

## BOARD MEETING UPDATE

SEPTEMBER 16, 2013

### APPROVED:

- August 29 Work Session Minutes
- August 12 Regular Minutes
- Bills/Claims
- Financial Reports
- Annual Treasurer's Report
- Resignations/Terminations
  - Jeff Duffy, bus driver, effective 8/23/13
  - Jamie Jorgensen, sub caller, effective 9/16/13
  - McKenzie Phillips, associate, effective 8/19/13
- Hires
  - Rick Dilinger, Head Softball Coach, Step 4
  - Renee Farber, Ass't Concession Manager, effective 9/9/13
  - Zackery Gay, bus driver, TBD
  - Jamie Jorgensen, AE teacher associate, step 5, effective 8/29/13
  - Casandra Mueller, sub caller, effective 9/16/13
  - Jennifer Peterson, HS food server/worker I, Step 2, effective 9/9/13
  - Larry Schrock, Interim Dean of Students, effective 9/1/13
  - Kathy Wisgerhof, transportation administrative assistant, Step 6, effective 9/16/13
  - Donna Wilson, bus driver, TBD
  - Steve Cochran, Ass't HS GBB Coach, Step 4
  - Todd Cook MS GBB Coach, Step 4
  - Scott Cannel, MS Wrestling, Step 4
  - Scott Geadelmann, MS BBB Coach, Step 4
  - Chris Hatchitt, MS Wrestling, Step 4
  - Ryan Henderson, Ass't HS BBB Coach, Step 2
  - Donald Hess, MS BBB Coach, Step 3
  - Mark McCartney, MS BBB Coach, Step 2
  - Casandra Mueller, Ass't HS GBB Coach, Step 4
  - Nic Rasmussen, MS GBB Coach, Step 4
- Transfers
  - Kelsi Kilker, from van driver to mini bus driver, effective 9/16/13 \$14.50/Hr
  - Justin Schmauss, from Ass't HS Wrestling Coach to Head HS Wrestling Coach, Step 3
- Final Reading of Policy 402.6 – Insurance
- Agreement for Special Education Services
- Physician for Work Permits – Dr. Susan Donahue, Mercy Adel Medical Clinic
- At Risk Allowable Growth Application
- School Improvement Advisory Committee
- Transportation with Area Districts for Open Enrolled Students
- Open Enrollment In 2013-14

- Abbey Hanson, Gr 9 from Waukee
  - Lily Hanson, Gr 7 from Waukee
  - Jordan Thompson, Gr 1 from DM
  - Kathryn Thompson, Gr 8 from DM
- Open Enrollment Out for 2013-14
  - Joseph Anderson, Gr 4 to WCV
  - Tasha Anderson, Gr 2 to WCV
  - Mitchell Stanley, Kdg to Winterset
- Canvas of Votes – Kelli Book & Rod Collins Elected to 4 Year Term
- Election of Officers – President Tim Canney & Vice President Kim Roby
- Negotiation Team – Rod Collins & Kim Roby
- IASB Legislative Delegate – Kelli Book
- AEA Board Member Election – Ann Wilson
- Resolution Approving Interfund Loan -\$45,065 from General Fund to PPEL Fund
- Request for Allowable Growth & Supplement Aid for Negative Special Education Balance \$269,929.46
- Out of Country Request – Della Weems & Jacque Seidl – Students to London (June 9-16, 2014)
- New Bus Driver Positions – Two In-town Routes

#### REPORTS/DISCUSSION

- FRK – Facility Master Planning
- SINA
- Teacher Leadership & Compensation Planning Update (TLC)
- ACT Report



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

5:00

**Board Work Session**  
**FRK and Associates – Facility Master Planning Update**

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

**NOTICE OF PUBLIC MEETING**

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District will meet at 6:00 p.m. on the 16th day of September 2013, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

**BOARD MEETING AGENDA**  
**DISTRICT BOARD ROOM**

September 16, 2013  
6:00 P.M.

**OPENING:**

6:00 P.M.

Call to order  
Roll call  
Emergency additions and adoption of agenda

*agenda amendment*

6:05

Consent agenda  
Approval of minutes  
Approval of bills/claims and transfers  
Secretary/Treasurer financial reports  
Treasurer's report for fiscal year 2013  
Personnel contracts  
Second and Final Reading of Board Policy 402.6 "Insurance"  
Agreement for services/special education contracts  
Appoint physician for work permit certificates  
At-Risk Allowable Growth  
School Improvement Advisory committee  
Open enrollment out of district transportation  
Open enrollment  
Welcome of visitors and open forum

*organizational meeting*

**ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:**

6:30

Election results

6:35

Adjournment

*Oath has to be before organizational meeting*

**ORGANIZATIONAL MEETING OF NEW BOARD:**

6:35

Call to order

Roll call

6:40

Oath of Office

**ACTION ITEMS:**

Election of officers  
Selection of negotiation team  
IASB Legislative Delegate  
Election of AEA Board Member  
Resolution Approving Interfund Loan  
Request for Allowable Growth and Supplement Aid for a negative special education balance  
Out-of-country trip request  
Additional bus driver positions

**ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:**

Facility Master Planning  
SINA Updates  
Teacher Leadership and Compensation Planning Update  
ACT report  
Adjournment

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

Nancy Gee  
Secretary  
Board of Directors

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

5:00

**Board Work Session**  
**FRK and Associates – Facility Master Planning Update**

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                    Roll call  
                    Emergency additions and adoption of agenda

6:05              Consent agenda  
                    Approval of minutes  
                    Approval of bills/claims and transfers  
                    Secretary/Treasurer financial reports  
                    Treasurer's report for fiscal year 2013  
                    Personnel contracts  
                    Second and Final Reading of Board Policy 402.6 "Insurance"  
                    Agreement for services/special education contracts  
                    Appoint physician for work permit certificates  
                    At-Risk Allowable Growth  
                    School Improvement Advisory committee  
                    Open enrollment out of district transportation  
                    Open enrollment  
                    Welcome of visitors and open forum

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:

6:30              Election results  
6:35              Adjournment

ORGANIZATIONAL MEETING OF NEW BOARD:

6:35              Call to order  
                    Roll call  
6:40              Oath of Office  
ACTION ITEMS:      Election of officers  
                            Selection of negotiation team  
                            IASB Legislative Delegate  
                            Election of AEA Board Member  
                            Resolution Approving Interfund Loan  
                            Request for Allowable Growth and Supplement Aid for a negative special education balance  
                            Out-of-country trip request  
                            Additional bus driver positions

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:

                    Facility Master Planning  
                    SINA Updates  
                    Teacher Leadership and Compensation Planning Update  
                    ACT report  
                    Adjournment

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

Nancy Gee  
Secretary  
Board of Directors



**ADM****Adel DeSoto Minburn**801 Nile Kinnick Drive S., Adel, Iowa 50003  
515-993-4283

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

TO: Board of Directors  
FROM: Greg Dufoe, Superintendent  
SUBJECT: Memorandum for September 16, 2013

**5:00 pm - Board Work Session – FRK and Associates (Exhibit 1):**

Tom and Dave from FRK will be here at 5:00 pm to present the facility master-planning document to the board. We will be focusing on the secondary options and provide feedback from the master planning committee on those options. Travis Squires from Piper Jaffray will be here as well to provide financing information and keep in the loop with our planning. I anticipate needing a lengthier board work session in the next couple of weeks to really dig in deeper regarding our options, financing, etc.

A copy of the master-planning document is included in your board materials.

**TREASURER'S REPORT FOR FISCAL YEAR 2013 (Exhibit 2)**

Iowa Code 279.33 states that at a regular meeting held on or after August 31 of each year, and prior to the organizational meeting held after the regular school election, the board shall meet, examine the books of and settle with the secretary and treasurer for the year ending on the preceding June 30, and transact other business as necessary. The treasurer shall furnish the board with a statement from each depository showing the balance then on deposit in the depository.

Nancy Gee will also present the financial health report for the General Fund (Exhibit 3).

**Personnel contracts:**

I recommend the following resignations/terminations:

Jeff Duffy, Bus Driver, effective 8/23/13  
Jamie Jorgensen, sub caller, effective 9/16/13  
McKenzie Phillips, AE Teacher Associate, 8/19/13

I recommend the following new contracts:

Renee Farber, Ass't. Concession Manager, effective 9/9/13  
Zachery Gay, Bus Driver, effective date to be determined based on employment paperwork completion  
Jamie Jorgenson, AE Teacher Associate, Step 5, effective 8/29/13  
Casandra Mueller, Sub Caller, effective 9/16/13  
Jennifer Peterson, HS Food Server/Worker I, Step 2, effective 9/9/13  
Larry Schrock, Interim Dean of Students, effective 9/1/13 (Exhibit 4)  
Kathy Wisgerhof, Transportation Administrative Assistant, Step 6, effective 9/16/13  
Donna Wilson, Bus Driver, effective date to be determined based on employment paperwork completion

**September issued non-teaching coaches:**

Steve Cochran, Ass't. HS Girls Basketball Coach, Step 4  
Todd Cook, MS Girls Basketball Coach, Step 4  
Scott Crannell, MS Wrestling, Step 4  
Scott Geadelmann, MS Boys Basketball Coach, Step 4  
Chris Hatchitt, MS Wrestling, Step 4  
Ryan Henderson, Ass't HS Boys Basketball Coach, Step 2  
Donald Hess, MS Boys Basketball Coach, Step 3  
Mark McCartney, MS Boys Basketball Coach, Step 2

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



September issued non-teaching coaches continued:

Cassandra Mueller, Ass't. HS Girls Basketball Coach, Step 4

Nic Rasmussen, MS Girls Basketball Coach, Step 4

I announce the following transfers effective for the 2013-14 school year:

Justin Schmauss, from Ass't. HS Wrestling Coach to Head HS Wrestling Coach, Step 3

**Second and Final Reading of Board Policy 402.6 "Insurance" (Exhibit 5):**

This policy was revised earlier to change the eligibility requirement for health insurance for classified staff. The revision is now required for the change in eligibility for the certified staff due to the agreement reached in the 2013-14 Master Contract. The new eligibility requirements will align with the Affordable Care Act at 30 hours/week.

**Agreement for services/special education contracts:**

Des Moines - we make a variety of classes available to our students

DMACC - we make a variety of DMACC opportunities available to our students

Earlham - we send students to Earlham for a variety of vocational agriculture classes

REM - we send students to REM for school to work transition services

Special Ed. students to ADM from:

Dallas Center-Grimes

Des Moines

Van Meter

Waukee

West Central Valley

West Des Moines

ADM Special Ed. students to:

Urbandale

Van Meter

Waukee

Woodward Granger

**Appoint physician for work permit certificates:**

In order for a student to obtain a minor's work permit, the following proofs of age are allowed:

- birth certificate
- passport
- baptismal record
- certificate by school appointed physician

Because of the increasing number of refugee minors that do not have proof of age, it is recommended that every local school district appoint a physician. Refusal to do so could be construed as failure to provide access to the work permit process, a potential discriminatory action. I recommend that we appoint Dr. Susan Donahue, from Mercy Adel Medical Clinic for this position. Susan has agreed to serve in this capacity for us.

**At-Risk Allowable Growth:**

I recommend that we again submit an application for at-risk allowable growth funding. This funding pays for a good portion of our guidance program, alternative high school course work, work experience program, and reading recovery. This application is not due until December. We will be bringing budget figures forward for the Board's review in the coming months.

**School Improvement Advisory committee (Exhibit 6):**

I recommend approval of the ADM School Improvement Advisory Committee. This board-appointed committee is to assist in the development and monitoring of our student achievement goals, address bullying and harassment issues, and other school related concerns. We revised our committee membership a great deal last year to attempt to improve attendance. We are also required to have an equal number of males and females on our SIAC. This group also includes two student representatives from the high school.

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

*Insurance  
Report  
check - done in  
2011-12?  
when again*



**Open enrollment out of district transportation:**

We have completed required reporting for two students that open enroll into ADM where the resident district is allowing us to enter their district to provide bus transportation. These agreements with area districts are limited and subject to annual approval. Currently, there is one ADM resident student open enrolled out to WCV where they're coming into our district to pick the student up (shared district boundary road).

