



FISCAL YEAR 2016

ADOPTED BUDGET & FINANCIAL STATEMENTS

Fiscal Year 2016 | Beginning July 1, 2015 | Ending June 30, 2016

Des Moines Public Schools | Des Moines, Iowa 50309



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**FISCAL YEAR 2016
PRELIMINARY BUDGET & FINANCIAL STATEMENTS**

March 24, 2015

BOARD OF DIRECTORS

Cindy Elsbernd, Chair
Rob X. Barron, Vice Chair
Nathan Blake
Connie Boesen
Teree Caldwell-Johnson
Bill Howard
Pat Sweeney

Thomas Ahart, Superintendent

***Report issued by the Department of Business and Finance
Thomas Harper, Chief Financial Officer
(515) 242-7745***



ABOUT THE COVER:

The 2015 Iowa Teacher of the Year, Clemencia Spizzirri, is seen working with her students at Merrill Middle School.

The district extends special thanks to the budget development and design team:

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SECTION I

INTRODUCTION & OVERVIEW

Superintendent's Message



March 6, 2015

Members of the Board

Cindy Elsbernd, Chair

Rob X. Barron, Vice Chair

Nathan Blake

Connie Boesen

Teree Caldwell-Johnson

Bill Howard

Pat Sweeney

It is my pleasure to present the 2015-16 budget for Des Moines Public Schools.

This budget is the result of a collaborative effort on the part of every unit within the District, along with the Citizens' and Employees' Budget Advisory Committees, to implement a financial map that leads in the direction of our goals and priorities.

This budget is presented with several significant unknowns. We have planned our budget relying on some very significant unknown items. Specifically, at this time, the level of State funding, the largest source of General Fund revenues, has not been set by the Legislature. Consequently, we certified our budget April 15, as required by law, working on a "worst case scenario." We will plan for the worst, while we continue to hope that our State Representatives, Senators, and Governor make public education funding a priority.

Even amidst these uncertainties, I am optimistic about the direction of the District. Key measures of the work of this District, from proficiency to graduation, are moving in the right direction. The budget presented focuses on continuing these trends while focusing on things that contribute to success in the classroom for all students. While all resources are directed at school improvement, several important programs and funding streams, including Preschool Programming, the Technology Blueprint adoption, the TLC initiative, and our work with the Wallace Foundation and Lean Sigma Six are highlighted in this proposal.

This budget is also focused on maintaining positives from an organizational standpoint. We will continue to build on our record of efficiency, using financial management, building and operation programs, and communication tools that have been recognized across the state and the nation for their excellence. We will continue to assess needs and evaluate programming to create innovative programs to meet unmet needs, maintain or grow programs that are demonstrating success,

strategically abandon programs that do not demonstrate value, and assess and address curriculum needs and program delivery as needed to stay ahead of advances in technology and digital content.

I present this budget with the confidence that it will direct resources to continue the progress we have seen in recent years and to make a positive difference in the education and lives of the students and families we serve.

Sincerely,

Thomas M. Ahart, Ed.D.
Superintendent

The District & Community

DES MOINES: A VIBRANT, INNOVATIVE, AND DIVERSE CITY

As Iowa's capital city, Des Moines is a hub of government action, business activity, and cultural affairs. The U.S. Census Bureau estimated in the 2013 American Community Survey that the Des Moines city proper, comprised of 80.87 square miles of land, is inhabited by just over 205,000 people, approximately 25% of whom are younger than 18. The median household income (2009-2013) in Des Moines was \$45,836, while 18.5% of persons live below the poverty line. With a metro population of 599,789, the greater Des Moines community is a bustling metropolis. Major industries in Des Moines are insurance, government, manufacturing, trade, and health care services, and Des Moines area businesses draw employees from a five-county area. While there is big city bustle, the community is extremely proud of its small town atmosphere. Throughout Des Moines are dozens of neighborhoods, each with its own personality and style. The community offers superb schools, quality public services, and friendly neighborhoods.

