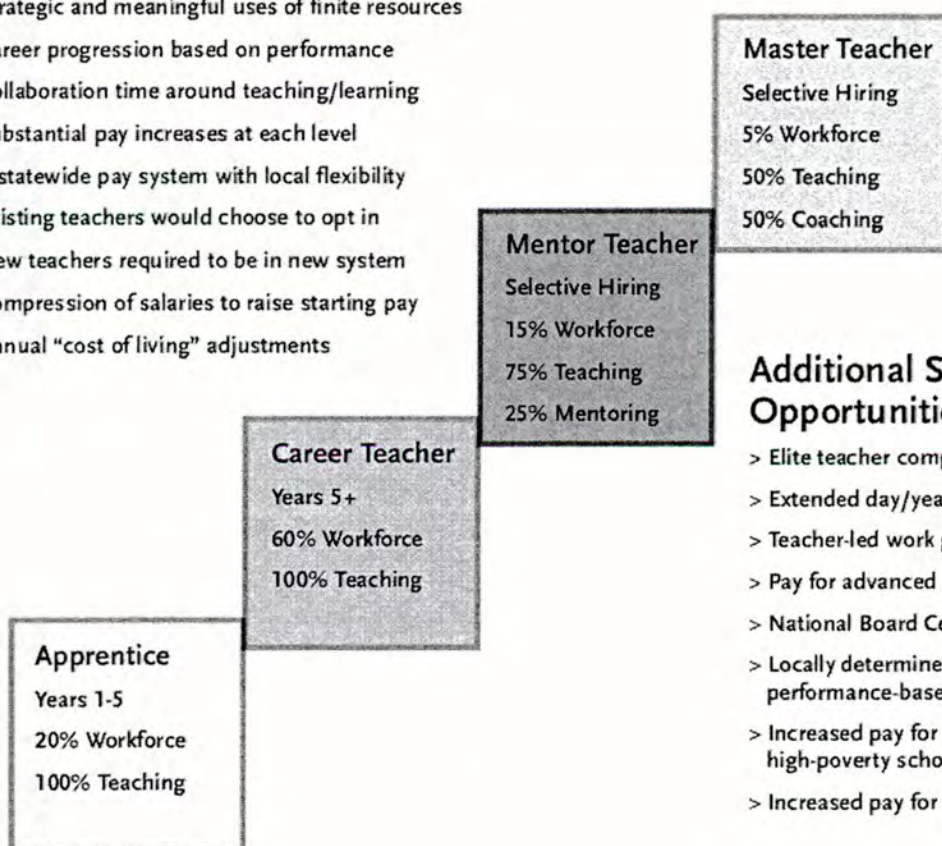
- > Implement a four-tier teacher compensation system with Apprentice, Career, Mentor and Master levels.
- > Increase beginning teacher pay significantly at the Apprentice level. Teachers with less than five complete years of experience typically start at this level. Apprentice teachers work an additional five days for professional learning or instruction.



- > Teachers with between three and five complete years of experience, who demonstrate effectiveness to their principal and a peer evaluator, and who are recommended by their principal, move to the Career teacher level. Career teachers teach 100 percent of the day. Moving to the Career teacher level comes with a substantial annual pay raise over the Apprentice teacher. Career teachers work an additional five days for professional learning or instruction.
- > Approximately 15-20 percent of teachers would become Mentor teachers through a competitive selection process. Mentors would teach 70-80 percent of the day and coach others 20-30 percent. These roles would come with a sizable annual pay raise, and they would work an extra 10 days in instructional or in planning/curriculum design roles.
- > Approximately 5 percent of teachers become Master teachers through a competitive selection process. Master teachers teach 50 percent of the day and coach/evaluate/plan 50 percent of the day. These roles come with a large annual pay increase, and they work an extra 20 days in either instructional or in planning/curriculum design roles.

## New Salary System Overview

- > Strategic and meaningful uses of finite resources
- > Career progression based on performance
- > Collaboration time around teaching/learning
- > Substantial pay increases at each level
- > A statewide pay system with local flexibility
- > Existing teachers would choose to opt in
- > New teachers required to be in new system
- > Compression of salaries to raise starting pay
- > Annual "cost of living" adjustments



## Additional Salary Opportunities

- > Elite teacher compensation
- > Extended day/year pay
- > Teacher-led work groups
- > Pay for advanced degrees in content
- > National Board Certification
- > Locally determined performance-based elements
- > Increased pay for working in high-poverty schools
- > Increased pay for hard-to-fill subjects



- > Additional options for increasing pay would be available to all teachers who:
  - > Teach in critical shortage positions, such as mathematics, science and special education.
  - > Work in schools with high levels of poverty or special challenges.
  - > Earn National Board for Professional Teaching Standards certification.
  - > Earn "Exceptional Teaching" awards for demonstrating greatness in teaching through a rigorous selection process.
  - > Earn an advanced degree or take coursework in the subject they teach.
  - > Take on additional academic duties as determined by the local district.
  - > Work in extended day or year programs to help students who need catching up.
  - > Take on larger class sizes (if they demonstrate quality teaching).
  - > Earn performance-based awards designed locally - for individuals, groups, teams, grades, buildings, or entire districts.
  - > Teachers currently working have the option of staying on the old "step-and-lane" or "lock-step" salary system or coming across to the new system. The transition is a permanent change.
- > Annual cost-of-living adjustments to the new system will be considered locally.

### **Job Protections Based on Effectiveness**

- > Using a collaborative approach, the state will establish a definition and observation-based measures of effective teaching.
- > Teachers at the Apprentice level are "at-will" employees who have their contracts renewed annually at the discretion of the local school board.
- > Teachers above the Apprentice level who are evaluated as ineffective must be provided an individualized improvement plan and supports to improve.
- > Teachers above the Apprentice level have due process for dismissal. These teachers may be recommended for dismissal after two consecutive years of ineffective performance as measured by supervisor and peer-based evaluations. They have the opportunity to make their case for continued employment to the school board.
- > School boards have the final say in dismissals, and school board members must be trained on the evaluation process and the definition of effective teaching.
- > Teachers with the current standard state license (who stay on the "step-and-lane" pay system) have the same system of supports, and face the same dismissal process, if they receive two consecutive years of ineffective evaluations.
- > Layoffs are decided locally, but take individual performance, certifications, student needs, and school needs into account first. Seniority will only be taken into account after these other factors are considered.

### **Free Principals to Lead**

- > Expand the School Administration Manager (SAM) training program statewide. SAMs take care of managerial tasks, such as budgeting, accounting and attendance to free up principals to get out into classrooms where they can lead and support great teaching.





## A RELENTLESS FOCUS ON LEARNING: HIGH EXPECTATIONS AND FAIR MEASURES

A common theme among high-performing education systems around the world is setting high expectations for all their students and the relentless work of teaching, measuring, and adjusting these standards to inspire continual improvement.

For years, Iowa resisted setting high expectations for all students, and instead gambled on seeing if each district could set high expectations on its own. Predictably, results were mixed.

Iowa took steps in the right direction by mandating the Iowa Core Standards in 2008 and adopting the state-led, voluntary, national Common Core Standards in 2010. Let's strengthen this work to set even higher expectations for all our students and put in place fair measures to improve instruction, recognize excellence, and target help to schools not meeting the bar.

### **Improve and Expand the Iowa Core**

- > Raise the bar for the Iowa Core to put Iowa's standards on par with the highest-performing systems in the world.
- > Establish a standing state-level committee, made up primarily of teachers, to keep the standards up to date and make them a living document.
- > Use the Area Education Agencies as a unified, driving force behind implementing high expectations. Schools must align curriculum to state academic standards, and AEAs must support this effort through quality professional-learning opportunities in a systemic way.
- > Under the direction of educators from across Iowa, design a rigorous "model" curriculum by July 2013 that can be used as a starting point for schools and teachers in strengthening their own core-subjects curriculum.
- > Create high standards for critically important areas such as art, music and world languages. These subjects help foster creativity and communication, among other key concepts so vital to our children in this 21st-century global economy.

### **A Next Generation Assessment Framework**

- > Adopt a kindergarten assessment to measure whether children start kindergarten ready to learn and leave kindergarten prepared for success in first grade. This assessment will help determine students' strengths and weaknesses, and will adapt instruction accordingly.
- > Develop new formative and summative assessments aligned with the Common Core Standards for grades three through eight. These assessments will be computer adaptive to reduce testing time, provide instant results, and will be available for both classroom and end-of-year purposes. Iowa is part of the Smarter Balanced Assessment Consortium, which is working to design such assessments by 2014.
- > A sampling of Iowa ninth-graders takes the Program for International Student Assessment (PISA) every three years. This measure provides an international check-in for Iowa students and gets at higher-order skills, such as problem solving.