**Open enrollment in for 2013-14:**

Abbey Hanson, 9<sup>th</sup> grade, from Waukee to ADM (continuation)  
Lily Hanson, 7<sup>th</sup> grade, from Waukee to ADM (continuation)  
Jordan Thompson, 1<sup>st</sup> grade, from DM to ADM (continuation)  
Kathryn Thompson, 8<sup>th</sup> grade, from DM to ADM (continuation)

**Open enrollment out for 2013-14:**

Joseph Anderson, 4<sup>th</sup> grade, from ADM to WCV (good cause)  
Tasha Anderson, 2<sup>nd</sup> grade, from ADM to WCV (good cause)  
Mitchell Stanley, Kindergarten, from ADM to Winterset (met timeline)

**ELECTION RESULTS**

Nancy will canvass the board election results. Kelli and Rod were elected to another four-year term.

**OATH OF OFFICE**

The Board Secretary will give the oath of office to the newly elected board members.

**ELECTION OF OFFICERS/OATH OF OFFICE**

The Board Secretary will conduct the election of officers. Nancy will call for nominations. Nominations need not be seconded. Tim Canney has served as President and Kim Roby as Vice President the past five years. The required oath of office will be administered by the Board Secretary to swear in the newly elected officers.

**SELECTION OF NEGOTIATION TEAM**

Rod (three years) and Kim (four years) served on the Board negotiating team last year. Rod is newly elected to a four-year term and Kim has two years left on her term. We will need a motion for two members of the Board to serve on this team.

**IASB LEGISLATIVE DELEGATE**

The Iowa Association of School Boards (IASB) is asking us to select one member to serve as a legislative delegate. This Board member would receive information related to legislative issues and have the responsibility to inform the rest of the Board. Also, this Board member would attend the IASB Delegate Assembly to vote on legislative resolutions in November, the day before the state school board convention. Kelli served as our legislative delegate last three years.

**ELECTION OF AEA BOARD MEMBERS**

I recommend ADM cast their vote for Area Education Agency 11 Board of Directors District Number 3 for Ann Wilson, the only candidate appearing on the ballot for our director district.



**RESOLUTION APPROVING INTERFUND LOAN (Exhibit 7)**

Due to the timing of payments, the Physical, Plant, and Equipment Levy Fund (PPEL) has a negative balance. The Board needs to approve the following resolution to transfer \$45,065 from the General Fund to the PPEL Fund. The PPEL Fund will pay interest to the General Fund at a rate of .40% and the loan will be repaid upon receipt of property taxes before December 31, 2013.

**REQUEST OF ALLOWABLE GROWTH AND SUPPLEMENT AID FOR A NEGATIVE SPECIAL EDUCATION BALANCE (Exhibit 8)**

The 2012-13 special education balance is a negative \$ \$269,929.46. A district may request allowable growth and supplement aid for a negative special education balance. The District would like to request allowable growth and supplement aid in the amount of \$ \$269,929.46.

**OUT OF COUNTRY TRIP REQUEST**

Della Weems and Jacque Seidl would like to take a group of students on an 8-day trip to London, England in June 2014 (specifically June 9-16th). This trip is through the company EF tours (Education First Tours). This trip is more than just sightseeing; they make sure students learn along the way. Jacque has seen videos of students performing Shakespeare, navigating through the subway system, and discussing the history behind Buckingham palace/Windsor Castle. Some of the highlights of the trip will be Stonehenge, Bath, Shakespeare's birthplace, Windsor Castle, the Eye of London and more. Right now, seven students and two adults are ready to enroll (in addition to Della and Jacque). It is anticipated 9-10 students with 5 adults (3 parents/2 teachers) will participate. The cost is around \$3,000/person. They are hoping to hold a fundraiser later this fall to help students make some spending money. This trip is an amazing opportunity for students to experience a new culture and country. I recommend approval of this out of country trip.

**ADDITIONAL BUS DRIVER POSITIONS**

Transportation Director Richard Beechum is requesting the addition of two routes, #22 and #23 to help with the increased bus ridership in town. This increase is due to additional registrations to ride the bus, not additional students in the District.

**Administrative Reports/Discussion items:**

**Facility Master Planning**

I have reserved time in the board meeting to allow us to continue our discussion regarding the master planning report, if necessary.

**SINA Updates (Exhibit 9)**

Included in your board materials is the information from the DE regarding our SINA status. DeSoto Intermediate is on "delay" status in reading – great news. If they meet AYP this year, they will come off the SINA list. If not, they return to SINA status. They are on Year-1 for math this year and will have a plan submitted to the DE by November 1.

ADM Middle School also is a SINA school in reading and math but does not have to participate in the sanctions because we do not utilize Title I funds at that level.

**Teacher Leadership and Compensation Planning Update**

Carole and I will provide a brief update on the progress on the TLC work.



**ACT report (Exhibit 10)**

Included in your materials is our ACT data from 2012-13. As previously reported, our 2013 composite is tied for the all-time high at ADM and is the highest in Dallas County. Our trend line is extremely positive and provided great comparative data for us with surrounding districts and the statewide ACT performance.

**Important dates:**

- September 23 No School; PD meetings
- October 9 Dismiss 1:00 PM; PD meetings





Adel DeSoto Minburn

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

## SUMMARY OF SEPTEMBER 16, 2013, BOARD OF DIRECTORS REGULAR MEETING

### PERSONNEL CONTRACTS

I recommend the following resignations/terminations:

Jeff Duffy, Bus Driver, effective 8/23/13

Jamie Jorgensen, sub caller, effective 9/16/13

McKenzie Phillips, AE Teacher Associate, 8/19/13

I recommend the following new contracts:

**\*Rick Dilinger, Head Softball Coach, Step 4, effective for the 2013-14 school year**

Renee Farber, Ass't. Concession Manager, effective 9/9/13

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Chris Hatchitt, MS Wrestling, Step 4

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Donald Hess, MS Boys Basketball Coach, Step 3

Mark McCartney, MS Boys Basketball Coach, Step 2

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I announce the following transfers effective for the 2013-14 school year:

**\*Kelsi Kilker, from van driver to mini bus driver, effective 9/16/13, \$14.50/hr.**

Justin Schmauss, from Ass't. HS Wrestling Coach to Head HS Wrestling Coach, Step 3, effective 13-14 season

### OPEN ENROLLMENT

#### **Open enrollment in for 2013-14:**

Abbey Hanson, 9<sup>th</sup> grade, from Waukee to ADM (continuation)

Lily Hanson, 7<sup>th</sup> grade, from Waukee to ADM (continuation)

Jordan Thompson, 1<sup>st</sup> grade, from DM to ADM (continuation)

Kathryn Thompson, 8<sup>th</sup> grade, from DM to ADM (continuation)

#### **Open enrollment out for 2013-14:**

Joseph Anderson, 4<sup>th</sup> grade, from ADM to WCV (good cause)

Tasha Anderson, 2<sup>nd</sup> grade, from ADM to WCV (good cause)

Mitchell Stanley, Kindergarten, from ADM to Winterset (met timeline)

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



ADM SCHOOL DISTRICT

DALLAS COUNTY, IOWA  
SCHOOL ELECTION  
SEPTEMBER 10, 2013

UNOFFICIAL RESULTS

RUN DATE:09/10/13 09:02 PM

REPORT-EL45A PAGE 001

|  | TOTAL VOTES | % | Precinct | Absentee |
|--|-------------|---|----------|----------|
|--|-------------|---|----------|----------|

|                           |       |        |     |   |
|---------------------------|-------|--------|-----|---|
| PRECINCTS COUNTED (OF 3)  | 3     | 100.00 |     |   |
| REGISTERED VOTERS - TOTAL | 6,325 |        |     |   |
| BALLOTS CAST - TOTAL      | 143   |        | 134 | 9 |
| VOTER TURNOUT - TOTAL     |       | 2.26   |     |   |

## School Board Director

Vote for no more than 2

(WITH 3 OF 3 PRECINCTS COUNTED)

|             |     |       |     |   |
|-------------|-----|-------|-----|---|
| Kelli Book  | 123 | 50.20 | 114 | 9 |
| Rod Collins | 114 | 46.53 | 107 | 7 |
| WRITE-IN    | 8   | 3.27  | 7   | 1 |
| Over Votes  | 0   |       | 0   | 0 |
| Under Votes | 41  |       | 40  | 1 |

## DMACC Director District 3

Vote for no more than 1

(WITH 3 OF 3 PRECINCTS COUNTED)

|             |    |       |    |   |
|-------------|----|-------|----|---|
| Jim Knott   | 99 | 99.00 | 91 | 8 |
| WRITE-IN    | 1  | 1.00  | 1  | 0 |
| Over Votes  | 0  |       | 0  | 0 |
| Under Votes | 43 |       | 42 | 1 |

## PUBLIC MEASURE A DMACC

Vote for no more than 1

(WITH 3 OF 3 PRECINCTS COUNTED)

|             |    |       |    |   |
|-------------|----|-------|----|---|
| Yes         | 88 | 67.69 | 84 | 4 |
| No          | 42 | 32.31 | 39 | 3 |
| Over Votes  | 0  |       | 0  | 0 |
| Under Votes | 13 |       | 11 | 2 |

## PUBLIC MEASURE B DMACC

Vote for no more than 1

(WITH 3 OF 3 PRECINCTS COUNTED)

|             |    |       |    |   |
|-------------|----|-------|----|---|
| Yes         | 85 | 65.38 | 81 | 4 |
| No          | 45 | 34.62 | 42 | 3 |
| Over Votes  | 0  |       | 0  | 0 |
| Under Votes | 13 |       | 11 | 2 |



PERRY SCHOOL DISTRICT

DALLAS COUNTY, IOWA  
SCHOOL ELECTION  
SEPTEMBER 10, 2013

UNOFFICIAL RESULTS

RUN DATE:09/10/13 09:04 PM

REPORT-EL45A

PAGE 001

|                           | TOTAL VOTES | %      | Precinct | Absentee |
|---------------------------|-------------|--------|----------|----------|
| PRECINCTS COUNTED (OF 1)  | 1           | 100.00 |          |          |
| REGISTERED VOTERS - TOTAL | 5,057       |        |          |          |
| BALLOTS CAST - TOTAL      | 390         |        | 387      | 3        |
| VOTER TURNOUT - TOTAL     |             | 7.71   |          |          |

School Director

Vote for no more than 2

(WITH 1 OF 1 PRECINCTS COUNTED)

|              |     |       |     |   |
|--------------|-----|-------|-----|---|
| Kyle Baxter. | 322 | 52.36 | 321 | 1 |
| WRITE-IN.    | 293 | 47.64 | 290 | 3 |
| Over Votes   | 0   |       | 0   | 0 |
| Under Votes  | 165 |       | 163 | 2 |

PUBLIC MEASURE A DMACC

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |   |
|-------------|-----|-------|-----|---|
| Yes         | 250 | 71.43 | 249 | 1 |
| No.         | 100 | 28.57 | 98  | 2 |
| Over Votes  | 0   |       | 0   | 0 |
| Under Votes | 40  |       | 40  | 0 |

PUBLIC MEASURE B DMACC

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |   |
|-------------|-----|-------|-----|---|
| Yes         | 234 | 67.24 | 233 | 1 |
| No.         | 114 | 32.76 | 112 | 2 |
| Over Votes  | 0   |       | 0   | 0 |
| Under Votes | 42  |       | 42  | 0 |



## VAN METER SCHOOL DISTRICT

DALLAS COUNTY, IOWA  
SCHOOL ELECTION  
SEPTEMBER 10, 2013

UNOFFICIAL RESULTS

RUN DATE:09/10/13 09:07 PM

REPORT-RL45A PAGE 001

|                           | TOTAL VOTES | %      | Precinct | Absentee |
|---------------------------|-------------|--------|----------|----------|
| PRECINCTS COUNTED (OF 1)  | 1           | 100.00 |          |          |
| REGISTERED VOTERS - TOTAL | 2,070       |        |          |          |
| BALLOTS CAST - TOTAL      | 252         |        | 243      | 9        |
| VOTER TURNOUT - TOTAL     |             | 12.17  |          |          |