Downtown Des Moines offers amenities usually found only in major cities: unique shopping in the East Village; dining at world class restaurants; countless entertainment opportunities at Wells Fargo Arena and the Civic Center; educational opportunities at the Science Center of Iowa, Downtown Library, and Pappajohn Sculpture Park; and professional sporting events. The city boasts unique housing options at several lofts and townhome developments, has one of the nation's largest farmers' markets, and is home to the top-ranked art festival. The community also has a vibrant outdoor scene. One can listen to summer concerts along the banks of the Des Moines River or on the steps of the State Capitol, take a leisurely stroll along the Principal Riverwalk, and the entire metro area is connected by a series of parks and trails so one can enjoy a bike, walk, or run on a warm summer day, under the colored leaves of autumn, or on a blanket of freshly fallen snow. In fact, Des Moines' Gray's Lake Park was recognized as one of the nation's best outdoor places, and central Iowa is intertwined with more than a hundred miles of trails.

Here's what others have to say about Des Moines being a great place to live and work:

- Des Moines ranks #1 "Best Cities for Families" – *Kiplinger*
- Des Moines is the #1 Place for Business and Careers in 2013 – *Forbes*
- Greater Des Moines ranks #1 Best City for Young Professionals – *Forbes*
- Des Moines is the #1 Wealthiest City in America – *TODAY show*
- Des Moines is the #1 Best Medium-Sized Metro Area for Homeownership – *Nerdwallet*
- Des Moines named No. 5 in Top 100 Best Cities for Families – *Parenting Magazine*
- Des Moines ranks #2 Best Place for Business – *Forbes*
- Des Moines is the #1 richest metro in the nation – *US News & World Report*
- Des Moines is the #1 city in the US for home renters – *Time Magazine*
- Iowa ranks #9 for best state for business – *CNBC*

- Des Moines is the #4 city in the nation for doing business – *MarketWatch*
- Des Moines ranks in the top 10 “Best Cities for the Next Decade” – *Kiplinger*
- Des Moines ranks #1 as the “Best Place for Business and Careers” – *Forbes 2010*
- Des Moines is one of the 20 strongest-performing metro areas – *Brookings*

ABOUT DES MOINES PUBLIC SCHOOLS

District Goals

Together, the Mission, Vision, Student Expectations, and Board Beliefs serve as the overarching goals for the district. DMPS developed its Student Expectations and Board Beliefs with public input through a series of community conversations. Student Expectations are deliverables that address educational goals and specific desired outcomes for students. Board Beliefs emphasize the governance of school operations and focus of the district’s work on behalf of Des Moines students.

Mission

The Des Moines Public Schools exist so that graduates possess the knowledge, skills, and abilities to be successful at the next stage of their lives.

Vision

To be the model for urban education in the United States.

Student Expectations

1. *Students demonstrate proficiency and understanding of a rigorous core curriculum:*

- They demonstrate proficiency in reading, writing, speaking, and listening.
- They demonstrate proficiency in mathematics, including algebra and geometry.
- They demonstrate financial and economic literacy.
- They demonstrate an understanding of the value of fine and performing arts in society.
- They demonstrate proficiency in technological and information literacy.
- They demonstrate proficiency in science, including life, earth, and physical science.

2. *Students possess the knowledge and skills to be self-directed and autonomous:*

- They demonstrate critical thinking and problem solving skills.
- They exercise sound reasoning in making complex choices.
- They exhibit creative, innovative, and entrepreneurial thinking.
- They understand the attributes of physical and mental well-being.