- > Put in place a suite of End-of-Course assessments for core subjects, such as English (reading and writing), Algebra, Biology, and U.S. History or Government in high school. These measures would set clear expectations for high school courses and provide a statewide systems check for how students are doing in core subjects. A cut score for students to pass End-of-Course exams would reinforce clear expectations and would be required for graduation. Significant remedial help would be provided for students who fail, along with multiple opportunities to retake exams.
- > Have all Iowa 11th-graders take a college entrance exam (such as ACT or SAT), with the state covering the cost. This measure gives Iowa comparable data to a number of other states, gives us a screen to see if our students are ready for college or a career, and gives every Iowa teenager one of the keys needed for higher education. Being college and career-ready is critically important in a highly competitive global economy.
- > Provide value-added measures for all districts, schools, grades, and educators. It is important to take into account student background characteristics (poverty, disability, language ability) and consider student growth when evaluating test results. Value-added measures provide a more equitable, more realistic picture of how students, schools and educators are doing. Value-added measures give Iowa a powerful lens through which to look at student achievement data. Individual teacher results should be part of a personnel file and not subject to open-records requests. This data should be used for improvement, not blame and shame.

### **A New Accountability System**

- > Seek a waiver from the rigid and unrealistic accountability system required under the federal No Child Left Behind law, which unfairly punishes schools with high poverty rates.
- > Work with key education groups and leaders from across the state to design a new system that embraces accountability and puts student achievement at its center but also:
  - > Takes student growth or improvement (using value-added measures) heavily into account in the calculations.
  - > Uses assessments that are better aligned with the Iowa Core and Common Core.
  - > Takes into account that healthy and successful children are more than just test scores. We can measure student hope, engagement and well-being and make that part of our system.
  - > Makes sure teachers and other educators have the supports they need to succeed. Measures of staff working conditions and support should be part of our system.
  - > Brings in other key indicators, such as graduation rates and attendance rates.
  - > Measures parent satisfaction.
  - > Makes sure districts are good stewards of taxpayer dollars.





- > Districts and schools that score high on this new system have "earned autonomy," where the state only visits them to congratulate them, or perhaps to ask how we can take their ideas to other schools.
- > Districts and schools that consistently struggle are provided additional supports, but also are subject to increasingly prescriptive direction from the state.
- > Align the fractured systems of accreditation, compliance monitoring and school improvement at the Department of Education to provide a system of unified supports and direction under the new system.
- > Update the state data reporting system to provide the public with a "dashboard" of all measures for each school and district in the state. Rate schools on a scale from "Exceptional" to "Persistently Low-Achieving" on this new accountability system.

### **Ensure Third-Grade Literacy**

- > Require all districts to adopt a district-wide and research-based reading program for early childhood learning and elementary grades, with the goal of making sure children learn basic literacy early on.
- > Establish an "Iowa Center for Literacy Education" to act as a clearinghouse for best practices and research-based information. The center will provide guidance on strategies, curriculum, lessons, and individual student approaches to improve reading. This would link directly with the state's ongoing efforts around "Response to Intervention," which asks schools to have research-based instruction for all students and then make intensive adjustments for children who aren't learning from the general approach.
- > Have all third-grade students taking the statewide reading assessment do so in March. Results must be made available to schools no later than April. Students with good reason may take alternative district-selected assessments (including portfolio-based assessments) instead of the state assessment, so long as those are approved by the Iowa Center for Literacy Education.
- > End social promotion for third-graders who read poorly, with numerous good-cause exemptions (disability, English Language Learning, for example) and multiple opportunities to pass. Being able to read after third grade is a critical juncture where children transition from "learning to read" to "reading to learn." Moving children along who are not ready to do that puts them at a huge disadvantage for the rest of their lives.
- > Provide all third-graders who are retained the opportunity to attend a summer reading camp staffed by high-quality teachers. Students would have the opportunity to demonstrate literacy and move into the fourth grade at the end of the summer.
- > Allow schools to promote retained students to fourth grade whenever they can read.







The best organizations never sit still. They are always working to improve, innovate and accelerate. A study of the highest-performing school systems in the world reveals a continuous spirit of innovation and learning. High-performing systems aren't afraid to try new things and take chances. Most important, they learn from what went right and what didn't, and they keep growing.

Some Iowa schools are already very innovative. The spread of the 1:1 technology movement across the state and the early experiments with competency-based education (earning credit when students demonstrate mastery) are evidence of this. Continuously trying and evaluating approaches that have the capacity to raise student engagement and achievement must be our goal. We need to pour fuel on Iowa's spirit of innovation.

Every one of our schools should be centers of ideas for improving teaching and learning. With the right set of policies and supports, we can nurture great ideas and continue to grow toward having world-class schools.

### Fueling Local Innovation

- > Establish an "Innovation Acceleration Fund." Districts, schools, or cooperating organizations (such as businesses, non-profits, or higher education) will identify local educational problems and find evidence-based and innovative solutions.
- > Through a competitive process, the most transformative of these ideas gets funded and, if the idea pays off, we can look at taking it to scale across the state.

### Increasing School Innovation

- > Provide greater waiver authority to the Iowa Department of Education, so when local school districts come up with a great idea for students that doesn't exactly fit into the current statutory configuration, we can provide flexibility to try new ideas. The State Board of Education would approve all such waivers, and the department would report to the Iowa Legislature annually on this flexibility.
- > Expand the pathways to allow for innovative charter schools in Iowa:
  - > Establish a transparent, multi-step process where the state approves charter schools after a thorough feasibility study, including a plan that addresses student and community needs.
  - > Require all charter schools to accept all students for whom the placement is appropriate, including those with disabilities and living in poverty.
  - > Fund charter schools on a level per-pupil playing field with other public schools.
  - > Hold charter schools to the same high level of accountability via the state's New Accountability System.
  - > Close charter schools that fail on the accountability system.





### **Online Learning Options**

- > School districts can determine whether online options are appropriate for their students and can choose to make these courses available.
- > Create a state clearinghouse of high-quality online courses available to any student in Iowa.
- > Back the online courses with a licensed teacher and the best online learning technology available.

### **Any Time, Anywhere Learning and Ending the “Factory” Education Model**

- > Expand and grow the schools and districts using a competency-based education system, where high school students who demonstrate they can master the content of a course don't have to earn credit through traditional “seat-time.”
- > Expand high school student opportunities to learn through increased community career/technical internships and more higher education options that connect students with their dreams as soon as they are ready.

### **A Statewide Parent and Community Engagement Network**

- > Establish a statewide effort to increase parent and community engagement in every school in Iowa.
- > Create paid teacher leader roles in high-needs schools, where these “parent liaisons” work to establish connections with families to get them more involved in their child’s education.
- > Target parent and community involvement resources toward high-poverty neighborhoods.



## Iowa Education Goals - Defining World-Class Student Outcomes

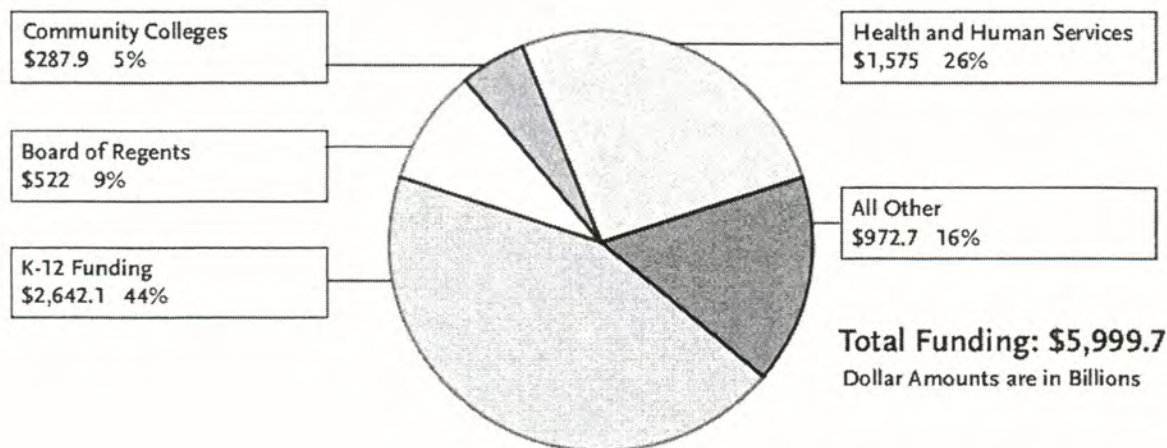
- > The top-performing state on national standardized assessments, such as the National Assessment of Educational Progress (NAEP).
- > Top 10 performance compared to other nations/jurisdictions on the Program for International Student Assessment (PISA) exam.
- > All students reading by the end of third grade, or receiving intensive help.
- > All schools meeting or exceeding expected growth trajectories using value-added measures.
- > All students in safe learning environments, engaged in their own education, and hopeful about their future.
- > Ninety-five percent state high school graduation rate.
- > Ninety percent of high school students demonstrating success on end-of-course exams.
- > Ninety percent of students demonstrating college and career readiness on a college-entrance exam.