## School Board Director

Vote for no more than 3

(WITH 1 OF 1 PRECINCTS COUNTED)

|                 |     |       |     |   |
|-----------------|-----|-------|-----|---|
| Brian Gordon    | 161 | 25.08 | 155 | 6 |
| Mark Smith      | 138 | 21.50 | 136 | 2 |
| Liz Thompson    | 207 | 32.24 | 201 | 6 |
| Rebecca Trimble | 125 | 19.47 | 119 | 6 |
| WRITE-IN.       | 11  | 1.71  | 11  | 0 |
| Over Votes      | 0   |       | 0   | 0 |
| Under Votes     | 114 |       | 107 | 7 |

## DMACC Director District 4

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|                 |     |       |     |   |
|-----------------|-----|-------|-----|---|
| Kevin Halterman | 136 | 98.55 | 131 | 5 |
| WRITE-IN.       | 2   | 1.45  | 1   | 1 |
| Over Votes      | 0   |       | 0   | 0 |
| Under Votes     | 114 |       | 111 | 3 |

## PUBLIC MEASURE A DMACC

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |   |
|-------------|-----|-------|-----|---|
| Yes         | 144 | 66.67 | 136 | 8 |
| No.         | 72  | 33.33 | 72  | 0 |
| Over Votes  | 0   |       | 0   | 0 |
| Under Votes | 36  |       | 35  | 1 |

## PUBLIC MEASURE B DMACC

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |   |
|-------------|-----|-------|-----|---|
| Yes         | 135 | 63.68 | 129 | 6 |
| No.         | 77  | 36.32 | 76  | 1 |
| Over Votes  | 0   |       | 0   | 0 |
| Under Votes | 40  |       | 38  | 2 |



## WAUKKE SCHOOL DISTRICT

DALLAS COUNTY, IOWA  
SCHOOL ELECTION  
SEPTEMBER 10, 2013

UNOFFICIAL RESULTS

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REPORT-BL45A

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|                           | TOTAL VOTES | %      | Precinct | Absentee |
|---------------------------|-------------|--------|----------|----------|
| PRECINCTS COUNTED (OF 1)  | 1           | 100.00 |          |          |
| REGISTERED VOTERS - TOTAL | 26,463      |        |          |          |
| BALLOTS CAST - TOTAL      | 888         |        | 824      | 64       |
| VOTER TURNOUT - TOTAL     |             | 3.36   |          |          |

## School Board Director

Vote for no more than 4

(WITH 1 OF 1 PRECINCTS COUNTED)

|                    |     |       |     |    |
|--------------------|-----|-------|-----|----|
| Sarah A. Bowman    | 147 | 5.49  | 139 | 8  |
| David Cunningham   | 550 | 20.55 | 514 | 36 |
| Dale Finnegan      | 223 | 8.33  | 211 | 12 |
| Wendy Liskey       | 529 | 19.77 | 489 | 40 |
| Patrick Nehls      | 496 | 18.54 | 461 | 35 |
| Mary Thomas Scheve | 591 | 22.09 | 549 | 42 |
| Nancy Umsted       | 122 | 4.56  | 116 | 6  |
| WRITE-IN           | 18  | .67   | 18  | 0  |
| Over Votes         | 0   |       | 0   | 0  |
| Under Votes        | 876 |       | 799 | 77 |

## DMACC Director District 3

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |    |
|-------------|-----|-------|-----|----|
| Jim Knott   | 506 | 98.44 | 477 | 29 |
| WRITE-IN    | 8   | 1.56  | 8   | 0  |
| Over Votes  | 0   |       | 0   | 0  |
| Under Votes | 374 |       | 339 | 35 |

## Proposition A

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |    |
|-------------|-----|-------|-----|----|
| Yes         | 685 | 84.67 | 646 | 39 |
| No          | 124 | 15.33 | 112 | 12 |
| Over Votes  | 0   |       | 0   | 0  |
| Under Votes | 79  |       | 66  | 13 |

## PUBLIC MEASURE A

DMACC

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |    |
|-------------|-----|-------|-----|----|
| Yes         | 595 | 78.19 | 562 | 33 |
| No          | 166 | 21.81 | 155 | 11 |
| Over Votes  | 0   |       | 0   | 0  |
| Under Votes | 127 |       | 107 | 20 |

## PUBLIC MEASURE B

DMACC

Vote for no more than 1

(WITH 1 OF 1 PRECINCTS COUNTED)

|             |     |       |     |    |
|-------------|-----|-------|-----|----|
| Yes         | 593 | 77.72 | 562 | 31 |
| No          | 170 | 22.28 | 156 | 14 |
| Over Votes  | 0   |       | 0   | 0  |
| Under Votes | 125 |       | 106 | 19 |

WCV SCHOOL DISTRICT

DALLAS COUNTY, IOWA  
SCHOOL ELECTION  
SEPTEMBER 10, 2013

UNOFFICIAL RESULTS

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PAGE 001

|                                  | TOTAL VOTES | %      | Precinct | Absentee |
|----------------------------------|-------------|--------|----------|----------|
| PRECINCTS COUNTED (OF 4)         | 4           | 100.00 |          |          |
| REGISTERED VOTERS - TOTAL        | 3,280       |        |          |          |
| BALLOTS CAST - TOTAL             | 200         |        | 200      | 0        |
| VOTER TURNOUT - TOTAL            |             | 6.10   |          |          |
| School Board Director District 1 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 4 OF 4 PRECINCTS COUNTED)  |             |        |          |          |
| Harry Light.                     | 157         | 96.91  | 157      | 0        |
| WRITE-IN.                        | 5           | 3.09   | 5        | 0        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 38          |        | 38       | 0        |
| School Board Director District 2 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 4 OF 4 PRECINCTS COUNTED)  |             |        |          |          |
| WRITE-IN.                        | 40          | 100.00 | 40       | 0        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 160         |        | 160      | 0        |
| School Board Director District 3 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 4 OF 4 PRECINCTS COUNTED)  |             |        |          |          |
| Nyle Godwin.                     | 172         | 98.85  | 172      | 0        |
| WRITE-IN.                        | 2           | 1.15   | 2        | 0        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 26          |        | 26       | 0        |
| School Board Director District 4 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 4 OF 4 PRECINCTS COUNTED)  |             |        |          |          |
| Martin Doud.                     | 180         | 97.83  | 180      | 0        |
| WRITE-IN.                        | 4           | 2.17   | 4        | 0        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 16          |        | 16       | 0        |
| School Board Director District 6 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 4 OF 4 PRECINCTS COUNTED)  |             |        |          |          |
| Jenyse Belden                    | 175         | 98.31  | 175      | 0        |
| WRITE-IN.                        | 3           | 1.69   | 3        | 0        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 22          |        | 22       | 0        |
| School Board Director District 7 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 4 OF 4 PRECINCTS COUNTED)  |             |        |          |          |
| WRITE-IN.                        | 85          | 100.00 | 85       | 0        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 115         |        | 115      | 0        |



WCV SCHOOL DISTRICT

DALLAS COUNTY, IOWA  
SCHOOL ELECTION  
SEPTEMBER 10, 2013

UNOFFICIAL RESULTS

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TOTAL VOTES      %      Precinct      Absentee

## DMACC Director District 3

Vote for no more than 1

(WITH 4 OF 4 PRECINCTS COUNTED)

|                       |     |        |     |   |
|-----------------------|-----|--------|-----|---|
| Jim Knott . . . . .   | 147 | 100.00 | 147 | 0 |
| WRITE-IN. . . . .     | 0   |        | 0   | 0 |
| Over Votes . . . . .  | 0   |        | 0   | 0 |
| Under Votes . . . . . | 53  |        | 53  | 0 |

## PUBLIC MEASURE A      DMACC

Vote for no more than 1

(WITH 4 OF 4 PRECINCTS COUNTED)

|                       |     |       |     |   |
|-----------------------|-----|-------|-----|---|
| Yes . . . . .         | 115 | 66.86 | 115 | 0 |
| No. . . . .           | 57  | 33.14 | 57  | 0 |
| Over Votes . . . . .  | 0   |       | 0   | 0 |
| Under Votes . . . . . | 28  |       | 28  | 0 |

## PUBLIC MEASURE B      DMACC

Vote for no more than 1

(WITH 4 OF 4 PRECINCTS COUNTED)

|                       |     |       |     |   |
|-----------------------|-----|-------|-----|---|
| Yes . . . . .         | 107 | 62.57 | 107 | 0 |
| No. . . . .           | 64  | 37.43 | 64  | 0 |
| Over Votes . . . . .  | 0   |       | 0   | 0 |
| Under Votes . . . . . | 29  |       | 29  | 0 |

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|                                  | TOTAL VOTES | %      | Precinct | Absentee |
|----------------------------------|-------------|--------|----------|----------|
| PRECINCTS COUNTED (OF 2)         | 2           | 100.00 |          |          |
| REGISTERED VOTERS - TOTAL        | 3,221       |        |          |          |
| BALLOTS CAST - TOTAL             | 396         |        | 392      | 4        |
| VOTER TURNOUT - TOTAL            |             | 12.29  |          |          |
| School Board Director District 2 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 2 OF 2 PRECINCTS COUNTED)  |             |        |          |          |
| Colleen Scharlau                 | 104         | 29.05  | 104      | 0        |
| WRITE-IN.                        | 254         | 70.95  | 250      | 4        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 38          |        | 38       | 0        |
| School Board Director District 3 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 2 OF 2 PRECINCTS COUNTED)  |             |        |          |          |
| Michael J. Musich                | 166         | 48.54  | 165      | 1        |
| Kelly Squires                    | 165         | 48.25  | 164      | 1        |
| WRITE-IN.                        | 11          | 3.22   | 11       | 0        |
| Over Votes                       | 1           |        | 1        | 0        |
| Under Votes                      | 53          |        | 51       | 2        |
| School Board Director District 4 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 2 OF 2 PRECINCTS COUNTED)  |             |        |          |          |
| Rebecca Carroll                  | 256         | 78.29  | 254      | 2        |
| WRITE-IN.                        | 71          | 21.71  | 71       | 0        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 69          |        | 67       | 2        |
| School Board Director District 5 |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 2 OF 2 PRECINCTS COUNTED)  |             |        |          |          |
| WRITE-IN.                        | 130         | 100.00 | 128      | 2        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 266         |        | 264      | 2        |
| PUBLIC MEASURE A DMACC           |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 2 OF 2 PRECINCTS COUNTED)  |             |        |          |          |
| Yes                              | 207         | 58.47  | 204      | 3        |
| No.                              | 147         | 41.53  | 146      | 1        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 42          |        | 42       | 0        |
| PUBLIC MEASURE B DMACC           |             |        |          |          |
| Vote for no more than 1          |             |        |          |          |
| (WITH 2 OF 2 PRECINCTS COUNTED)  |             |        |          |          |
| Yes                              | 199         | 56.53  | 196      | 3        |
| No.                              | 153         | 43.47  | 152      | 1        |
| Over Votes                       | 0           |        | 0        | 0        |
| Under Votes                      | 44          |        | 44       | 0        |



## Adel DeSoto Minburn Teacher Leadership & Compensation

*"If public education in Iowa is going to continue to be the pathway to a better life for our students, and, if the future of our society relies on a creative, intelligent, motivated and educated workforce, it is imperative that the educators of Iowa have multiple opportunities to advance themselves professionally"*

-Iowa Task Force on Teacher Leadership and Compensation (October 2012)

### The five "must haves" for all Teacher Leadership & Compensation plans:

1. Minimum salary of \$33,500 ✓
2. For new teachers: Additional coaching, mentoring and opportunities for observing instructional practice
3. Differentiated, multiple, meaningful teacher leadership roles
4. Rigorous selection process for leadership roles
5. Aligned professional development
- 6.

The legislation created a 4-year process to develop a statewide TLC system. The first year is for planning and subsequent years will be a third of school districts to implement each of the remaining years.

### Three Difference Models to choose from:

Model 1 & Model 2 are somewhat prescriptive

Model 3 is district developed around the needs of the district. ✕

All models must include the five "must haves" from the list above.