3. *Students have world awareness:*

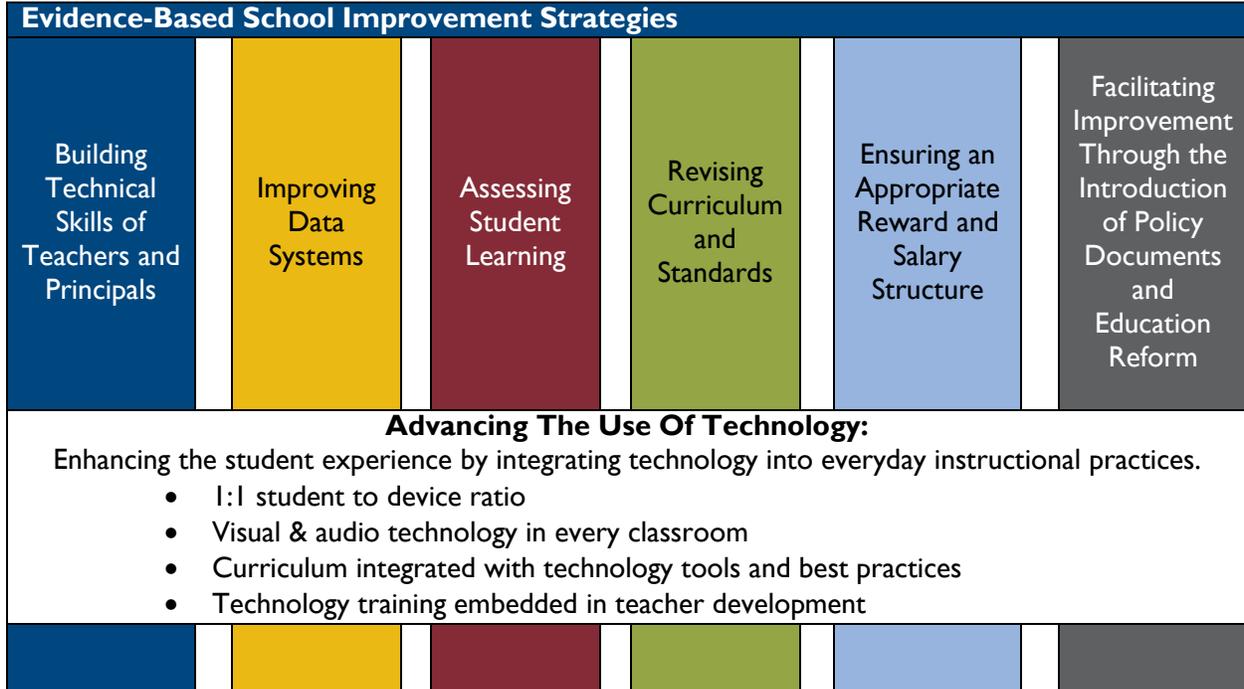
- They learn from and work with individuals representing diverse cultures and religions in a spirit of mutual respect in school, work, and community.
- They understand the rights and obligations of citizenship at local, state, national, and global levels.
- They are actively engaged in community life.
- They will be exposed to languages and cultures of the world.

Board Beliefs

1. *We believe in every child and, no matter their circumstance, will support them in achieving at their highest level.*
 - DMPS will work to ensure our students are career and post-secondary education ready.
2. *We believe all students will have the best staff working to provide and support their education.*
 - DMPS will be a best place to work, committed to recruiting, developing, retaining, and recognizing high quality staff in a climate and culture where people are able to do their best work.
3. *We believe in the full engagement of our parents and community in the support of our students' education.*
 - DMPS will commit to the support, training, and tools needed to maximize engagement opportunities with our parents and the entire community.
4. *We believe, as a community, in providing the resources necessary to offer PK-12 education of the highest quality.*
 - DMPS will work, proactively and creatively, with the community to assure the proper investment in our commitment to our children.
5. *We believe first-rate facilities are essential to quality education.*
 - DMPS is committed to facilities, as centers of our community and neighborhoods, which offer safe, healthy, well-run, and creative learning environments.
6. *We believe in a school district that operates with transparency, accountability, and efficiency at every level.*
 - DMPS is committed to operating in an atmosphere of full-disclosure to ensure transparency, accountability, and efficiency.

District Strategies

Des Moines Public Schools has aggressively pursued academic excellence by implementing evidence-based school improvement strategies in six areas identified as being the most critical to continuous school system improvement, as published in the 2010 McKinsey & Company internationally-benchmarked study. The six areas are: building technical skills of teachers and principals, improving data systems, assessing student learning, revising curriculum and standards, ensuring an appropriate reward and salary structure, and facilitating improvement through the introduction of policy documents and education reform. These six strategies have been shown to serve as the foundation of continuous improvement for high-performing districts. Embedded in these strategies is advancing the use of technology; technology must be integrated into the everyday practice of schools to enhance the student experience. DMPS has made the commitment to implement the strategies necessary to support a dynamic journey to excellence. By emphasizing these evidence-based areas of focus, the district has been able to prioritize work and create actionable steps that have been implemented in schools.



Strategy	Build Technical Skills of Teachers and Principals
DMPS Vision	DMPS will help teachers and principals not only learn new skills but also develop new insights into teaching and management strategies they can use in their own practice.