## FINANCIAL CONSIDERATIONS

Improvements of this magnitude require that we consider carefully the financial supports necessary to build world-class schools for Iowa. With that, we must begin by critically examining the funds we already put into education and ask if we can use these more strategically and efficiently. We should all ask: Are we using the resources we already have in the best possible ways?

We have dramatically increased education spending in Iowa, and across this country, in recent decades. Yet our achievement results, by and large, remain flat. More money, by itself, does not seem to be a recipe for successful change. Dumping in more cash without meaningful changes just makes the same problems more expensive.

## Fiscal Year 2010 General Fund Appropriations





While being more thoughtful and efficient with the money we have is important, world-class schools do require adequate resources to be successful. This blueprint features several aspects that require additional funding if we are to really move toward being internationally competitive. It is our intention to add funds to education spending, and this funding must be sustainable over the long term.

Estimates about costs are dependent on many variables and assumptions. While exact figures are still being tabulated for different models and scenarios, nothing in this report - including the costs to fully implement these strategies - should be considered outside the realm of possibility. This set of strategies is designed to be considered as a package.

The final recommendations will include a detailed accounting of costs.

## TIMELINE

Great Teachers and Leaders	High Expectations and Fair Measures	Innovation
<b>2012 to 2022</b>		
Free Principals to Lead New Evaluation Systems	Improve & Expand the Iowa Core A Next Generation Assessment Framework A New Accountability System	Fueling Local Innovation Increasing School Innovation Parent & Community Engagement
<b>2013 to 2022</b>		
Attracting & Supporting Talented Educators Improving Recruiting & Hiring Practices	Ensure Third-Grade Literacy	Online Learning Options Competency-Based Learning
<b>2014 to 2022</b>		
Create Teacher Leadership Roles Job Protections Based on Effectiveness Transformational Salary Structure		



## CONCLUSION



This blueprint represents a comprehensive plan. It lays out coordinated steps Iowa should take to begin the work of creating world-class schools. In the months ahead, the Governor's Office and the Iowa Department of Education will seek feedback to improve these draft recommendations before presenting a sweeping education-reform proposal to the Iowa Legislature and the people of this great state.

This blueprint builds on Iowa's strong education foundation but takes the steps necessary to remodel our house for years to come.

Our goal is lofty: Bring Iowa's schools on par with the highest-performing education systems in the world. The plan of action is lofty as well - arguably unmatched in scope by anything else attempted in the United States. But we must remember that we do not start from scratch. We already have good schools put in place by generations of Iowans before us.

Achieving the goal of creating world-class schools will not happen overnight. It will take a sustained effort that withstands the winds of political change. The journey should begin now with Iowans' renewed commitment to giving our children the best possible education.

That moment is upon us.



## SUGGESTED READINGS

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### Leading Voices

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## 2011-2012 Written Language Professional Development

"What have you read, that is like what you're trying to write?"

*"...depth in writing work is made possible more by what stays the same year after year than by what is different from grade level to grade level. When students encounter whole new ways of doing things every year, whole new stances to teaching and learning, whole new notions of what writing means and what writing is supposed to be when it's good, it takes a long time to get to anything very meaningful or deep because there is so much time spent wallowing in the newness of it all."*

-Katie Wood Ray

Grade Levels	Professional Text Used	Learning
<b>Leadership Team:</b>  Jennifer Peters: K Amy Reis: 1 <sup>st</sup> Nikki Krumwiede: 2 <sup>nd</sup> Amy Pottebaum: 3 <sup>rd</sup> Laura Brimm: 3 <sup>rd</sup> Julie McAdon: 4 <sup>th</sup> Sarah Knute: 5 <sup>th</sup> Cheryl Saunders: Spec. Ed Kristin Rourk: Spec. Ed Amanda Parker: GATE Jodi Banse  Total Participants=11	<u>Writing Workshop</u> by Ralph Fletcher & Joann Portalupi  <u>About the Authors</u> by Katie Wood Ray with Lisa Cleveland  <u>Study Driven</u> by Katie Wood Ray  <u>A Writer's Notebook</u> by Ralph Fletcher  excerpts from <u>The Art of Teaching  Writing</u> by Lucy Calkins	<ul style="list-style-type: none"> <li>▪ 3<sup>rd</sup> year of learning</li> <li>▪ monthly meetings: all day</li> <li>▪ writing instructional units, making connections to the Iowa Core and drafting assessments</li> <li>▪ The leadership team is helping facilitate the professional development for the entire PK-5 staff this year.</li> <li>▪ The leadership team is providing model lessons for other teachers to see the theory of inquiry stance in action.</li> <li>▪ This class is available for our teachers to acquire AEA or Drake credit.</li> </ul>
<b>All Preschool-5<sup>th</sup> Grade Teachers</b>  Level 3 Special Education teachers from the Middle School and High School  AEA personnel  Jodi Banse  Total Participants=55	<u>About the Authors</u> by Katie Wood Ray with Lisa Cleveland  <u>Study Driven</u> by Katie Wood Ray  excerpts from <u>The Art of Teaching  Writing</u> by Lucy Calkins  excerpts from <u>A Writer's Notebook</u> by Ralph Fletcher	<ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> year of learning</li> <li>▪ all early dismissals and two whole day opportunities</li> <li>▪ expect all teachers to complete the professional reading and come prepared to the PD</li> <li>▪ no expectation of trying anything this year, just learning</li> <li>▪ expect all teachers to visit the members of the leadership team to see the theory of inquiry stance in action</li> <li>▪ full implementation in the fall of 2012</li> <li>▪ would like to continue learning in the area of written language during the 2012-2013 school year</li> <li>▪ This class is available for our teachers to acquire AEA or Drake credit.</li> </ul>



<p><b>Grade Level Teams: prek-5<sup>th</sup> grade</b></p> <p>Total Participants=varies depending on number of sections at each grade level</p>	<p><u>About the Authors</u> by Katie Wood Ray with Lisa Cleveland</p> <p><u>Study Driven</u> by Katie Wood Ray</p>	<ul style="list-style-type: none"> <li>question/ answer forums</li> <li>conduct 2 each week, 1 at DeSoto and 1 at Adel Elementary</li> <li>intended to address questions and concerns in a smaller, more personal manner</li> </ul>
<p><b>6-12 Reading and Writing Teachers</b></p> <p>All Special Education teachers</p> <p>Carole Schlapkohl Kim Timmerman Lee Griebel Greg Dufoe</p> <p>Total Participants=21</p>	<p><u>Study Driven</u> by Katie Wood Ray</p> <p><u>Write Beside Them</u> by Penny Kittle</p> <p><u>Clearing the Way: working with teenage writers</u> by Tom Romano</p>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> year of learning</li> <li>monthly meetings: all day</li> <li>writing instructional units, making connections to the Iowa Core and drafting assessments</li> <li>full implementation in the fall of 2012</li> <li>will most likely need to continue some level of learning/planning in the area of written language during the 2012-2013 school year</li> <li>This class is available for our teachers to acquire AEA or Drake credit.</li> </ul>
<p><b>Summer 2012</b></p> <p>All Preschool-5<sup>th</sup> Grade Staff</p> <p>Level 3 Special Education teachers from the Middle School and High School</p> <p>AEA personnel</p> <p>ADM Administration</p>	<p><u>About the Authors</u> by Katie Wood Ray with Lisa Cleveland</p> <p><u>Study Driven</u> by Katie Wood Ray</p>	<ul style="list-style-type: none"> <li>Katie Wood Ray will provide all teachers with a 2-day seminar on written language.</li> <li>Site: Heartland AEA in Johnston to accommodate a large group comfortably.</li> <li>June 12-13</li> <li>This is a "wow" for ADM.</li> <li>Hope to write this course so that our teachers can acquire AEA or Drake credit.</li> </ul>
<p><b>Summer 2012</b></p> <p>6-12 Reading and Writing Teachers</p> <p>All Special Education teachers</p> <p>ADM Administration</p>	<p><u>Write Beside Them</u> by Penny Kittle</p>	<ul style="list-style-type: none"> <li>Penny Kittle will provide all teachers with a 2-day seminar on written language.</li> <li>Site: Heartland AEA in Johnston to accommodate a large group comfortably.</li> <li>June 12-13</li> <li>This is a "wow" for ADM.</li> <li>Hope to write this course so that our teachers can acquire AEA or Drake credit.</li> </ul>