### Important Roles in the process:

- The Planning committee will be comprised of teachers, administration, ADMEA rep and parents. Their role will be to set the vision & goals for our plan and to plan & draft the document on how we will facilitate our TLC plan. After the plan is written & submitted, this committee will only meet if the plan needs revisions.
- The TLC Review Council will be comprised of teachers, administrators and an ADMEA rep. Their role will be to review the applications for assignments or reassignments to a teacher leadership role and to make recommendations regarding the applications to the superintendent.

### Important Timeline of the process:

October 31<sup>st</sup>: apply for the planning grant *done*

January 31<sup>st</sup>, 2014: submission deadline for district plans - *may delay*

March 2014: district are notified if their plans are approved

Submitting a plan on January 31<sup>st</sup> does not mean that you have to implement in 2014-2015. Tentatively, ADM plans to implement in 2015-2016.





## IOWA DEPARTMENT OF EDUCATION

### *Guidance on the Iowa Teacher Leadership and Compensation System*

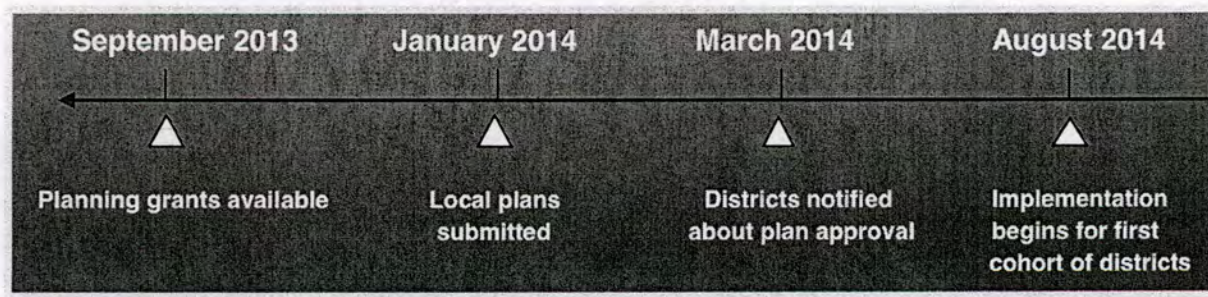
July 15, 2013

#### → Overview

Division VII of House File 215 establishes the Teacher Leadership and Compensation System, as well as the Teacher Leadership Supplement (TLS) of categorical funding. This guidance is designed to help education stakeholders with the following:

- **Develop a vision and goals for the system.**
- **Fund and enter the system.**
- **Design a system that meets the needs of the local school community.**

This guidance provides information on the options available to participating school districts, the legislatively specified requirements, and other related items, such as the Iowa Department of Education's plan for supporting school districts as they develop their teacher leadership and compensation systems. In August, the Department will release additional details about the planning funds available to school districts this year. The Department also will hold regional information sessions and webinars in the early fall. The tentative timeline looks like this:



#### → Developing a Vision and Goals

As with all new educational endeavors, the most important place to begin is with the guiding vision and the goals the system is designed to achieve. Otherwise, it is all too easy to fall into compliance mode. In compliance mode, schools ask, "Are we allowed to do x?" instead of first asking, "Does x fit with the purpose of what we are trying to accomplish?" To be clear, the rules of the system are important (and this guidance letter devotes ample space to explaining the rules). At the same time, though, we believe the most effective locally developed teacher leadership systems will begin the work by setting a clear vision and concrete goals.

School districts need not work to set a vision and goals in isolation, nor must they start from scratch. Iowa's Task Force on Teacher Leadership and Compensation provided an initial vision of a transformed teaching profession with greater support and more career opportunities for teachers. The task force offered its vision in a theory of action to describe what teacher leadership and compensation was designed to accomplish, why the task force made its recommendations, and how these actions would improve outcomes for all students in Iowa.



### **Theory of Action:**

*If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice; create the political will and understanding necessary to remake the status of the teaching profession; give highly effective teachers opportunities to grow, refine, and share their expertise; and develop a clear system with quality implementation, then ... student learning will increase, student outcomes will improve, and students will be prepared to succeed in a globally competitive environment.*

The intended goals of the Teacher Leadership and Compensation System, as described by both the legislation and the task force, are as follows:

- Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.
- Retain effective teachers by providing enhanced career opportunities.
- Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.
- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.
- Improve student achievement by strengthening instruction.

Now, the work passes to school districts in Iowa to build upon this foundation to design systems that meet each community's needs. Over the next year, the Department will continue to develop materials to inform and support districts in designing a high-impact, locally tailored system.

## **→ Funding and Entering the System**

### **Planning Grants**

The teacher leadership and compensation legislation creates a **four-year process** to develop a statewide teacher leadership and compensation system. In the first year, the 2013-14 school year, the Legislature has appropriated **\$3.5 million for**

**planning grants** that each school district will use to facilitate a local decision-making process (which should include administrators, teachers, and parents and guardians of students) to design a teacher leadership system that meets the requirements of the legislation and considers the local context.

▪ All school districts are encouraged to apply for a planning grant as this money is not appropriated for subsequent years.

In September, the Department of Education will provide school districts with an application form to request a planning grant, as well as information about amounts available to each district. The intent is that all school districts applying for a planning grant will receive the money. All school districts are encouraged to apply for a planning grant as this money is not appropriated for subsequent years. Districts that request a planning grant are NOT required to submit an application to implement their plans during the 2014-15 school year. However, additional planning grants likely will not be available in coming years.



## Phased-In Entry

Following the planning year, **\$50 million** will be available per year for the 2014-15, 2015-16, and 2016-17 school years for school districts to implement the teacher leadership and compensation system.

When the program is fully implemented in the 2016-17 school year, the state's contribution will be \$150 million per year, plus an annual growth factor (though participation in the system will be optional).

In the coming months, the Department of Education will work with the Commission on Teacher Leadership and Compensation to develop a process by which districts will submit their plans for approval. **Details on the submission process will be available this fall.**

The deadline to submit a plan for approval for the 2014-15 school year likely will be in **January 2014**. Districts will then be notified in **March 2014** if their plans are approved for the 2014-15 school year.

The \$50 million in funding is available for districts serving one-third of the students in Iowa to enter the system each year beginning in the 2014-15 school year. The funding will be distributed on a per-pupil basis, which will be calculated by the Department of Management by dividing the allocation amount for FY15 by one-third of the statewide total budget enrollment for FY15 (this payment is estimated to be \$310 per student for each district with an approved plan).

Beginning in FY16 and succeeding years, the **Teacher Leadership Supplement (TLS)** includes the supplemental state aid amount for the budget year. Districts are eligible to receive TLS funding when the district's plan for teacher leadership is approved by the Department of Education.

In the first year a school district implements its approved plan, payments flow from the \$50 million allocation. For that year, the district's funding is the product of the teacher leadership district cost per pupil for the school year (i.e. roughly \$310), multiplied by the school district's budget enrollment.

In subsequent years, the Teacher Leadership Supplement (TLS) becomes a categorical funding stream included on the aid and levy worksheet.

### Funding Timeline

- **2013-14:** \$3.5 million in planning grants available to school districts
- **2014-15, 2015-16, 2016-17:** \$50 million per year for school district implementation
- **2016-17:** State contributes \$150 million per year, plus annual growth factor

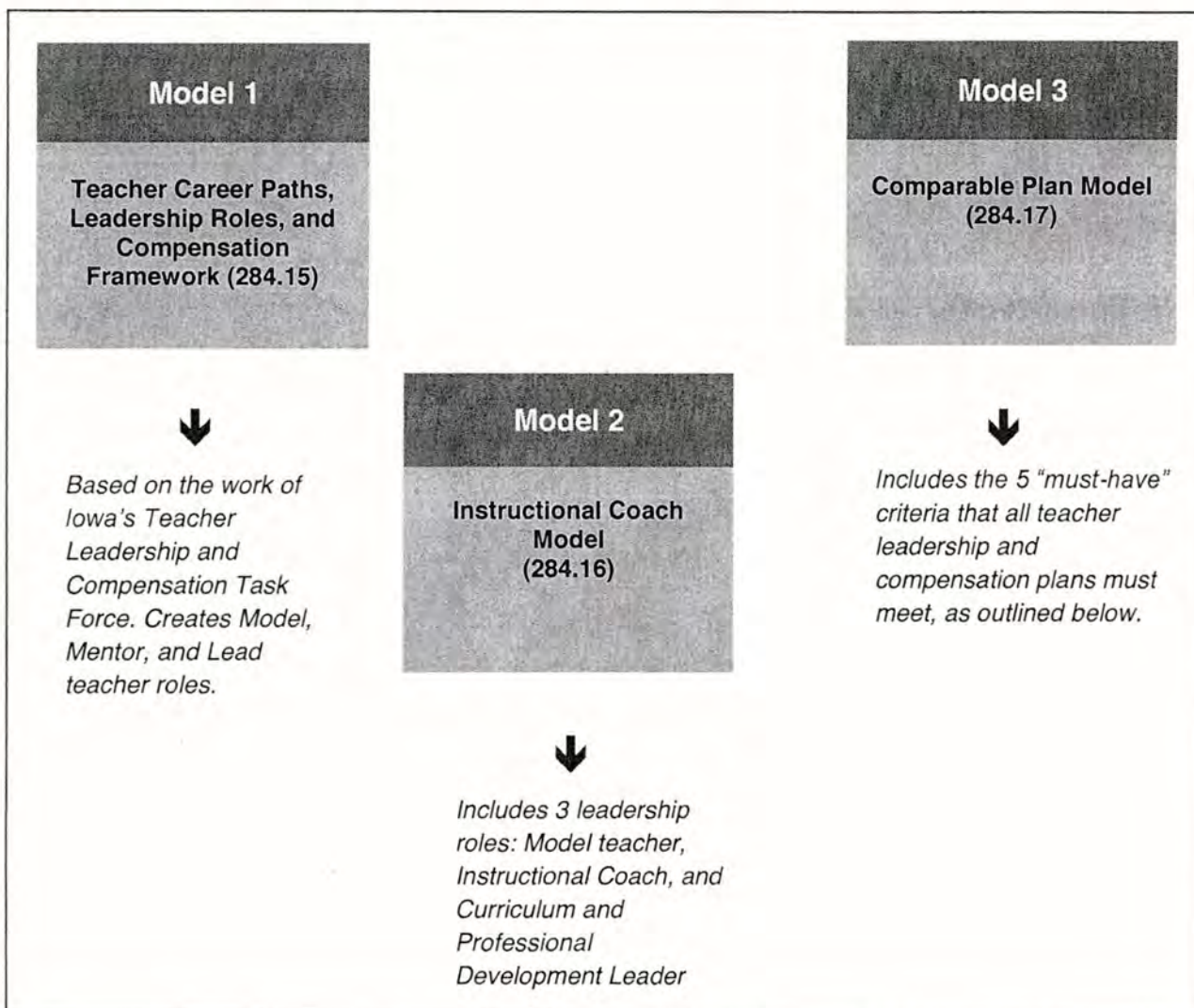
### Timeline for Plan Approval

- **Fall 2013:** State provides details about the process by which districts will submit plans for approval
- **January 2014:** Districts submit plans for approval for the 2014-15 school year
- **March 2014:** Districts are notified if their plans are approved



## ➔ District Options for Designing a Local System

The legislation describes three approaches districts can take in designing a local teacher leadership and compensation system:



**NOTE: School districts that do not have a teacher leadership and compensation system approved by the Department of Education are not required to implement any components of the three options described below and will not receive TLS funds.**

Once school districts have set the vision and goals for a teacher leadership and compensation system in their own communities, they may find it beneficial to then consider the criteria described in the comparable system approach. These criteria include **the five "must-haves"** of all approved teacher leadership and compensation systems in Iowa:

- **Minimum Salary of \$33,500:** All approved plans must include a minimum salary of \$33,500 for all full-time teachers.
- **Improved Entry into the Profession:** Additional coaching, mentoring, and opportunities for observing exceptional instructional practice for new teachers (and veteran teachers where and when appropriate).