Background

- Areas to Provide Support for Beginning Principals:
 - Creating and maintaining a climate that ensures a safe, cooperative, and productive learning environment.
 - Designing and implementing a vision of success for all students.
 - Improving instruction to enable teachers to teach at their best and student to learn to their highest potential.
 - Managing resources, data, and process to foster school improvement.
 - Demonstrating professionalism, integrity, and ethical conduct.
- 69% of new teachers indicated that their mentor impacted their decision to stay in the profession. *Source: 2012 NTC Induction Survey*

Current Progress

- DMPS increased support to principals in order to build their skills through the restructuring of the Office of Schools and the addition of the Director of Middle Schools and Director of High Schools. In addition, first and second year principals are provided weekly mentoring and six extra professional development days to enhance management skills.
- DMPS provides 90-minute 1:1 coaching sessions to new teachers on a weekly basis to facilitate skill development.
- DMPS was selected by the Wallace Foundation to be one of six participants across the nation to join the Principal Supervisor Initiative beginning FY 2015, which focuses on urban school districts.
- Increased the opportunities for teachers to receive differentiated professional development through the launch of the KITE project (a repository of online training modules and videos).
- DMPS was selected to implement the TLC Initiative, beginning FY 2016, which recognizes and rewards Teacher Leaders' contributions to instructional improvement and expands their influence and numbers in helping peers refine and improve their practices in the classroom through job-embedded professional development. TLC Coordinators and Coaches have been identified for the 2015-16 school year.

Next Steps

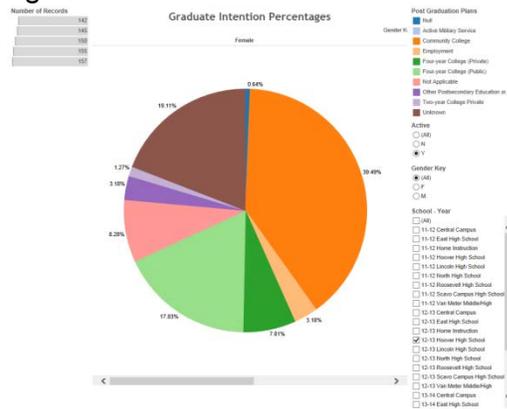
- Implement year two of the Principal Supervisor Initiative.
- Continue to build managerial skills of principal supervisors who provide on-going coaching and support to school leaders and reduce the span of control of K-5 Directors.
- Provide additional support on areas that can divert focus from school improvement, teaching and learning, and human capital in schools.
- Develop leadership pipeline for those who aspire to become principals.
- Implement year one of the TLC Initiative.
- Identify District-Wide Teacher Leaders and School-Based Teacher Leaders for the TLC Initiative.

Strategy Improve Data Systems

DMPS Vision DMPS will improve its ability to gather, analyze, and share data on district performance. Additionally, the district will utilize these data to drive decision making and resource allocation.

Background

- 49% of teachers and administrators indicated they would like to use online assessment within Infinite Campus. *Source: 2013 Staff Infinite Campus Survey*
- 72% of teachers surveyed indicated they use a third party gradebook or assessment tool outside of Infinite Campus. *Source: 2013 Staff Infinite Campus Survey*
- Dashboards enable the district to complete sophisticated education analytics and share findings.



Current Progress

- Continued collaboration with the Technology department for reporting and monitoring.
- Re-implementation of Infinite Campus (the district’s online student information system) to better utilize existing systems and integrate data into one system, reducing third party systems.
- Creating data dashboards to monitor school performance in the areas of mathematics, reading, and student behavior for use by building administrators.

Next Steps

- Create professional development modules to support the increased use of Infinite Campus as a data management system.
- Facilitate increased access to Infinite Campus data to support teachers in analyzing student data to improve instruction.
- Create data dashboards for teachers that provide information on all students to help manage academic performance and anticipate issues.
- Develop common expectations and support structures for the use of data to improve instruction.

Strategy	Assess Student Learning
DMPS Vision	DMPS will develop a system of assessment that accurately measures student mastery of the Iowa Core Standards, which are essential skills for college and career readiness.

Background

- Standards Referenced Grading condensed multiple grading scales that were used across the district into one common grading scale.
- Guiding Principles for Standards Referenced Grading:
 - A consistent 4-point interval grading scale is used.
 - Letter grades, derived from the 4-point scale, are based solely on achievement of course/grade level standards. Student participation, work completion, and ability to work with others are reported separately using the “DMPS Citizenship and Employability Skills Rubric.”
 - Grades are based on a body of evidence.
 - Achievement is organized and reported by standard/learner objectives, which is converted to a grade.
 - Students have multiple opportunities to demonstrate proficiency.
 - Accommodations and modifications are provided to students with special needs.
- The DMPS Balanced Assessment System includes a balance of assessment types for all content areas and assessment forms to monitor individual student progress and to monitor the system.
 - Assessment types include: project based, performance tasks, labs, constructed response, multiple choice, etc.
 - Assessment forms include classroom unit/daily formative assessment, common formative assessment, classroom/common summative assessment, district standards based assessment, external interim assessment, and external summative assessments.