**Adel Desoto Minburn Board of Education  
Regular Meeting – Monday, September 19, 2011  
6:00 p.m. @ ADM MS/Board Room**

**Attendance:**

Present:

Absent:

Tim Canney

Kelli Book

Rod Collins

Jen Heins

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

A reception for new and departing board members was held prior to the meeting.

**Call to Order/Roll Call:** President Tim Canney called the meeting to order. Roll call was taken. Present were President Tim Canney, Rod Collins, Kelli Book, Jen Heins, and Vice President Kim Roby.

**Agenda:** It was moved by Roby, seconded by Heins, to adopt the agenda as presented. Motion carried unanimously.

**Honoring Excellence:** Adel Elementary Principal Carole Erickson nominated Marvin Christensen for this month's Honoring Excellence recipient. She read the nomination letter stating the wonderful work Marvin does as a custodian at Adel Elementary. Marvin accepted a paperweight with the inscription "ADM Honoring Excellence" noting his honor and spoke a few words.

**Consent Agenda:** It was moved by Book, seconded by Heins, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, financial reports and the Treasurer's Report were reviewed and accepted. Resignations were accepted from Jeff Duffy, bus driver; Andrea Hofler, associate; Mike Mertz, bus driver; and Joel Najera, van driver. Pending successful background checks, new contracts were offered to Lorraine Corbin, food server worker; Renee Farber, associate; Jessica McFarland, van driver; LeVerne Moody, bus driver; Bart Mueller, girls' track coach; Susan Oesterle, administrative assistant; Tiffany Studyvin, associate; Joss Teed, girls' basketball coach; Dia Wiley, associate, Josh Barnes, boys' basketball coach; Steve Cochran, girls' basketball coach; Scott Crannell, wrestling coach; Scott Geadelmann, boys' basketball coach; Chris Hatchitt, wrestling coach; Donald Hess, boys' basketball coach; Cassandra Mueller, girls' basketball coach; Nicole Rasmussen,



girls' basketball coach; and Cole Van Vark, girls' basketball coach. A transfer for Elizabeth Downing from media associate to teacher associate was accepted. A contract modification to add assistant speech coach for Tammie Seaholm was accepted. The District Assessment Handbook was approved. The agreements for services/special education contracts were accepted. To help students who are minors to obtain work permits, Dr. Susan Donahue from Mercy Adel Medical Clinic was appointed to complete proofs-of-age certificates. The district will submit an application for at-risk allowable growth funding for FY 13. The agreements with area districts for transportation of open enrolled in students were accepted. The insurance report was reviewed and accepted. The School Improvement Advisory Committee was appointed; the committee will assist in the development and monitoring of student achievement goals and advise on other issues.

**Welcome of Visitors/Open Forum:** President Canney welcomed visitors and invited public comments during Open Forum. Chad Bird, former City of Adel administrator thanked the Board for their support over the years. Mr. Bird recently took a position with the City of Decorah.

**Election Results:** Board Secretary reported on the canvas of votes. Elected officials to four-year terms are Bart Banwart, Tim Canney, and Kim Roby.

Superintendent Dufoe thanked Jen Heins for her service on the Board.

At 6:20 p.m. President Canney adjourned the meeting to allow the new Board to assemble.

### **Organizational Meeting**

Board Secretary called the meeting to order and took roll call. The oath of office was administered to the newly elected board members.

**Election of Officers:** Board Secretary opened the nominations for the office of President. Tim Canney was nominated and elected by acclamation. Board Secretary opened the nominations for the office of Vice-President. Kim Roby was nominated and elected by acclamation. Board Secretary administered the oath of office to the newly elected officers. President Canney assumed the chair from the Board Secretary.

**Selection of Negotiation Team:** It was moved by Book, seconded by Banwart to have Rod Collins and Kim Roby continue their service on the Board's negotiation team. Motion carried unanimously.

**IASB Legislative Delegate:** It was moved by Collins, seconded by Roby to have Kelli Book continue her service as the Board's IASB legislative delegate. Motion carried unanimously.



**Ecology Club – Tree Grant:** Emily Wicks, Jaycee Mandernach and Rachel Wiley spoke about the environmental benefits of the Trees for Kids and Teen grant which will allow the Ecology Club to plant numerous trees adjacent to the parking lot and the soccer field at the high school. The trees will be purchased from the Wood Duck Tree Farm. It was moved by Roby, seconded by Collins to approve the grant application to the Iowa Department of Natural Resources and accept the grant of \$5,000 to improve landscaping at the school. Motion carried unanimously.

**Facility Rental Agreement:** It was moved by Roby, seconded by Banwart to approve the Facility Usage Guide as presented. The general operating principle of the agreement is to maximize free access for ADM youth and non-profit organizations and to more deeply define the classifications that require a fee for access. Adel Parks and Recreation will pay a \$2,500 yearly fee for use of the district facilities. This Facility Usage Guide is effective immediately. Motion carried unanimously.

**Administrative Reports:**

Early Retirement Incentive 2011-12: The Board reviewed the language of past incentive plans offered by the District. Based on the language of the plan offered in 2009-10, there would be twenty employees eligible for the early retirement incentive. The average pay out is \$23,000, which is funded through the Management Fund. Discussion followed. The Board will make a decision on whether to offer the plan at the October meeting.

Annual Progress Report: Superintendent presented the results of the 2010-11 Annual Progress Report (APR) for the district.

ACT Report: Superintendent presented the 2011 ACT report stating the 2011 scores are the highest on record and continue our upward positive trend of gains on the ACT. The significance of the ACT at the state level appears to be growing. Director Jason Glass has spoken of requiring all Iowa graduates to take the ACT starting in 2013. Principal Lee Griebel reported on the PLAN test, which is given to students to help them prepare for the ACT.

Elementary Reading Assessment Data Report: Carole Erickson presented her annual report on elementary reading assessments. She talked about several different assessment tools used at the PK-5 level.

Voter-Approved PPEL Discussion – Technology Needs: Adam Kurth, Director of Technology, presented information regarding the district technology and two options for improving technology through a voter-approved Physical Plant and Equipment Levy (PPEL). Our current technology inventory is outdated and lacking in access for students. Superintendent Dufoe reported that the Board could reduce the cash reserve levy for the General Fund and apply that towards the Voted PPEL levy, thereby keeping the overall levy rate the same. Only through our aggressive approach to expenditure



reductions over the last three years are we able to discuss a no tax increase for technology through PPEL. Possible election dates were discussed.

Open Enrollment for 2011-12: Superintendent announced approval of open enrollment requests from Clara, Jane, and Nadine Allen from Winterset to ADM and Cole Boswell, from Van Meter to ADM.

At 8:45 p.m., it was moved by Book, seconded by Roby to enter into closed session pursuant to Iowa Code section 21.5(1)(a) "to review or discuss records which are required or authorized by state or federal law to be kept confidential or to be kept confidential as a condition for that governmental body's possession or continued receipt of federal funds." The motion was passed unanimously by roll call vote.

The Board reconvened to open session at 8:52 p.m.

It was moved by Roby, seconded by Banwart, to approve the open enrollment request for student A. The motion was passed unanimously by roll call vote.

**Adjournment:**

It was moved by Roby, seconded by Banwart to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 8:53 p.m.