- **Differentiated, Multiple, Meaningful Teacher Leadership Roles:** These roles must extend beyond the initial teacher and career teacher levels; include additional contract days with compensation commensurate with the responsibilities for the leadership role; and the district must demonstrate a good-faith effort of selecting at least 25 percent of the teacher workforce to serve in leadership roles. These leadership roles may include, but are not be limited to:

- **Instructional coaches** who engage full-time or part-time in instructional coaching.
- **Peer coaches** who provide additional guidance in one or more aspects of the teaching profession to other teachers during normal non-instructional time (peer coaches may be used only as one element of a more extensive teacher leadership plan).
- **Curriculum and professional development leaders** who engage full-time or part-time in the planning, development, and implementation of curriculum and professional development.
- **Model teachers** who teach full-time and serve as models of exemplary teaching practice.
- **Mentor teachers** who teach full-time or part-time and also support the professional development of initial and career teachers.
- **Lead teachers**, who teach full-time or part-time and also plan and deliver professional development activities or engage in other activities designed to improve instructional strategies.

- **Rigorous Selection Process for Leadership Roles:** The process for placement into, and retention in, teacher leadership roles shall include all of the following components:

- **Selection Criteria:** Districts must develop and use measures of effectiveness and professional growth to determine suitability for teacher leadership roles.
- **Selection Process:** A selection committee that includes teachers and administrators to accept and review applications for assignment or reassignment to a teacher leadership role and to make recommendations regarding the applications to the superintendent.
- **Annual Review of Assignment:** The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the teacher's leadership role. A teacher who completes the time period of assignment to a leadership role may apply for assignment in a new leadership role, or for reassignment to that role.
- **Experience:** Teachers assigned to a leadership role must have at least three years of teaching experience and at least one year of experience in the school district.

#### 5 "Must-Haves" for Local Plans:

- Minimum salary of \$33,500
- For new teachers: Additional coaching, mentoring, and opportunities for observing instructional practice
- Differentiated, multiple, meaningful teacher leadership roles
- Rigorous selection process for leadership roles
- Aligned professional development



- **Aligned Professional Development:** School districts must implement a professional development system facilitated by teachers and other education experts and aligned with the Iowa Professional Development Model.

The comparable system criteria enable school districts to customize the teacher career pathways models (284.15) and the instructional coach model (284.16) or to create a locally designed approach to meet its unique needs. Below you will find detailed descriptions of both the teacher career pathways model and instructional coach model. Again, districts can make adjustments to these models as long as those adjustments fit within the bounds of the comparable system criteria.

**Teacher Career Pathways (284.15):** This option includes the initial and career teacher levels, plus three additional teacher leadership pathways.

| Teacher Career Pathways |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Initial Teacher</b>  | <p><b>Salary:</b> The salary for an initial teacher (which is defined as a teacher who has successfully completed an approved practitioner preparation program or holds an initial or intern teacher license and who participates in the initial teacher mentoring and induction program) shall be at least \$33,500. In addition, \$33,500 also becomes the new minimum salary for all teachers.</p> <p><b>Residency Year:</b> Initial teachers must complete a teacher residency during the first year of employment that has all of the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>Mentoring:</b> Intensive supervision or mentoring by a mentor teacher or lead teacher.</li> <li>• <b>Collaboration:</b> Sufficient collaboration time for the initial teacher in the residency year to be able to observe and learn from model teachers, mentor teachers, and lead teachers employed by school districts located in this state.</li> <li>• <b>Extended Contract:</b> A teaching contract issued that is five days longer than the contract for career teachers employed by the school district of employment. The five additional contract days shall be used to strengthen instructional leadership in accordance with this subsection.</li> <li>• <b>Observation, Evaluation, and Support:</b> Frequent observation, evaluation, and professional development opportunities.</li> </ul> |
| <b>Career Teacher</b>   | <p>A career teacher holds a statement of professional recognition issued under Chapter 272 or meets all of the following requirements:</p> <ul style="list-style-type: none"> <li>• Has successfully completed the initial teacher mentoring and induction program and has successfully completed a comprehensive evaluation.</li> <li>• Has demonstrated the competencies of a career teacher as determined under the school district's comprehensive evaluation of the initial teacher.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



- Holds a valid license issued under Chapter 272.
- Participates in teacher professional development as set forth in this chapter and demonstrates continuous improvement in teaching.

#### **Model Teacher**

**Qualifications:** A model teacher meets the requirements of a career teacher, has met the requirements established by the school district that employs the teacher, and is evaluated by the school district as demonstrating the competencies of a model teacher.

**Selection:** Participation in a rigorous review process and selected by a site-based review council (see section on site-based review council for a description of the review process)

**Length of Assignment:** One year.

**Participation Percentage and Partnerships:** At least 10 percent of teachers in the school district should be designated as model teachers. Districts may also enter into an agreement with one or more other districts or AEAs to meet this requirement through a collaborative arrangement.

**Additional Days:** Model teachers' contracts shall be five days longer than career teachers' contracts and the five additional contract days shall be used to strengthen instructional leadership of model teachers.

**Salary Supplement:** Model teachers shall receive annually a salary supplement of at least \$2,000.

**Duties:** Model teachers teach full-time and serve as models of exemplary teaching practice.

#### **Mentor Teacher**

**Qualifications:** A mentor teacher is evaluated by the school district as demonstrating the competencies and superior teaching skills of a mentor teacher, holds a valid license issued under chapter 272, participates in teacher professional development, demonstrates continuous improvement in teaching, and possesses the skills and qualifications to assume leadership roles.

**Selection:** Participation in a rigorous review process and selection by a site-based review council (see site-based review council section for a description of the review process).

**Length of Assignment:** One year.

**Participation Percentage and Partnerships:** At least 10 percent of teachers in the school district should be designated as mentor teachers. Districts may also enter into an agreement with one or more other districts or AEAs to meet this requirement through a collaborative arrangement.

**Additional Days:** Mentor teachers' contracts shall be 10 days longer than career teachers' contracts and the 10 additional contract days shall be used to strengthen instructional leadership of mentor teachers.



**Teaching Load:** Mentor teachers shall have a teaching load of not more than 75 percent student instruction to allow the teacher to mentor other teachers.

**Salary Supplement:** Mentor teachers shall receive annually a salary supplement of at least \$5,000.

**Duties:** Not specified in the legislation, which leaves districts with significant discretion in designing the mentor teacher role. As support in thinking about this role, the task force on teacher leadership and compensation described the role of the mentor teacher on page 14 of its final report.

**Lead  
Teacher**

**Qualifications:** A lead teacher holds a valid license issued under chapter 272.

**Selection:** Participation in a rigorous review process and selection by a site-based review council (see site-based review council section for a description of the review process). The recommendation from the council must assert that the teacher possesses superior teaching skills and the ability to lead adult learners.

**Length of Assignment:** One year.

**Participation Percentage and Partnerships:** At least 5 percent of teachers in the school district should be designated as lead teachers. Districts may also enter into an agreement with one or more other districts or AEAs to meet this requirement through a collaborative arrangement.

**Additional Days:** Mentor teachers' contracts shall be 15 days longer than career teachers' contracts, and the fifteen additional contract days shall be used to strengthen instructional leadership of model teachers.

**Teaching Load:** A lead teacher shall have a teaching load of not more than 50 percent student instruction to allow the lead teacher to spend time on co-teaching; co-planning; peer reviews; observing career teachers, model teachers, and mentor teachers; and other duties mutually agreed upon by the superintendent and the lead teacher.

**Salary Supplement:** Lead teachers shall receive annually a salary supplement of at least \$10,000.

**Duties:** A lead teacher shall assume leadership roles that may include but are not limited to the planning and delivery of professional development activities designed to improve instructional strategies; the facilitation of an instructional leadership team within the lead teacher's building, school district, or other school districts; the mentoring of other teachers; and participation in the evaluation of student teachers.



**Instructional Coach Model (284.16):** This model includes the beginning teacher, career teacher, and model teacher levels plus two additional leadership levels: instructional coach and curriculum and professional development leader. The descriptions and requirements for beginning teachers, career teachers, and model teachers are the same as the descriptions and requirements for initial, career, and model teachers in the career pathways model (284.15). Please see below for information on the instructional coach and curriculum and professional development leader roles.

## Instructional Coach Model

### Instructional Coach

**Qualifications:** An instructional coach, at a minimum, meets the requirements of a career teacher.

**Selection:** Assignment of an instructional coach to an individual teacher shall be based on either a request from a principal or from an individual teacher upon approval from a principal. In addition, the selection process for the instructional coach role must also comply with the rigorous selection process requirements described on p. 5.

**Length of Assignment:** No length is specified, however, placement as an instructional coach is subject to an annual review by the school's or school district's administration. The review shall include peer feedback on the effectiveness of the teacher's performance of duty specific to the instructional coach role.

**Participation Percentage and Partnerships:** Assignment, annually, of at least one instructional coach at each attendance center or at least one instructional coach for every 500 students.

**Additional Days:** Instructional coaches' contracts shall be 10 days longer than career teachers' contracts, and the 10 additional contract days shall be used to strengthen instructional leadership of model teachers.

**Teaching Load:** Instructional coaches engage full-time in instructional coaching.

**Salary Supplement:** Instructional coaches shall receive annually a salary supplement of not less than \$5,000, nor more than \$7,000.

**Duties:** Instructional coaches provide additional guidance in one or more aspects of the teaching profession to teachers. Instructional coaching shall include detailed preliminary discussions as to areas in which the teachers being coached desire to improve; formulation of an action plan to bring about such improvement; in-class supervision by the instructional coach; post-class discussion of strengths, weaknesses, and strategies for improvement; and dialogue between the instructional coach and students and school officials regarding the teachers being coached. An instructional coach shall coordinate instructional coaching activities relating to training and professional development with an area education agency where appropriate.



**Curriculum  
and  
Professional  
Development  
Leader**

**Qualifications:** A curriculum and professional development leader, at a minimum, meets the requirements of a career teacher.

**Selection:** Participation in a rigorous review process and selection by a site-based review council (see site-based review council section for a description of the review process).

**Length of Assignment:** No length is specified; however, placement as a curriculum and professional development leader is subject to an annual review by the school's or school district's administration. The review shall include peer feedback on the effectiveness of the teacher's performance of duties specific to the curriculum and professional development leader role.

**Participation Percentage and Partnerships:** There is no goal or required percentage of teachers who must take on this role, but as nearly as possible, the total number of hours of coaching and leadership duties performed by instructional coaches and curriculum and professional development leaders shall be equal to the total number of hours of non-instructional, mentoring, and leadership duties for a school district teaching staff of equal size implementing the teacher career pathways framework (i.e. model 1).

**Additional Days:** Curriculum and professional development leaders' contracts shall be 15 days longer than career teachers' contracts, and the 15 additional contract days shall be used to strengthen instructional leadership of curriculum of model teachers.

**Teaching Load:** The legislation does not specify a required teaching load for this role.

**Salary Supplement:** Curriculum and professional development leaders shall receive annually a salary supplement of not less than \$10,000 nor more than \$12,000.

**Duties:** Curriculum and professional development leaders shall do the following: Provide and demonstrate teaching on an ongoing basis; routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice; observe and coach teachers in effective instructional practices; support teacher growth and reflective practices; work with and train classroom teachers to provide interventions aligned by subject area; support instruction and learning through the use of technology; actively participate in collaborative problem solving and reflective practices which include but are not limited to professional study groups, peer observations, grade level planning, and weekly team meetings; plan and deliver professional development activities designed to improve instructional strategies; and engage in the development, adoption, and implementation of curriculum and curricular materials.