Current Progress

- Full implementation of Standards Referenced Grading in middle schools; partial implementation in high schools (9th grade courses).
- Created tiered assessment for middle school courses to determine student performance levels against existing standards.
- Created a Balanced Assessment System to ensure there are multiple opportunities for students to demonstrate understanding, better explain the purpose of each assessment type to various stakeholders, and to better understand who is responsible for creating each type of assessment.

Next Steps

- Expanded implementation of Standards Referenced Grading practices in high schools.
- Partial implementation of Standards Referenced Grading practices in elementary.
- Create tiered assessments for high school (9th grade) courses to determine student performance levels against existing standards.
- Build a robust multi-tiered system of support to help students achieve mastery of content standards.
- Create more opportunities for students to take assessments online.

Strategy Revise Curriculum and Standards

DMPS Vision DMPS will define what students should know, understand, and be able to demonstrate by adopting the Iowa Core, and the district will create the accompanying teaching content.

Background

- Revised curriculum guides to align with Iowa Core Standards.
- The previous reading materials were not aligned to the Iowa Core Standards. A new set of materials was created to align with these standards.
- Iowa adopted the Common Core Standards into the Iowa Core on July 29, 2010.
- 45 states have adopted the Common Core Standards. *Source: corestandards.org*

Current Progress

- Adopted new K-5 literacy materials aligned to the Iowa Core.
- Adopted new K-5 math materials aligned to the Iowa Core; provided professional development for the implementation of new K-5 math instruction materials.
- Adopted new 6-8 math materials aligned to the Iowa Core.
- Revised K-12 curriculum guides in core content areas to align with the Iowa Core.
- Focus on analysis of student work to guide instruction.

Next Steps

- Continue annual updates of curriculum guides and assessments.
- Increase knowledge of the use of formative assessments to guide and support instruction.
- Provide professional development for the implementation of new 6-8 math instruction materials.
- Adopt new high school science (Biology, AP Physics) aligned to the Iowa Core.

Strategy	Ensure an Appropriate Reward and Salary Structure
DMPS Vision	DMPS will attract new teachers and retain effective teachers by providing pathways for career opportunities, offering competitive salaries, and promoting collaboration.

Background

- 36 hours of collaboration is required outside of the instructional school day for all teachers each year.
- 10.5 teachers were released to provide full-time mentoring to teachers new to the profession in the 2013-14 school year. This will be increased to 15 FTE in FY 2015.
- 65 teachers enrolled in the Alternative Teacher Contract in 2013; 76 enrolled in 2012

<i>Salary Schedule for 2013 New Teacher Hires:</i>		
<i>Contract Years</i>	<i>Regular Contract</i>	<i>Alternative Teacher Contract</i>
2013-14	\$37,790	\$40,625
2014-15	Teachers start at Step 3 on the salary schedule and stay on this step for the first three years of employment	\$41,164
2015-16		\$41,711

Current Progress

- Implementing the Alternative Teacher Contract to provide additional professional development opportunities through the school year and the attainment of a Master’s degree after eight years of employment.
- Solicited proposals for partnerships for the Master’s program for teachers on the Alternative Teacher Contract.
- Completed a comprehensive compensation study by Fox Lawson & Associates to benchmark district compensation schedules.

Next Steps

- Create new opportunities for teacher leadership development through implementation of the TLC initiative.
- Increase the number of teachers who opt-in to the Alternative Teacher Contract.
- Create a system to monitor the effectiveness of the Alternative Teacher Contract.
- Select partners for the ATC Master’s program.
- Utilize results of the Fox Lawson & Associates study to make adjustments to compensation.
- Utilize results of the Fox Lawson & Associates study to re-categorize positions.
- Utilize results of the Fox Lawson & Associates study to implement a systemic process for new hires.
- Continuous monitoring of position categorization and salary structures.

Strategy	Facilitate Improvement Through the Introduction of Policy Documents and Education Reform
DMPS Vision	DMPS will facilitate the improvement journey by articulating the aspirations, objectives, and priorities of the reform program

Background

- 6 DMPS schools have received School Improvement Grants.
- 397% increase in the number of ELL students in DMPS from 1992 through 2013.