\_\_\_\_\_  
Minutes approved as

\_\_\_\_\_  
Tim Canney, President

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Nancy Gee, Secretary



ADEL DESOTO MINBURN CSD  
OCTOBER 2011 PAYROLL

<u>NURSE (Extra Hours)</u>			
M. FOUNTAS	9.25	\$	191.57
TOTAL		\$	191.57
<u>TUTORING</u>			
J. MARKUS	032 - 3.75 HRS	\$	60.00
E. PAGLIA	032 - 6 HRS	\$	96.00
B. SHIELDS	032 - 4 HRS	\$	64.00
C. SLOSS	032 - 9 HRS	\$	144.00
G. WHISNER	032 - 17 HRS	\$	272.00
A. VASTO	032 - 4 HRS	\$	64.00
D. LEWIS	032 - 2 HRS	\$	32.00
TOTAL		\$	732.00
<u>OFFICIAL</u>			
S. SCHROEDER	8TH GR VB	\$	60.00
S. SCHROEDER	8TH GR VB	\$	60.00
S. SCHROEDER	7TH GR VB	\$	60.00
S. SCHROEDER	7TH GR VB	\$	60.00
S. SCHROEDER	8TH GR VB	\$	60.00
D. SEVERIDT	JV FB	\$	60.00
TOTAL		\$	360.00
GRAND TOTAL		\$	1,283.57



Check #	Vendor Name	Vendor Description	Amount
Checking Account: 1	Fund: 10	GENERAL FUND	
89121	3E ELECTRICAL ENGINEERING	SUPP.	1,935.68
89122	ABC-ELECTRICAL CONTRACTORS	SUPP.	282.85
89090	ACCESS SYSTEMS	SUPP.	601.97
89124	AHLERS AND COONEY, P.C.	SERV.	944.00
89125	AIR FILTER SALES & SERVICES	SUPP.	1,130.52
89127	ANDERSON ERICKSON	SUPP.	109.12
89128	APPLE COMPUTER	SUPP.	377.30
89129	AREA 11	SUPP.	5,091.50
89130	ARNOLD MOTOR SUPPLY	SUPP.	524.52
89131	ASCD	FEES	119.95
89132	A-TEC RECYCLING INC.	SERV.	250.51
89133	BALDON HARDWARE	SUPP.	1,059.65
89135	BARNES & NOBLE	SUPP.	212.23
89049	BP	SUPP.	5,959.28
89138	CAPITAL SANITARY	SUPP.	2,209.28
89139	CDW-G	SUPP.	314.85
89140	CENTRAL IOWA GLASS	SUPP.	1,405.50
89141	CENTURYLINK	SERV.	2,327.08
89142	CITY OF ADEL	UTIL.	4,608.53
89143	CITY OF DESOTO	UTIL.	637.38
89144	CITY OF MINBURN	UTIL.	219.27
89146	COMMUNICATION INNOVATORS INC.	SERV.	361.25
89148	CULLIGAN	SERV.	32.00
89107	DAHL'S FOOD MARTS	SUPP.	316.40
89053	DALLAS COUNTY NEWS	PUBL.	87.00
89055	DE LAGE LANDEN FINANCIAL SERVICES	SERV.	787.00
89153	DES MOINES REGISTER	PUBL.	750.00
89154	DMACC	TUITION	575.00
89156	EXCEL MECHANICAL CO., INC.	SERV.	5,392.70
89157	FARROW, JAY	SERV.	3,166.66
89158	FASTENAL COMPANY	SUPP.	34.44
89160	FLINN SCIENTIFIC INC	SUPP.	66.74
89161	FORRET, BREANNA	TRAVEL	1,817.28
89162	GEDDES & COMPANY, RAYMOND	SUPP.	112.35
89164	GILCREST JEWETT LUMBER CO.	SUPP.	847.50
89166	GRAPHIC EDGE, THE	SUPP.	5,737.90
89172	HEINEMANN	SUPP.	66.00
89174	HILLYARD/DES MOINES SANITARY SUPPLY CO.	SUPP.	908.77
89176	HOUGHTON MIFFLIN COMPANY	SUPP.	1,849.71
89061	IA DIVISION OF CRIMINAL INVESTIGATION	FEES	30.00
89177	IHSADA	FEES	145.00
89094	IOWA ACADEMY OF SCIENCE	FEES	385.00
89178	IOWA ASSOC OF SCHOOL BOARDS	FEES	30.00
89179	IOWA ASSOC OF SCHOOL BUSINESS OFFICIALS	FEES	144.00
89095	IOWA HIGH SCHOOL SPEECH ASSOC.	FEES	165.00
89180	IOWA PRISON INDUSTRIES	SUPP.	179.63



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Posted: Check Date 5 Records Selected; Fund 10, 33, 40

User ID: NGEE

Check #	Vendor Name	Vendor Description	Amount
89096	J.A. SEXAUER	SUPP.	138.74
89183	JOHNSON CONTROLS, INC.	SERV.	2,918.00
89186	KEPHART'S MUSIC CENTER	SUPP.	13.85
89188	LASER RESOURCES	SERV.	76.34
89097	MAINS, JASON	REFUND	87.00
89071	MEDIACOM	SERV.	179.95
89193	MENARD, INC.	SUPP.	955.82
89194	MIDAMERICAN	UTIL.	18,614.89
89196	MSC INDUSTRIAL SUPPLY CO.	SERV.	56.75
89199	OFFICE DEPOT	SUPP.	1,392.40
89200	OFFICE MAX CONTRACT INC.	SUPP.	105.12
89202	PATCH'S PUMPKINS & HONEY FARM	SERV.	44.00
89077	POSTMASTER	POSTAGE	556.30
89204	RACCOON RIVER CONFERENCE	FEES	650.00
89206	RIEMAN MUSIC	SUPP.	495.26
89211	SCHOLASTIC MAGAZINES	SUPP.	88.00
89212	SCHOOL HEALTH CORP.	SUPP.	242.98
89213	SCHOOL SPECIALTY	SUPP.	174.38
89214	SCHOOL SPECIALTY	SUPPS.	25.04
89215	SCOTT, MARY BETH	SUPP.	231.28
89217	SEABURY & SMITH, INC. IOWA FIDUCIARY	INSURANCE	102,107.13
89100	SEMINOLE ENERGY SERVICE, L.L.C	SERV.	489.52
89219	SHUGAR'S SUPERVALU	SUPP.	407.34
89220	SOFTWARE UNLIMITED, INC	FEES	150.00
89222	STRAUSS LOCK CO	SUPP.	107.50
89224	TEACHING STRATEGIES	SUPP.	239.20
89083	THE ITEC CONFERENCE	FEES	390.00
89085	US CELLULAR	TEL.	112.55
89086	US POSTAL SERVICE (POSTAGE BY PHONE)	SERV.	500.00
89228	WALSH DOOR & HARDWARE CO	SUPP.	945.50
89229	WASTE MANAGEMENT	DISPOSAL	876.86
89101	WESTERGAARD, LINDA	STARTUP BOOKFAIR	100.00
89120	WILLS FAMILY ORCHARD	SERV	45.00
89232	WINDSTREAM	SERV.	161.15
<b>Fund Total:</b>			<b>187,986.15</b>
<b>Checking Account: 1 Fund: 33 CAPITAL PROJECTS SILO FUND</b>			
89156	EXCEL MECHANICAL CO., INC.	SERV.	3,428.92
<b>Fund Total:</b>			<b>3,428.92</b>



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Posted: Check Date 5 Records Selected: Fund 21, 22, 36