## → Requirements Applicable to All Teacher Leadership and Compensation Systems

Regardless of the approach a district selects, a district's plan must meet the minimum requirements described in 284.17 (comparable system criteria) as well as the provisions of section 284.15, subsections 3 through 11, which address the following issues:

- **Salary Supplements:** The salary supplement received by a teacher assigned to a leadership role shall fully cover the salary costs of the additional contract days required of teachers in those leadership roles. Determinations of salary supplements are not subject to appeal.
- **Site-based Review Councils:** The school board shall appoint a site-based review council for the district's attendance centers (attendance centers may share a site-based review council as long as the council is comprised of equal numbers of teachers and administrators). The council shall accept and review applications submitted to the school's or the school district's administration for assignment or reassignment in a teacher leadership role, and shall make recommendations regarding the applications to the superintendent of the school district. In developing recommendations, the council shall utilize measures of teacher effectiveness and professional growth, consider the needs of the school district, and review the performance and professional development of the applicants. Any teacher recommended for assignment or reassignment in a teacher leadership role shall have demonstrated to the council's satisfaction competency on the Iowa teaching standards as set forth in section 284.3. It is up to local school districts to decide how these determinations will be made.
- **Teacher Compensation Requirement:** A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of an approved teacher leadership and compensation system.
- **National Board Certification:** A teacher who achieves national board for professional teaching standards certification and meets the requirements of section 256.44 shall continue to receive the award as specified in section 256.44 in addition to any teacher leadership compensation.
- **Teachers Emeritus:** A school district is encouraged to utilize appropriately licensed teachers emeritus (i.e. retired teachers) in the implementation of its teacher leadership plan.
- **Applicability:** The framework or comparable system approved and implemented by a school district in accordance with this section shall be applicable to teachers in every attendance center operated by the school district. This means that all schools in a district with an approved plan must implement the teacher leadership system.

## → Other Related Items

- **Uses of TLS Funds:** TLS funding can be used to raise the minimum salary in a district to \$33,500, fund the salary supplements for teachers in a leadership role, cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom, cover the costs when teachers are out of their classroom to observe or co-teach with another teacher, provide professional development related to the leadership pathways and to cover other costs associated with the approved teacher leadership and compensation plan.
- **Open Enrollment:** The Teacher Leadership Supplement will follow the student in the case of open enrollment.



- **Combined Salary Schedule:** Once a school district has an approved plan, the new minimum salary (\$33,500) is incorporated into the combined salary schedule.
- **Department Funding and Support for Districts:** HF 215 allocates not more than \$700,000 to the Department of Education for the development of a delivery system and technical assistance to assist in implementing the career paths and leadership roles with priority to school districts with certified enrollments of fewer than six hundred students. The Department is currently developing a team and process to provide this support and technical assistance to districts. More information will be provided in the early fall of 2013.
- **Chapter 20:** TLS funds received by a school district shall not be considered under chapter 20 in determining a comparison of the wages of teachers in that school district with the wages of teachers in another school district.
- **Supplemental Aid:** Approval of a teacher leadership system and receipt of TLS funds shall not be considered to be unusual circumstances, create an unusual need for additional funds, or qualify under any other circumstances that may be used by the school budget review committee to grant supplemental aid to or establish a modified supplemental amount for a school district.
- **Changes to Approved Plans:** School districts approved to implement a teacher leadership system must submit to the Department for approval any proposed changes to its plan. A school district may then modify or change the approved plan if the director approves the modification. A school district may appeal the director's decision to the state board and the state board's decision is final. In addition, at any time during the school year, a school district may apply to the Department to waive full or partial implementation of their approved plan for the current school year. The state board may adopt by rule a limitation on the number of times a school district may apply for a waiver.
- **Opt-Out Provision:** By **March 1** of the school year preceding implementation, a school district that has been approved to implement a teacher leadership system may opt out of implementation of the plan by notifying the department of its intent to withdraw from implementation. The district will no longer receive the Teacher Leadership Supplement foundation aid.

## **Commission on Educator Leadership and Compensation**

**Duties of the Commission:** HF 215 establishes a Commission on Educator Leadership with a clear set of duties to ensure the successful development and implementation of the Teacher Leadership and Compensation System. These duties include:

- Monitor with fidelity the implementation of the teacher leadership and compensation system by school districts.
- Evaluate and make recommendations to the DE on applications for approval of a framework or comparable system and on the expenditure of money related to the Teacher Leadership and Compensation system.
- Review the use and effectiveness of the funds distributed to school districts for supplemental assistance to high-need schools.
- Submit its findings and recommendations annually by December 15 in a report to the Director, the State Board of Education, the Governor, and the Legislature.



**Commission Membership:** The commission will have 19 voting members, appointed to staggered three-year terms, with the Director of the DE (or the Director's designee) serving as a nonvoting member. HF 215 specifies that the voting members will include: five teachers appointed by the Iowa State Education Association, three school administrators appointed by the School Administrators of Iowa, two school board members appointed by the Iowa Association of School Boards, one person appointed jointly by the administrators of the Area Education Agencies, two teachers appointed by the Director, a parent of a child enrolled in a school district, a business leader, a representative from the largest teacher preparation program in Iowa, the executive director (or designee) of the Iowa State Education Association, the executive director (or designee) of the School Administrators of Iowa, the executive director (or designee) of the Iowa Association of School Boards.

**Legislative Review:** The teacher leadership and compensation will be subject to legislative review at least every three years, beginning on January 15, 2017. The review will be based upon a status report from the commission on educator leadership and compensation.



**ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT  
ANNUAL FINANCIAL HEALTH REPORT  
GENERAL FUND  
FY 2009 - FY 2013**

**Prepared by  
Nancy Gee**

**August 31, 2013**



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# Simple Balance Sheet Comparisons General Fund Only

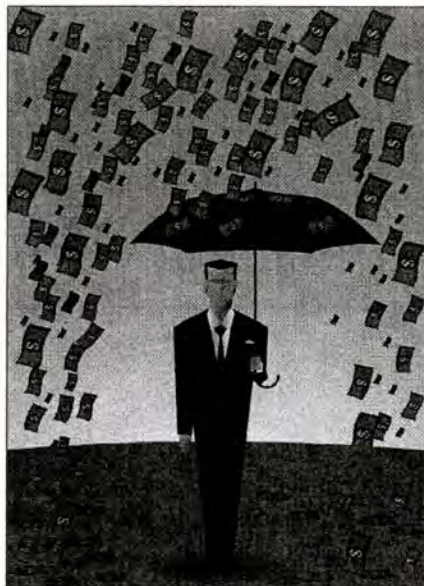
|                           | FY 09              | FY 10              | FY 11              | FY 12              | FY 13               | \$ Change         | % Change     |
|---------------------------|--------------------|--------------------|--------------------|--------------------|---------------------|-------------------|--------------|
| <b>Assets:</b>            |                    |                    |                    |                    |                     |                   |              |
| Cash & Investment         | \$1,776,229        | \$2,349,770        | \$3,745,841        | \$5,072,170        | \$5,906,783         | \$834,613         | 16.5%        |
| Receivables               | \$4,702,705        | \$5,093,519        | \$5,264,239        | \$4,874,653        | \$4,739,153         | (\$135,500)       | -2.8%        |
| Inventories               | \$0                | \$0                | \$0                | \$0                | \$0                 | \$0               |              |
| Other Assets              | \$0                | \$0                | \$0                | \$0                | \$0                 | \$0               |              |
| <b>Total Assets</b>       | <b>\$6,478,934</b> | <b>\$7,443,289</b> | <b>\$9,010,080</b> | <b>\$9,946,823</b> | <b>\$10,645,936</b> | <b>\$699,113</b>  | <b>7.0%</b>  |
| <b>Liabilities:</b>       |                    |                    |                    |                    |                     |                   |              |
| Payables                  | \$79,396           | \$52,783           | \$120,923          | \$176,329          | \$154,516           | (\$21,813)        | -12.4%       |
| Payroll                   | \$1,314,998        | \$1,246,388        | \$1,331,005        | \$1,340,800        | \$1,455,241         | \$114,441         | 8.5%         |
| Other Liabilities         | \$4,448,883        | \$4,884,051        | \$5,071,772        | \$4,650,303        | \$4,507,376         | (\$142,927)       | -3.1%        |
| <b>Total Liabilities</b>  | <b>\$5,843,277</b> | <b>\$6,183,222</b> | <b>\$6,523,700</b> | <b>\$6,167,432</b> | <b>\$6,117,133</b>  | <b>(\$50,299)</b> | <b>-0.8%</b> |
| <b>Fund Balance:</b>      |                    |                    |                    |                    |                     |                   |              |
| Reserved                  | \$115,485          | \$233,759          | \$201,507          | \$174,677          | \$200,116           | \$25,439          | 14.6%        |
| Unreserved                | \$520,172          | \$1,026,308        | \$2,284,873        | \$3,606,714        | \$4,328,687         | \$721,973         | 20.0%        |
| <b>Total Fund Balance</b> | <b>\$635,657</b>   | <b>\$1,260,067</b> | <b>\$2,486,380</b> | <b>\$3,779,391</b> | <b>\$4,528,803</b>  | <b>\$749,412</b>  | <b>19.8%</b> |





# **Simple Revenue & Expenditures Comparison** **General Fund Only**

|                                                                 | FY 09               | FY 10               | FY 11               | FY 12               | FY 13               | \$ Change          | % Change     |
|-----------------------------------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------|--------------|
| <b>Revenues:</b>                                                |                     |                     |                     |                     |                     |                    |              |
| Local sources                                                   | \$5,628,028         | \$5,705,404         | \$5,985,631         | \$6,411,531         | \$6,139,687         | (\$271,844)        | -4.8%        |
| State sources                                                   | \$7,265,977         | \$6,119,959         | \$7,143,743         | \$7,622,321         | \$7,822,886         | \$200,565          | 3.3%         |
| Federal sources                                                 | \$387,486           | \$1,072,551         | \$865,861           | \$370,549           | \$335,172           | (\$35,377)         | -3.3%        |
| Other sources                                                   | \$48,304            | \$47,900            | \$25,750            | \$47,664            | \$40,230            | (\$7,434)          |              |
| <b>Total revenues</b>                                           | <b>\$13,329,795</b> | <b>\$12,945,814</b> | <b>\$14,020,985</b> | <b>\$14,452,065</b> | <b>\$14,337,975</b> | <b>(\$114,090)</b> | <b>-0.9%</b> |
| <b>Expenditures:</b>                                            |                     |                     |                     |                     |                     |                    |              |
| Instruction                                                     | \$8,034,724         | \$8,055,899         | \$8,424,795         | \$8,868,186         | \$9,188,926         | \$320,740          | 4.0%         |
| Support services                                                | \$4,095,022         | \$3,743,485         | \$3,827,099         | \$3,791,016         | \$3,878,405         | \$87,389           | 2.3%         |
| Non-instructional                                               | \$0                 | \$0                 | \$0                 | \$0                 | \$0                 | \$0                |              |
| Other expenditures                                              | \$484,444           | \$522,020           | \$542,779           | \$499,852           | \$521,232           | \$21,380           | 4.1%         |
| <b>Total expenditures</b>                                       | <b>\$12,614,190</b> | <b>\$12,321,404</b> | <b>\$12,794,673</b> | <b>\$13,159,054</b> | <b>\$13,588,563</b> | <b>\$429,509</b>   | <b>3.5%</b>  |
| <b>Changes in fund balance:</b>                                 |                     |                     |                     |                     |                     |                    |              |
| Excess (deficiency) of<br>revenues over/(under)<br>expenditures | \$715,605           | \$624,410           | \$1,226,312         | \$1,293,011         | \$749,412           | (\$543,599)        | 87.1%        |





## Contribution Ratio

Formula: 
$$\frac{\text{Line Source Revenue}}{\text{Total Revenue}}$$

### Financial Information and Computation:

| FY 2013 |              |        |
|---------|--------------|--------|
| Line    | Amount       | Ratio  |
| Source  |              |        |
| Local   | \$6,139,687  | 42.8%  |
| State   | \$7,822,886  | 54.6%  |
| Federal | \$335,172    | 2.3%   |
| Other   | \$40,230     | 0.3%   |
| Total   | \$14,337,975 | 100.0% |

| FY 2012 |              |        |
|---------|--------------|--------|
| Line    | Amount       | Ratio  |
| Source  |              |        |
| Local   | \$6,411,531  | 44.7%  |
| State   | \$7,622,321  | 53.2%  |
| Federal | \$370,549    | 2.6%   |
| Other   | \$47,664     | 0.3%   |
| Total   | \$14,452,065 | 100.8% |

| FY 2011 |              |        |
|---------|--------------|--------|
| Line    | Amount       | Ratio  |
| Source  |              |        |
| Local   | \$5,985,631  | 42.7%  |
| State   | \$7,143,743  | 51.0%  |
| Federal | \$865,861    | 6.2%   |
| Other   | \$25,750     | 0.3%   |
| Total   | \$14,020,985 | 100.0% |

| FY 2010 |              |       |
|---------|--------------|-------|
| Line    | Amount       | Ratio |
| Source  |              |       |
| Local   | \$5,705,404  | 39.5% |
| State   | \$6,119,959  | 42.3% |
| Federal | \$1,072,551  | 7.4%  |
| Other   | \$47,900     | 0.4%  |
| Total   | \$12,945,814 | 89.6% |

| FY 2009 |              |       |
|---------|--------------|-------|
| Line    | Amount       | Ratio |
| Source  |              |       |
| Local   | \$5,628,028  | 40.1% |
| State   | \$7,265,977  | 51.8% |
| Federal | \$387,486    | 2.8%  |
| Other   | \$48,304     | 0.4%  |
| Total   | \$13,329,795 | 95.1% |

| Year | Local | State | Federal | Other |
|------|-------|-------|---------|-------|
| 2009 | 40.1% | 51.8% | 2.8%    | 0.4%  |
| 2010 | 39.5% | 42.3% | 7.4%    | 0.4%  |
| 2011 | 42.7% | 51.0% | 6.2%    | 0.3%  |
| 2012 | 44.7% | 53.2% | 2.6%    | 0.3%  |
| 2013 | 42.8% | 54.6% | 2.3%    | 0.3%  |

**Purpose:** Measures local taxation effort

**Trend:** NA

**Target:** NA

**Need/Concern:** As a district's property tax wealth grows the school aid formula shifts financial responsibility from the state to the local district. The District reduced the cash reserve levy in 2012 and 2013 due to the high solvency ratio and that is reflected in the decreased local revenues.