Year	DMPS	State of Iowa
1992-93	1,101	4,575
2002-03	3,165	13,961
2013-14	5,467	23,820

Current Progress

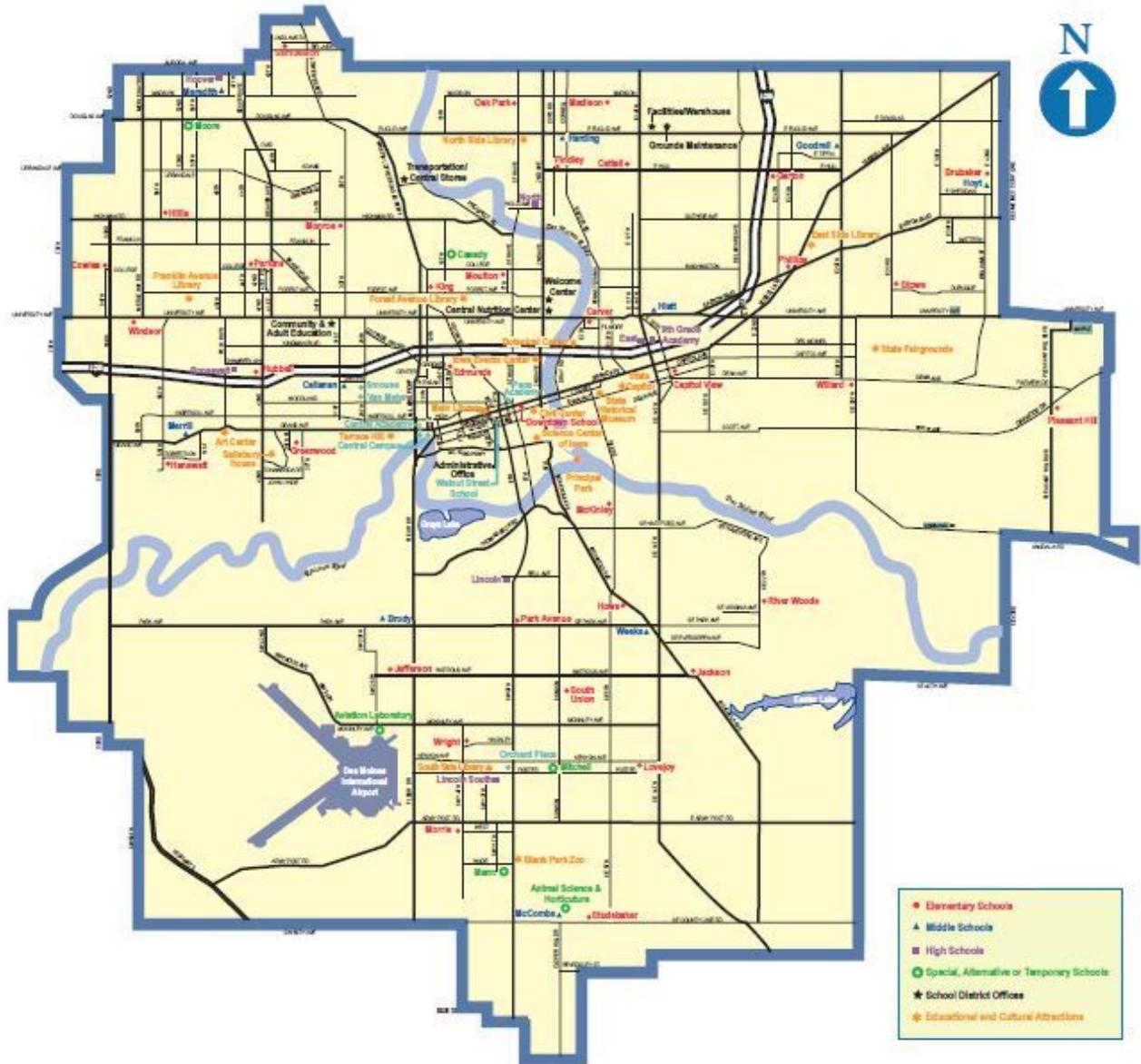
- Supported a bill passed by the Iowa Legislature to provide much-needed additional support for ELL students.
- Providing additional support/staff for the ELL program.
- Monitoring progress of the effectiveness of School Improvement Grants.
- Initiated peer review to support teachers in meeting their personal professional development goals.