User ID: NGEE

Check #	Vendor Name	Vendor Description	Amount
Checking Account: 1	Fund: 21	STUDENT ACTIVITY FUND	
89046	ALL AMERICAN SPORTS CORP.	SUPP.	58.19
89103	BAKER, JAMES	OFFICIAL	125.00
89047	BAKER-GREEN, JESSICA	SERV.	920.00
89133	BALDON HARDWARE	SUPP.	63.49
89134	BALLARD HIGH SCHOOL	FEES	260.00
89136	BEGLEY, JOHN	OFFICIAL	300.00
89104	BLUM, SCOTT	OFFICIAL	60.00
89105	BOEKHOFF, GREG	OFFICIAL	90.00
89137	BONNETT, GARY	OFFICIAL	90.00
89050	CHARACTER COUNTS	SUPP.	525.00
89145	COACHCOMM	EQUIP.	4,733.23
89147	CONTRACT SPECIALTY, LC	SUPP.	350.80
89052	COUNTRY INN&SUITES DUBUQUE	SERV.	543.20
89106	CRAIG, PAUL	OFFICIAL	90.00
89149	DALCO DESIGNS	SUPPS.	343.00
89150	DARDANO, ROXANNE	SUPP.	94.00
89151	DAVIS, DAN	OFFICIAL	190.00
89056	DEATON, LEA	OFFICIAL	100.00
89152	DES MOINES EAST HIGH SCHOOL	FEES	90.00
89155	DUBUQUE HEMPSTEAD ISD	FEES	60.00
89159	FITNESS SPORTS	SUPPS.	134.00
89057	GATES, JAY	OFFICIAL	60.00
89163	GENERAL SUPPLIES DIVISION	SUPPS.	2,400.00
89058	GOERISH, JON	OFFICIAL	125.00
89167	GRAPHIC EDGE, THE	SUPP.	7,638.75
89168	HARJES, CARRIE	OFFICIAL	90.00
89169	HAWBAKER, TODD	OFFICIAL	190.00
89170	HAWKINS, KEITH	OFFICIAL	90.00
89171	HEALY AWARDS	SUPP.	279.18
89108	HELWIG, GARY	OFFICIAL	125.00
89173	HERFF JONES (YEARBOOKS)	SUPP.	6,136.71
89109	HOCH, BRANDON	OFFICIAL	125.00
89175	HOPKINS	SUPP.	798.24
89060	HULSE, JOHN	OFFICIAL	60.00
89093	HY-VEE FOOD STORES	SUPP.	65.91
89062	IOWA CHEERLEADING COACHES' ASSOCIATION	DUES	445.00
89063	ISDTA	FEES	254.00
89181	J & M DISPLAYS, INC	SUPP.	765.00
89064	JENSEN, ROSS	OFFICIAL	125.00
89182	JIM'S JOHNS	SERV.	300.00
89110	JONES, ALLEN	OFFICIAL	300.00
89111	KELLER, MONTE STEVEN	SERV.	770.00
89187	KESSLERS TEAM SPORTS, INC.	SUPP.	1,517.00
89067	KLOEWER, JAMES	OFFICIAL	60.00
89068	LABARGE, JEFFREY	OFFICIAL	100.00
89189	LIDS TEAM SPORTS	SUPPS.	695.55



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Posted: Check Date 5 Records Selected: Fund 21, 22, 36

User ID: NGEE

Check #	Vendor Name	Vendor Description	Amount
89190	LOWE'S	SUPP.	72.50
89191	MALLBERG, MICHAEL N	OFFICIAL	60.00
89192	MARTIN BROS.	SUPP.	2,369.63
89070	MCFADDEN, HAROLD	OFFICIAL	100.00
89193	MENARD, INC.	SUPP.	49.03
89072	MEYER, BENJAMIN	OFFICIAL	60.00
89195	MOON, JOSEPH	OFFICIAL	120.00
89074	NELSEN, CLINT	OFFICIAL	125.00
89113	O'BRIEN, DARREN	OFFICIAL	240.00
89201	PANORAMA CSD	FEES	100.00
89075	PEPSI	SUPP.	5,081.47
89203	PERRY HIGH SCHOOL	FEES	100.00
89115	REED, MARK	OFFICIAL	125.00
89078	REIMERS, LUKE	OFFICIAL	125.00
89080	SAM'S CLUB	SUPP.	1,132.06
89207	SAMUEL FRENCH INC	SERV.	300.00
89117	SAVERAID, SAMUEL	OFFICIAL	180.00
89209	SAYDEL CSD	FEES	55.00
89210	SCALATTA, FRED	OFFICIAL	190.00
89118	SCHNEIDER, RUSS	OFFICIAL	125.00
89119	SCHOOL ADMINISTRATORS OF IOWA	FEES	280.00
89215	SCOTT, MARY BETH	SUPP.	30.00
89218	SHUGAR'S SUPERVALU	SUPP.	22.06
89082	SIEBKE, STAN	OFFICIAL	125.00
89221	SOMETHING UNIQUE	SUPP.	3,342.39
89223	STUMPS	SUPP.	567.73
89225	THE COSTUMER	SUPP.	253.65
89084	TIGGES, MARK	OFFICIAL	95.00
89226	TRYON, R SCOTT	OFFICIAL	60.00
89227	Varsity	SUPP.	2,220.95
89230	WAUKEE CSD	FEES	95.00
89087	WAUKEE HARDWARE	SUPP.	35.00
89231	WESTWOOD EMBROIDERY	SERV.	95.00
89088	WILES, EDWARD	OFFICIAL	60.00
89233	WINTERSET JUNIOR HIGH SCHOOL	FEES	70.00
89089	YORK, RANDY	OFFICIAL	60.00

Fund Total: 50,856.72

Checking Account: 1 Fund: 22 MANAGEMENT LEVY FUND

89079 RIVER VALLEY INSURANCE LLC

INSURANCE

483.00

Fund Total: 483.00



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Posted: Check Date 5 Records Selected; Fund 61, 62, 81, 91

User ID: NGEE

Check #	Vendor Name	Vendor Description	Amount
<b>Checking Account: 1 Fund: 61 SCHOOL NUTRITION FUND</b>			
89126	ALLEY AUTO SALES	SERV.	52.00
89133	BALDON HARDWARE	SUPP.	3.98
89092	BELIEU, AMANDA	REFUND	82.15
89165	GRAHAM TIRE DES MOINES	SUPP.	392.20
89185	KECK, INC.	SUPP.	2,326.28
89098	MARTIN BROS.	SUPP.	19,805.67
89216	SEABURY & SMITH, INC. IOWA FIDUCIARY	INSURANCE	2,769.01
89218	SHUGAR'S SUPERVALU	SUPP.	8.99
<b>Fund Total:</b>			<b>25,440.28</b>
<b>Checking Account: 1 Fund: 62 CHILD CARE FUND</b>			
89205	RENNER, MINDY	SUPP.	6.00
89216	SEABURY & SMITH, INC. IOWA FIDUCIARY	INSURANCE	32.20
<b>Fund Total:</b>			<b>38.20</b>







Adel DeSoto Minburn Community School District  
Revenue Totals  
September 2011

	<u>PREVIOUS</u>	<u>THIS MONTH</u>	<u>TO DATE</u>	<u>BUDGET</u> (Preliminary)	<u>% OF</u> <u>BUDGET</u>
<u>GOVERNMENTAL FUNDS REVENUE</u>					
<u>GENERAL FUND</u>					
LOCAL SOURCES	\$204,846.61	\$351,725.98	\$556,572.59	\$6,236,115.00	8.92%
STATE SOURCES	15,250.57	708,558.00	723,808.57	7,569,735.00	9.56%
FEDERAL SOURCES	<u>40,562.73</u>	<u>0.00</u>	<u>40,562.73</u>	<u>333,756.00</u>	12.15%
SUBTOTAL	\$260,659.91	\$1,060,283.98	\$1,320,943.89	\$14,139,606.00	9.34%
<u>SAVE (SILO) FUND</u>	269,775.75	170.35	269,946.10	1,076,506.00	25.08%
<u>DEBT SERVICE FUND</u>	74,785.03	74,526.67	149,311.70	1,474,527.00	10.13%
<u>SPECIAL REVENUE FUNDS</u>					
<u>AGEMENT FUND</u>	3,962.97	30,135.34	34,098.31	491,075.00	6.94%
<u>PHYSICAL PLANT &amp; EQUIPMENT FUND</u>	927.79	7,061.22	7,989.01	121,155.00	6.59%
<u>STUDENT ACTIVITY FUND</u>	46,557.44	54,750.41	101,307.85	355,000.00	28.54%
<u>PROPRIETARY FUNDS REVENUE</u>					
<u>SCHOOL NUTRITION FUND</u>	1,380.13	43,457.01	44,837.14	762,371.00	5.88%
<u>DAY CARE FUND</u>	4,425.15	9,766.03	14,191.18	58,500.00	24.26%
<u>FIDUCIARY FUNDS REVENUE</u>					
<u>SCHOLARSHIP TRUST FUND</u>		0.00	0.00		
<u>AGENCY FUND</u>	<u>3,435.00</u>	<u>0.00</u>	<u>3,435.00</u>		
TOTAL ALL FUNDS	<u>\$665,909.17</u>	<u>\$1,280,151.01</u>	<u>\$1,946,060.18</u>	<u>\$18,478,740.00</u>	



Adel DeSoto Minburn Community School District  
Expenditure Totals  
September 2011