Funding has decreased from the Federal level due to ARRA funding cliff.

**Corrective Action:** NA



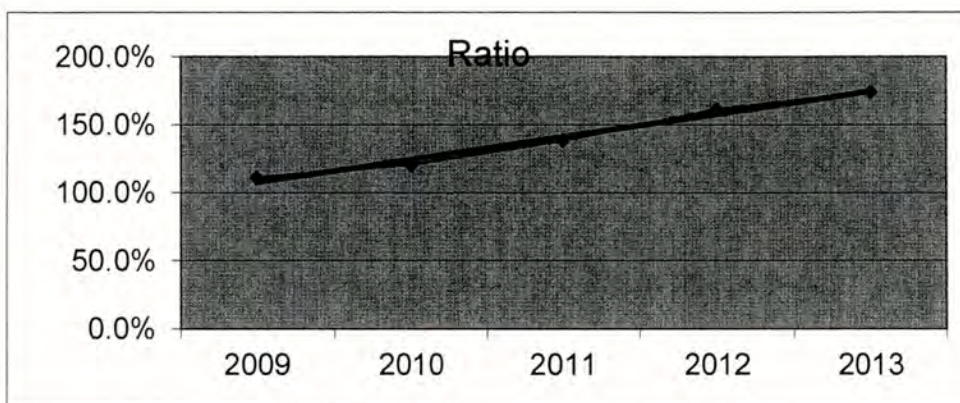
# Current Ratio

**Formula:** 
$$\frac{\text{Total Current Assets}}{\text{Total Current Liabilities}}$$

## Financial Information and Computation:

| Year          | Assets       | Liabilities | Ratio  |
|---------------|--------------|-------------|--------|
| CAR reference | P2C1L13      | P2C1L36     |        |
| 2009          | \$6,478,934  | \$5,843,277 | 110.9% |
| 2010          | \$7,443,289  | \$6,183,222 | 120.4% |
| 2011          | \$9,010,080  | \$6,523,701 | 138.1% |
| 2012          | \$9,946,823  | \$6,167,432 | 161.3% |
| 2013          | \$10,645,936 | \$6,117,133 | 174.0% |

Ratio explanation: Short-term solvency represents xx.x% of assets to liabilities



**Purpose:** Measures the District's short-term solvency position.

**Trend:** Up

**Target:** A minimum target would be 100%. An indicator less than this would indicate a condition where the district has more liabilities than assets.

### Current Ratio (CR):

The Current Ratio is one of the most widely used measures of short-term liquidity for both public and private sector organizations. It is used to predict the schools ability to meet its current obligations from current assets from continuing operations. If this were a private business it would in essence measure working capital. The operational equation is: [current ratio = current assets / current liabilities]. The minimum target range for this indicator is 1.0. An indicator of less than 1.0 would indicate a condition where the district has more current liabilities than assets.



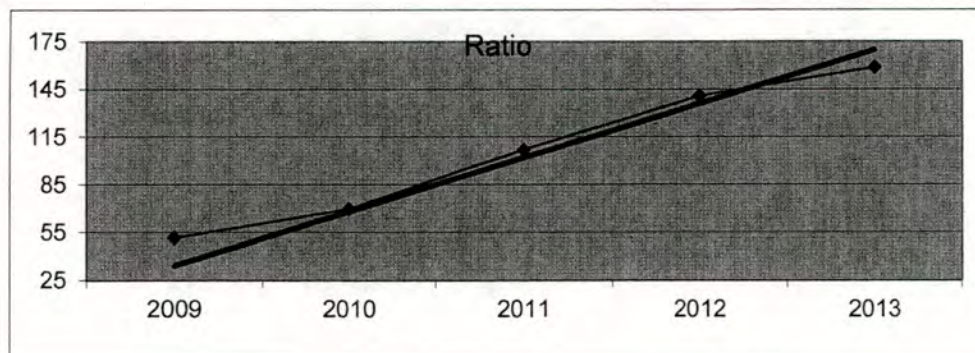
## Day's Net Cash Ratio

**Formula:** 
$$\frac{\text{Cash \& Investments}}{\text{Average Daily Cash Expenditures}}$$

### Financial Information and Computation:

| Year          | Cash & Investments | Total Expenditures | Daily (365) Expenditures | Ratio In Days |
|---------------|--------------------|--------------------|--------------------------|---------------|
| CAR reference | P2C1L1,2           | P6C8L34            |                          |               |
| 2009          | \$1,776,229        | \$12,614,190       | \$34,559                 | 51            |
| 2010          | \$2,349,770        | \$12,321,404       | \$33,757                 | 70            |
| 2011          | \$3,745,841        | \$12,794,673       | \$35,054                 | 107           |
| 2012          | \$5,072,170        | \$13,159,054       | \$36,052                 | 141           |
| 2013          | \$5,906,783        | \$13,588,563       | \$37,229                 | 159           |

Ratio explanation: Number of days the district can carry expenditures without cash infusion



Measures short-term solvency and the ability to have cash follow expenditures without receiving additional revenue.

**Trend:** Up

**Target:** 90 days

**Need/Concern:** We are above the target range now and plan to use reserves during the next few years.

**Corrective Action:** Designate an amount of reserves for future spending needs for additional classrooms.



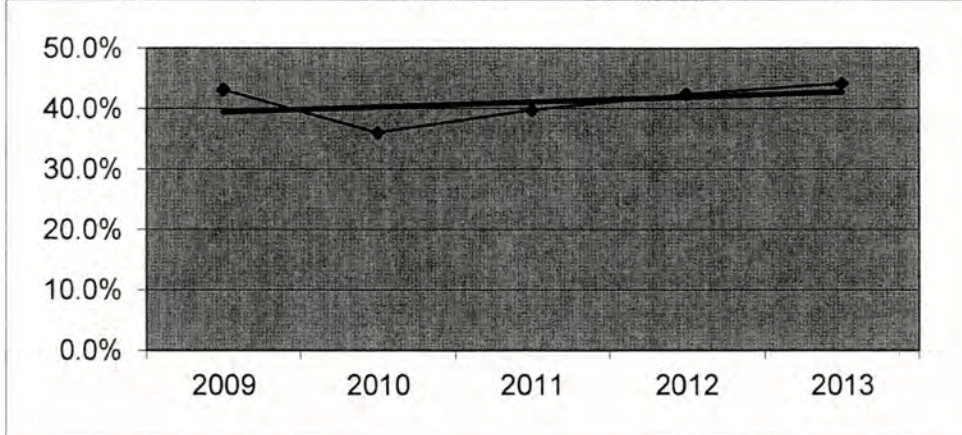
## Foundation Aid Ratio

**Formula:**

$$\frac{\text{Direct State Aid}}{\text{Total General Fund Revenue}}$$

**Financial Information and Computation:**

| Year          | State Aid   | Total Revenue | Ratio |
|---------------|-------------|---------------|-------|
| CAR reference | P5C1L41     | P5C1L85       |       |
| 2009          | \$5,748,912 | \$13,329,795  | 43.1% |
| 2010          | \$4,666,088 | \$12,945,814  | 36.0% |
| 2011          | \$5,571,802 | \$14,020,985  | 39.7% |
| 2012          | \$6,130,026 | \$14,452,065  | 42.4% |
| 2013          | \$6,328,560 | \$14,337,975  | 44.1% |



Measures resource contribution.

**Purpose:**

No target is established for this ratio. A rule of thumb is that as a district's property wealth grows a smaller percentage of the total revenue is contributed in the form of formula foundation aid.

### Direct Foundation Aid Ratio (FAR):

The Foundation Aid Ratio measures the amount of total General Fund revenue coming directly in the form of state aid. Since state aid is pupil driven under the Iowa funding formula, assumptions are this ratio would fluctuate in direct relationship to enrollment trends. However, state budget cuts in recent years results in a decline in direct state aid. State aid is the largest single source of school revenue. The operational equation is: [foundation aid ratio= state aid revenues / general fund revenue]. No suggested target range for Iowa schools can be determined for the indicator at this time.



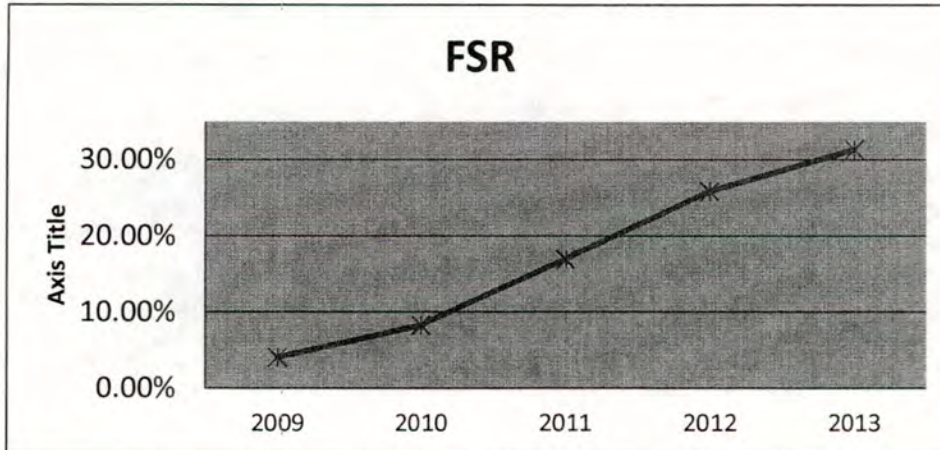
# Financial Solvency Ratio

**Formula:** 
$$\frac{\text{Unreserved Undesignated Fund Balance (UUFB)} - \text{Unassigned}}{\text{Total GF Revenue} - \text{AEA Flowthrough}}$$

## Financial Information and Computation:

| Year          |  | UUFB        | Total        | Ratio  |
|---------------|--|-------------|--------------|--------|
|               |  |             | Revenue      |        |
| CAR reference |  | P2C1L54     | P5C1L85      |        |
| 2009          |  | \$520,172   | \$12,845,351 | 4.05%  |
| 2010          |  | \$1,026,308 | \$12,423,794 | 8.26%  |
| 2011          |  | \$2,284,873 | \$13,478,206 | 16.95% |
| 2012          |  | \$3,605,714 | \$13,952,213 | 25.84% |
| 2013          |  | \$4,328,687 | \$13,816,744 | 31.33% |

Ratio explanation: What xx.x% of total revenue does fund equity represent.