Next Steps

- Provide additional training systems and practices for ELL students and other diverse learners for school leaders.
- Create a robust peer review system based on teacher feedback.
- Identify programming and professional development structures for the lowest performing schools.

DES MOINES PUBLIC SCHOOLS: IOWA'S LEADER IN EDUCATIONAL INNOVATION

Des Moines Public Schools is home to more than 60 schools and support facilities, totaling nearly 6 million square feet, serving more than 33,000 students from Preschool through high school in every neighborhood throughout Iowa's capital city.



Des Moines Public Schools may be the largest provider of public education in Iowa, but the district takes anything but a one-size-fits-all approach to educating students. In fact, families in Des Moines can find more educational options than anyplace in the state, including:

- *Advanced Placement.* Central Academy, attended by students from 39 central Iowa middle and high schools, is Iowa's top AP program, dedicated to providing a challenging curriculum. The Belin-Blank Center for Gifted Education and Talent Development placed Central Academy "in a class by itself" as a college preparatory school. In addition, DMPS is in the midst of a significant expansion of AP course offerings throughout all five comprehensive high schools.
- *International Baccalaureate.* DMPS provides the opportunity for student to participate in a comprehensive IB program at four elementary schools (Hubbell, Park Avenue, Stowe, and Walnut Street), four middle schools (Brody, Goodrell, Meredith, and Merrill), and one high school (Hoover). In addition, Central Academy offers the renowned International Baccalaureate diploma.
- *Career & Technical Institute.* Located at Central Campus, CTI offers students with learning opportunities in several high-skill areas, including graphic design, broadcasting & film, culinary arts, fashion, and automotive technology. In addition, DMPS is home to one of only three high school aviation programs certified by the FAA and has the largest marine biology program of any non-coastal high school.
- *Higher Education Partnerships.* Des Moines Public Schools' proximity to Drake University, Iowa State University, Des Moines Area Community College, and other Institutes of Higher Education have created numerous partnerships and collaborative efforts that support students, teachers, and administrators.
- *Alternative Programs.* Scavo Alternative High School, Future Pathways, Orchard Place, Des Moines Alternative, and Middle School Alternative offer programming for students who may be struggling with attendance requirements at a comprehensive school or have other personal issues and need alternative programming.
- *Ruby Van Meter and Smouse schools.* Ruby Van Meter School (serving secondary-age children) and Smouse Opportunity School (serving elementary-age children) provide high-quality, specialized instruction to physically and mentally disabled students.
- *Downtown School.* The Downtown School, located in a brand new home at Central Campus, is a national model where students learn in multiage classes. The school has been nationally recognized for its innovative education program and as a great option for working parents.
- *Montessori.* Cowles Montessori School is the only public Montessori program in Iowa, serving students in grades K-8. Students learn in multiage classrooms, and children's natural curiosities are exploited to the fullest as they advance at their own pace.

Des Moines Public Schools is proud to be home to thousands of educators and other professionals who work hard each and every day to help the students of our community succeed. The good work performed by our teachers and staff has earned awards, honors and recognition at the state and national level. Highlights of some recent honors include:



2015 Iowa Teacher of the Year – Clemencia Spizzirri, Merrill Middle School
Iowa Department of Education



Ten National Award Winners
Presidential Award for Excellence in Mathematics and Science Teaching



2014 Elementary School Counselor of the Year
Iowa School Counselor Association



2014 School Social Worker of the Year
Iowa School Social Workers Association



2013 Elementary and Middle School Art Educators of the Year
Art Educators of Iowa



Nation’s Top College-Prep High Schools – Roosevelt
Washington Post



Five High Schools on the Iowa AP Top 50 Index
Belin-Blank Center for Gifted Education



Eight-time Certificate of Achievement Recipient
Two-time Distinguished Budget Presentation Award Recipient
Government Finance Officers Association



Eight -time Certificate of Excellence Award Recipient
Association of School Business Officials International



Four-time ENERGY STAR Partner of the Year
U.S. Environmental Protection Agency



2012 Green Ribbon School – Central Campus
2013 Green Ribbon District – DMPS
U.S. Department of Education Green Ribbon Schools



2012, 2013, 2014 Award of Excellence
National School Public Relations Association