	<u>PREVIOUS</u>	<u>THIS MONTH</u>	<u>TO DATE</u>	<u>BUDGET</u> (Preliminary)	<u>% OF</u> <u>BUDGET</u>
<u>GOVERNMENTAL FUNDS EXPENDITURE</u>					
<u>GENERAL FUND</u>					
DISTRICT WIDE	\$493,038.12	\$260,588.44	753,626.56	\$4,487,607.00	16.79%
HIGH SCHOOL	396,073.70	196,921.82	592,995.52	2,782,053.00	21.32%
OLD 6-7 BUILDING	4,928.84	667.00	5,595.84	32,050.00	17.46%
MIDDLE SCHOOL 6-8	303,481.93	160,801.19	464,283.12	2,031,266.00	22.86%
DESOTO INTERMEDIATE	295,297.16	142,701.44	437,998.60	1,890,957.00	23.16%
MINBURN ELEMENTARY	2,312.02	890.15	3,202.17	34,750.00	9.21%
ADEL ELEMENTARY	<u>318,654.17</u>	<u>185,423.27</u>	504,077.44	<u>2,249,966.00</u>	22.40%
SUBTOTAL	\$1,813,785.94	\$947,993.31	\$2,761,779.25	\$13,508,649.00	20.44%
<u>SAVE (SILO) FUND</u>	92,384.91	64,135.61	156,520.52	1,075,000.00	14.56%
<u>DEBT SERVICE FUND</u>	23,200.00	0.00	23,200.00	1,472,835.00	1.58%
<u>SPECIAL REVENUE FUNDS</u>					
<u>MANAGEMENT FUND</u>	14,841.50	178,228.50	193,070.00	239,759.00	80.53%
<u>PHYSICAL PLANT &amp; EQUIPMENT FUND</u>	91,429.20	0.00	91,429.20	185,000.00	49.42%
<u>STUDENT ACTIVITY FUND</u>	25,483.71	54,844.32	80,328.03	330,000.00	24.34%
<u>PROPRIETARY FUNDS</u>					
<u>SCHOOL NUTRITION FUND</u>	72,577.54	61,441.07	134,018.61	720,311.00	18.61%
<u>DAY CARE FUND</u>	3,519.75	2,256.11	5,775.86	56,352.00	10.25%
<u>FIDUCIARY FUNDS REVENUE</u>					
<u>SCHOLARSHIP TRUST FUND</u>	2,500.00	0.00	2,500.00		
<u>AGENCY FUND</u>	3,365.00	70.00	3,435.00		
TOTAL ALL FUNDS	<u>\$2,143,087.55</u>	<u>\$1,308,968.92</u>	<u>\$3,452,056.47</u>	<u>\$17,587,906.00</u>	



To The Board of Directors  
ADM Community School District  
Statement of Current Assets  
For Month Ending September 30, 2011

	Governmental Funds						Proprietary Funds		Fiduciary Funds		ALL FUNDS
	10 General Operating	21 Student Activity	22 Management	36 Physical Plant & Equipment	33 Cap Projects Sales Tax	40 Debt Service	61 School Nutrition	62 Day Care	81 Scholarship	91 Agency	TOTALS
Previous Month Balance	\$ 2,187,602.90	\$ 259,450.88	\$ 755,731.55	\$ 61,220.50	\$ 755,009.36	\$ 321,048.95	\$ 87,342.71	\$ 45,839.40	\$ 550.00	\$ 70.00	\$ 4,473,866.25
Receipts	1,060,283.98	54,750.41	30,135.34	7,061.22	170.35	74,526.67	43,457.01	9,766.03			1,280,151.01
Previous Month Ins W/H	(594.01)						279.67	(221.12)			(535.46)
Total Funds Available	\$ 3,247,292.87	\$ 314,201.29	\$ 785,866.89	\$ 68,281.72	\$ 755,179.71	\$ 395,575.62	\$ 131,079.39	\$ 55,384.31	\$ 550.00	\$ 70.00	\$ 5,753,481.80
Disbursements	947,993.31	54,844.32	178,228.50	-	64,135.61	-	61,441.07	2,256.11		70.00	1,308,968.92
Ending Balance	<u>\$ 2,299,299.56</u>	<u>\$ 259,356.97</u>	<u>\$ 607,638.39</u>	<u>\$ 68,281.72</u>	<u>\$ 691,044.10</u>	<u>\$ 395,575.62</u>	<u>\$ 69,638.32</u>	<u>\$ 53,128.20</u>	<u>\$ 550.00</u>	<u>\$ -</u>	<u>\$ 4,444,512.88</u>
Cash in Bank	\$ 2,299,638.03	\$ 254,936.97	\$ 607,638.39	\$ 68,281.72	\$ 415,681.49	\$ 90,062.23	\$ (7,043.62)	\$ 52,963.54	\$ 550.00	\$ -	\$ 3,782,708.75
Cash Change Funds	-	-	-	-	-	-	200.00	-	-	-	\$ 200.00
ISJIT	2,792.49	4,420.00	-	-	-	-	162,175.69	165.00	-	-	\$ 169,553.18
Investments	-	-	-	-	275,362.61	305,513.39	-	-	-	-	\$ 580,876.00
Deferred Revenue	-	-	-	-	-	-	(83,347.09)	-	-	-	\$ (83,347.09)
LT Liability	-	-	-	-	-	-	(2,347.00)	-	-	-	\$ (2,347.00)
Current Month Ins W/H	(3,130.96)	-	-	-	-	-	0.34	(0.34)	-	-	\$ (3,130.96)
Total Current Assets	<u>\$ 2,299,299.56</u>	<u>\$ 259,356.97</u>	<u>\$ 607,638.39</u>	<u>\$ 68,281.72</u>	<u>\$ 691,044.10</u>	<u>\$ 395,575.62</u>	<u>\$ 69,638.32</u>	<u>\$ 53,128.20</u>	<u>\$ 550.00</u>	<u>\$ -</u>	<u>\$ 4,444,512.88</u>
PRIOR YEAR											
Cash in Bank	\$ 1,138,048.97	\$ 212,084.60	\$ 339,897.01	\$ (7,302.63)	\$ 106,900.90	\$ 110,660.27	\$ 45,540.88	\$ 48,106.31	\$ 550.00	\$ -	\$ 1,994,486.31
Cash Change Funds	-	-	-	-	-	-	200.00	-	-	-	\$ 200.00
ISJIT	1,936.07	2,940.00	-	-	-	-	10,276.65	-	-	-	\$ 15,152.72
Investments	-	-	-	-	275,335.01	297,788.83	-	-	-	-	\$ 573,123.84
Deferred Revenue	-	-	-	-	-	-	(29,523.40)	-	-	-	\$ (29,523.40)
Total Current Assets	<u>\$ 1,139,985.04</u>	<u>\$ 215,024.60</u>	<u>\$ 339,897.01</u>	<u>\$ (7,302.63)</u>	<u>\$ 382,235.91</u>	<u>\$ 408,449.10</u>	<u>\$ 26,494.13</u>	<u>\$ 48,106.31</u>	<u>\$ 550.00</u>	<u>\$ -</u>	<u>\$ 2,553,439.47</u>





Activity Fund Balance Report - Summary - Exclude Encumbrances  
09/2011 - 09/2011

Excluding Zeros; Beginning Month 09/2011; Processing Month 09/2011; Fund 10 ; Fund Balance Account 33 Records Selected