**Purpose:** Measures the District's Fund Equity position

**Trend:** Up

**Target:** Target ratios are changing due to economic downturn. Since 1991, the target ratio was between 5%-10%. (New ratios may start at a minimum of 15%)

**Need/Concern:** A 25% FSR may be beneficial for low bond interest rates but anything over that is unnecessary.

**Corrective Action:** Designate a portion of the fund balance for future spending needs due to classroom additions.

# Salaries & Benefits Ratio

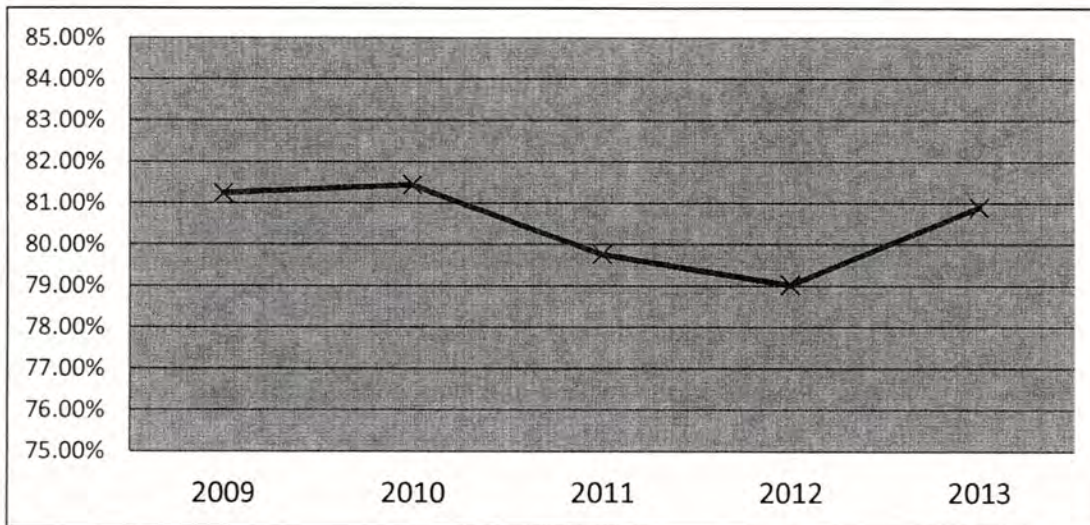
**Formula:**

$$\frac{\text{Salaries \& Benefits Expense}}{\text{Total General Fund Expenditures}}$$

**Financial Information and Computation:**

| Year          | Salaries & Benefits | Total Expenditures | Ratio  |
|---------------|---------------------|--------------------|--------|
| CAR reference | P6C8L22             | P6C8L34            |        |
| 2009          | \$10,247,706        | \$12,614,190       | 81.24% |
| 2010          | \$10,034,169        | \$12,321,404       | 81.44% |
| 2011          | \$10,205,326        | \$12,794,673       | 79.76% |
| 2012          | \$10,397,812        | \$13,159,054       | 79.02% |
| 2013          | \$10,991,988        | \$13,588,563       | 80.89% |

Ratio explanation: What xx.xx% of total expenditures does salaries and benefits represent.



**Purpose:**

Measures resource distribution results.

**Trend:**

**Target:**

Stable to lower trends are desirable for this indicator.

**Need/Concern:**

None at this time.



## Student Transportation Ratio

**Formula:**

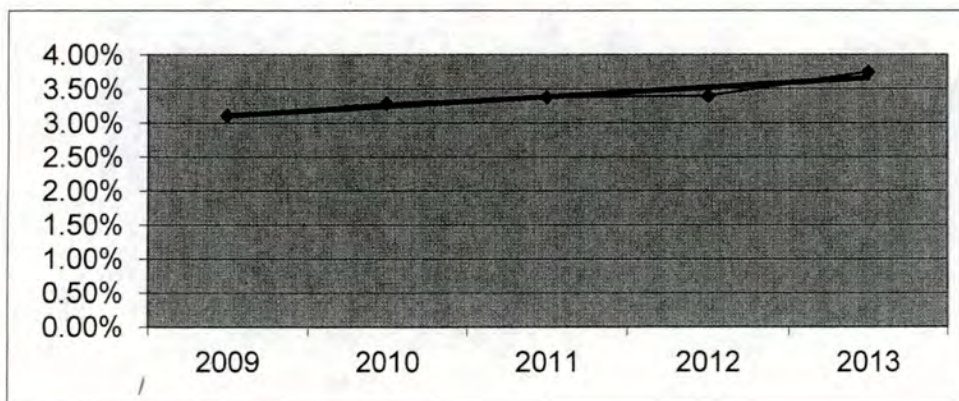
$$\frac{\text{Student Transportation Expense}}{\text{Total General Fund Expenditures}}$$

*Other  
Schools*

### Financial Information and Computation:

| Year          | Transportation | Total Expenditures | Ratio |
|---------------|----------------|--------------------|-------|
| CAR reference | P6C8L22        | P6C8L34            |       |
| 2009          | \$392,127      | \$12,614,190       | 3.11% |
| 2010          | \$405,137      | \$12,321,404       | 3.29% |
| 2011          | \$431,841      | \$12,794,673       | 3.38% |
| 2012          | \$446,849      | \$13,159,054       | 3.40% |
| 2013          | \$509,355      | \$13,588,563       | 3.75% |

Ratio explanation: What xx.xx% of total expenditures does std. transportation represent.



Measures resource distribution results.

**Purpose:**

Stable to lower trends are desirable for this indicator.

**Trend:**

Up

**Target:**

**Need/Concern:**

None at time.

### Student Transportation Ratio (STR):

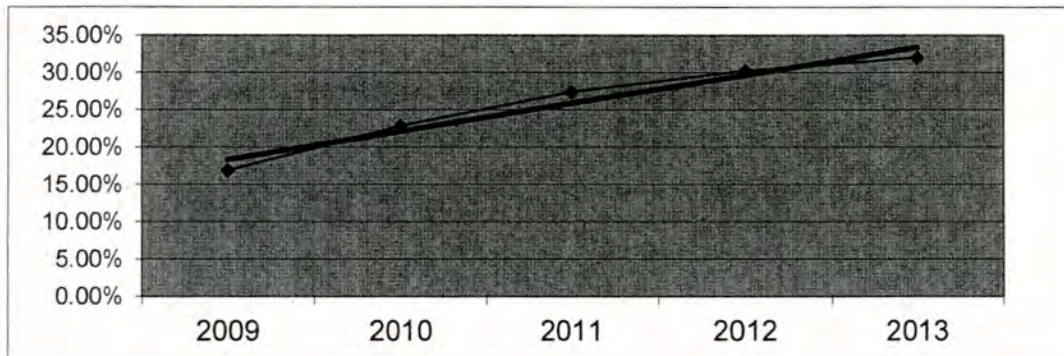
The Student Transportation Expenditure Ratio measures the amount of the school budget spent on transportation costs. Examples would include operating and maintaining bus routes, driver costs, equipment purchases, and fuel. A high ratio may suggest to management that a disproportionate amount of resources are being spent in this area. The operational equation is: [student transportation ratio = transportation expenditures / general fund expenditures]. No suggested target range for Iowa schools can be determined for the indicator at this time.

# Unspent Authority Ratio

Formula: 
$$\frac{\text{Unspent Spending Authority}}{\text{Maximum Budget Authority}}$$

## Financial Information and Computation:

| Year | Maximum Authorized | Regular Unspent Bal. | Unreserved Unspent Bal. | Regular UB Ratio | Unreserv. UB Ratio |
|------|--------------------|----------------------|-------------------------|------------------|--------------------|
| 2009 | \$15,310,396       | \$2,696,206          | \$2,580,721             | 17.61%           | 16.86%             |
| 2010 | \$16,268,526       | \$3,947,122          | \$3,713,363             | 24.26%           | 22.83%             |
| 2011 | \$17,887,467       | \$5,092,794          | \$4,891,287             | 28.47%           | 27.34%             |
| 2012 | \$19,105,748       | \$5,946,694          | \$5,772,017             | 31.13%           | 30.21%             |
| 2013 | \$20,274,306       | \$6,685,743          | \$6,485,627             | 32.98%           | 31.99%             |



**Purpose:** Measures the District's unbudgeted spending reserves

**Target:** The amount of unreserved unspent authority should be at least 3 months worth of revenues (\$3,584,104).

**Need/Concern:** The amount of unreserved unspent authority is higher than necessary.

**Corrective Action:** The Board should designate an amount for future needs.



## CONTRACT WITH INTERIM DEAN OF STUDENTS

THIS CONTRACT is entered into by and between (the Interim Dean) and the Board of Directors (hereinafter called the "Board") of the Adel-DeSoto-Minburn Community School District (hereinafter called the District).

In consideration of a salary and health insurance package of \$ 33,609, to be paid in equal installments on the 25<sup>th</sup> day of each month, the first payment to be made on the 25<sup>th</sup> day of September, 2013. The Interim Dean agrees to well and faithfully perform the duties of Dean of Students and to perform such other duties connected with the District as may be assigned.

### AND IT IS FURTHER AGREED:

1. That said contract term shall be for no more than 10 months commencing September 1, 2013, and ending June 30, 2014. This contract will not renew after this term.

2. The contract requires the services of the Interim Dean for 218 days for the contract year and 1/218<sup>th</sup> of the total salary shall be considered as pay for one day of service (\$154.17 per day). Three thousand three hundred sixty dollars and 90/100 (\$3,360.90) will be paid in equal payments September through June 2014.

3. This contract is for employment of Interim Dean as an employee-at-will and either party may terminate this agreement, with or without cause, upon two (2) weeks written notice to the other party.

4. That days designated as legal holidays by the Board and/or outlined in Article 13(b) of this Contract shall be regarded as days of service subject to the rules of payment of such days and the policies of the District. That deductions for absence for which pay is not allowed shall be made in an amount equal to the pay for one day of service for each day of absence.

5. That if Interim Dean is lawfully discharged or is released by mutual agreement before the completion of said term, final settlement shall be made so the total amount which the Interim Dean shall have received shall be an amount equal to the product of the number of days of service multiplied by the amount considered as pay for one day of service.

6. That the use to be made of the days in said term shall be assigned by the Board or its duly-authorized representative and may be stated in a school calendar adopted by the Board.



7. That where required, the Interim Dean shall present a certificate as required by law to the secretary of the Board of Directors of the District before accepting payment of any part of the annual salary.

8. That the Interim Dean shall file in the office of the Board Secretary such records and qualifications as may be required by the Board and shall submit to such physical examinations as may be required by the District.

9. The Interim Dean shall furnish throughout the life of this Contract a valid and appropriate certificate to act as an administrator in the State of Iowa as directed by the Board.

10. Other conditions:

- a. Interim Dean shall be entitled to 13.5 half days of paid sick leave; 2 half days of personal days; 5 half days of bereavement leave; 5 half days family sick leave, and 18 half days of vacation. There will be no compensation paid for unused leave.
- b. Interim Dean shall be provided the 50% of the life and disability insurance benefits provided to other administrators of the district.

THIS CONTRACT shall be without force and effect unless it is in the hands of the Board bearing the signature of said Interim Dean and the President of the Board on or before August 30, 2013.

\_\_\_\_\_  
Interim Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Board of Directors,  
ADM Community School

\_\_\_\_\_  
Date



## INSURANCE

**Insurance.** The District will designate for each full-time employee, except temporary employees, a set amount of money each year, which may vary by position, for District group insurance benefits. The amount shall be pro-rated for employees who work at least twenty (20) ~~(certified staff)~~ thirty (30) ~~(classified staff)~~ but fewer than forty (40) hours per week. If the benefits selected by the employee cost more than the designated District contribution, the employee shall have such additional premiums/costs withheld from his/her salary. The Board of Directors shall determine the carrier(s), types of plans, level of benefits, and dollar contributions.

**Life Insurance.** The District will provide group life insurance benefits to employees *who work at least twenty (20) hours per week*, except temporary employees. The Board of Directors shall determine the carrier(s), types of plans, and level of benefits.

**Long-Term Disability.** The District will provide group long-term disability coverage for all employees who work at least twenty (20) hours per week, except temporary employees. The Board of Directors shall determine the carrier(s), type of plan and level of benefits.

Approved 7/1/93

Reviewed ~~5/13/13~~

Revised ~~5/13/13~~