10 GENERAL FUND

Account Number	Account Name	Beginning Balance	Expenses	Revenues	Balance Change	Balance
10 721 000 8010 000	ADULT ED FUND BALANCE	2,999.61	0.00	0.00	0.00	2,999.61
10 721 000 8090 000	INSTRUMENT RENTAL FUND BALANCE	5,996.53	503.64	355.00	0.00	5,847.89
10 721 000 8180 000	PADLOCKS FUND BALANCE	190.81	0.00	0.00	0.00	190.81
10 721 000 8190 000	TOWELS FUND BALANCE	14,221.67	0.00	0.00	0.00	14,221.67
10 721 000 8200 000	NURSE DONATIONS FUND BALANCE	901.24	0.00	0.00	0.00	901.24
10 721 172 8020 000	HS ART RESALE FUND BALANCE	(761.17)	0.00	0.00	0.00	(761.17)
10 721 172 8025 000	HS ADVISORY PROGRAM FUND BALANCE	405.44	0.00	0.00	0.00	405.44
10 721 172 8035 000	HS CONTRIBUTIONS FUND BALANCE	2,594.94	34.62	349.93	0.00	2,910.25
10 721 172 8040 000	HS BAND RESALE FUND BALANCE	(770.21)	7.19	0.00	0.00	(777.40)
10 721 172 8050 000	HS MUSIC FEES FUND BALANCE	7,803.29	126.00	20.00	0.00	7,697.29
10 721 172 8070 000	HS METALS RESALE FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 172 8080 000	HS WOODS RESALE FUND BALANCE	(2,586.11)	0.00	0.00	0.00	(2,586.11)
10 721 172 8110 000	HS STAFF LOUNGE FUND BALANCE	1,932.25	0.00	52.92	0.00	1,985.17
10 721 172 8160 000	HS STUDENT PARKING FUND BAL	1,362.69	0.00	0.00	0.00	1,362.69
10 721 172 8170 000	HS CLASS COMPOSITE FUND BAL	2,335.00	0.00	25.00	0.00	2,360.00
10 721 209 8035 000	8-9 MS CONTRIBUTIONS FUND BALANCE	90.00	0.00	0.00	0.00	90.00
10 721 409 8030 000	AE PACT FUND BALANCE	792.88	0.00	0.00	0.00	792.88
10 721 409 8035 000	AE CONTRIBUTIONS FUND BALANCE	6,729.29	448.43	(821.50)	0.00	5,459.36
10 721 409 8060 000	AE BOOK FAIR FUND BALANCE	3,728.18	100.00	0.00	0.00	3,628.18
10 721 409 8110 000	AE STAFF LOUNGE FUND BALANCE	(28.02)	32.00	3,310.00	0.00	3,249.98
10 721 412 8035 000	6-8 MS CONTRIBUTIONS FUND BALANCE	6,801.92	402.61	139.51	0.00	6,538.82
10 721 412 8040 000	6-8 MS BAND RESALE FUND BALANCE	556.72	61.18	303.00	0.00	798.54
10 721 412 8060 000	6-8 MS BOOK FAIR FUND BALANCE	1,786.64	0.00	0.00	0.00	1,786.64
10 721 412 8110 000	6-8 MS STAFF LOUNGE FUND BALANCE	5,876.51	0.00	10.81	0.00	5,887.32
10 721 418 8035 000	DS CONTRIBUTIONS FUND BALANCE	13,062.11	132.30	155.79	0.00	13,085.60
10 721 418 8040 000	DS BAND RESALE FUND BALANCE	418.55	25.49	282.66	0.00	675.72
10 721 418 8060 000	DS BOOK FAIR FUND BALANCE	1,713.21	0.00	0.00	0.00	1,713.21
10 721 418 8110 000	DS STAFF LOUNGE FUND BALANCE	1,257.05	36.00	0.00	0.00	1,221.05
10 721 421 8035 000	ME CONTRIBUTIONS FUND BALANCE	125.00	0.00	0.00	0.00	125.00
10 721 421 8040 000	ME BAND RESALE FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 421 8060 000	ME BOOK FAIR FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 421 8100 000	ME RIF FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 721 421 8110 000	ME STAFF LOUNGE FUND BALANCE	0.00	0.00	0.00	0.00	0.00
10 Total:		79,536.02	1,909.46	4,183.12	0.00	81,809.68



Activity Fund Balance Report - Summary - Exclude Encumbrances  
09/2011 - 09/2011  
Excluding Zeros; Beginning Month 09/2011; Processing Month 09/2011; Fund 21

21 STUDENT ACTIVITY FUND

Account Number	Account Name	Beginning Balance	Expenses	Revenues	Balance Change	Balance
21 729 000 7200 950	INTEREST FUND BALANCE	85.01	0.00	89.45	0.00	174.46
21 729 172 6000 920	HS ATHLETIC FUND BALANCE	73,223.13	0.00	1,440.00	0.00	74,663.13
21 729 172 6645 920	HS CC FUND BALANCE	244.18	549.30	1,165.05	0.00	859.93
21 729 172 6660 920	HS GOLF FUND BALANCE	4,576.25	50.00	305.00	0.00	4,831.25
21 729 172 6675 920	HS CO-ED WEIGHT PROG FUND BAL	0.00	0.00	0.00	0.00	0.00
21 729 172 6710 920	HS BBB FUND BALANCE	6,710.01	1,805.20	0.00	0.00	4,904.81
21 729 172 6720 920	HS FB FUND BALANCE	3,511.89	17,874.03	21,725.00	0.00	7,362.86
21 729 172 6725 920	HS BSC FUND BALANCE	1,841.46	0.00	0.00	0.00	1,841.46
21 729 172 6730 920	HS BSB FUND BALANCE	3,882.37	71.00	50.00	0.00	3,861.37
21 729 172 6740 920	HS BTR FUND BALANCE	2,576.66	0.00	1,683.00	0.00	4,259.66
21 729 172 6790 920	HS WR FUND BALANCE	9,939.72	0.00	0.00	0.00	9,939.72
21 729 172 6810 920	HS GBB FUND BALANCE	2,373.80	431.40	0.00	0.00	1,942.40
21 729 172 6815 920	HS VB FUND BALANCE	6,740.88	3,932.00	4,245.00	0.00	7,053.88
21 729 172 6825 920	HS GSC FUND BALANCE	1,968.61	0.00	0.00	0.00	1,968.61
21 729 172 6835 920	HS SB FUND BALANCE	7,067.09	1,067.50	63.00	0.00	6,062.59
21 729 172 6840 920	HS GTR FUND BALANCE	4,397.74	0.00	0.00	0.00	4,397.74
21 729 172 7010 950	BUTTON CLUB FUND BALANCE	63.38	0.00	0.00	0.00	63.38
21 729 172 7055 950	HS PROM FUND BALANCE	3,320.94	0.00	0.00	0.00	3,320.94
21 729 172 7060 950	SPECIAL EVENTS FUND BALANCE	70,038.06	15,614.22	20,456.01	0.00	74,879.85
21 729 172 7065 950	FACILITIES PLANNING COMM FUND BAL	24,696.00	0.00	0.00	0.00	24,696.00
21 729 172 7070 950	DRAMA FUND BALANCE	10,870.49	587.00	0.00	0.00	10,283.49
21 729 172 7075 950	SPEECH CONTEST FUND BALANCE	981.03	0.00	0.00	0.00	981.03
21 729 172 7080 950	INTERNATIONAL CLUB FUND BALANCE	911.63	0.00	0.00	0.00	911.63
21 729 172 7100 950	NATIONAL HONOR SOCIETY FUND BALANCE	316.58	0.00	0.00	0.00	316.58
21 729 172 7110 950	HS DANZ TEAM FUND BALANCE	4,300.64	2,733.00	0.00	0.00	1,567.64
21 729 172 7120 950	SADD FUND BALANCE	330.67	0.00	0.00	0.00	330.67
21 729 172 7140 950	THESPIAN CLUB FUND BALANCE	746.15	65.00	0.00	0.00	681.15
21 729 172 7150 950	HS STUDENT COUNCIL FUND BAL	3,155.48	178.41	1,684.50	0.00	4,661.57
21 729 172 7170 950	TSA FUND BALANCE	241.26	0.00	0.00	0.00	241.26
21 729 172 7180 950	YEARBOOK FUND BALANCE	1,653.97	300.00	0.00	0.00	1,353.97
21 729 172 7210 950	HALL OF FAME FUND BALANCE	2,600.00	0.00	0.00	0.00	2,600.00
21 729 172 7230 950	HS CHEERLEADING FUND BALANCE	3,576.05	8,721.36	1,844.40	0.00	(3,300.91)
21 729 172 7240 950	ADACEMIC DECATHLON FUND BALANCE	1,150.00	614.90	0.00	0.00	535.10
21 729 209 7155 950	8-9 MS STUDENT COUNCIL FUND BAL	0.00	0.00	0.00	0.00	0.00
21 729 412 7160 950	MS STUDENT COUNCIL FUND BAL	686.37	250.00	0.00	0.00	436.37
21 729 412 7180 950	MS YEARBOOK FUND BALANCE	673.38	0.00	0.00	0.00	673.38
21 729 418 7190 950	DS STUDENT COUNCIL FUND BAL	0.00	0.00	0.00	0.00	0.00
21 Total:		259,450.88	54,844.32	54,750.41	0.00	259,356.97