“Why Des Moines Can Be A Model for Urban Education”
National Journal



District of Distinction
District Administration Magazine

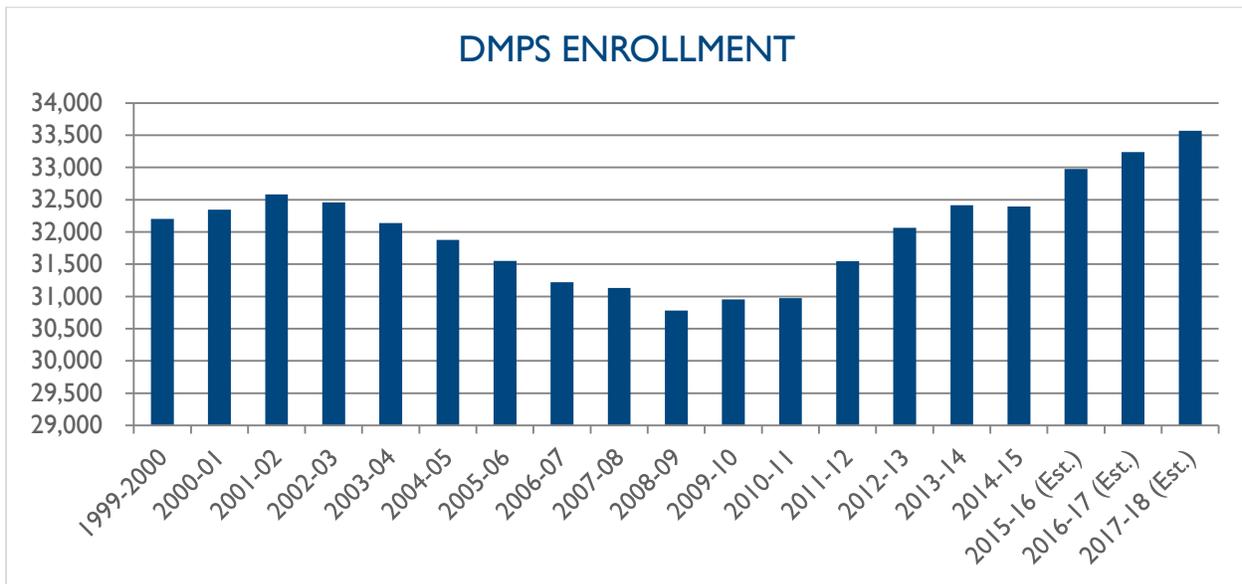
Other honors earned by Des Moines Public Schools and its employees include:

- 2015 *Iowa Teacher of the Year* by the Iowa Department of Education
- 2015 *Educator of the Year* by the Iowa Association of Alternative Education
- 2015 *Magna Award* by the National School Boards Association
- 2015, 2014, 2013, and 2012 ENERGY STAR *Partner of the Year* from the Environmental Protection Agency
- 2015 and 2014 ENERGY STAR *Partner of the Year for Climate Communications* from the Environmental Protection Agency
- 2014 *Prostart Educator of Excellence Award* by the Iowa Restaurant Association
- 2014 *Iowa School Social Worker of the Year* by the Iowa School Social Workers Association
- 2014 *Four Rotary Educators of the Year*
- 2014 *Rising Star* by the Journalism Education Association
- 2014, 2013, and 2012 finalists for *Iowa Teacher of the Year*
- 2014, 2013, 2012, and 2010 state finalists for *Presidential Award for Excellence in Mathematics and Science Teaching*
- 2014, 2013, 2012, 2011, 2010, 2009, 2008, and 2007 *Certificate of Excellence in Financial Reporting* from the Association of School Business Officials Association for the school district's comprehensive annual financial report
- 2014, 2013, 2012, 2011, 2010, 2009, 2008, and 2007 *Certificate of Achievement* from the Government Finance Officers Association for the school district's comprehensive annual financial report
- 2014 and 2013 *Distinguished Budget Presentation Award* from the Government Finance Officers Association for the school district's annual budget
- 2013 *Trailblazing Teacher* by The Center for Green Schools
- 2013 *Steve France Honor Award* by the Iowa Association for Health, Physical Education, Recreation, and Dance
- 2013 *Rod Vahl Teacher of the Year* award by the Iowa High School Press Association
- 2013 *Outstanding Middle School Art Educator* from Art Educators of Iowa
- 2013 *Outstanding Elementary Art Educator* from Art Educators of Iowa
- 2013 *Green Ribbon School Award* for Des Moines Public Schools by the U.S. Department of Education
- 2013 *Excellence in Education Award* presented by the Iowa State Education Association
- 2013 *Dr. Robert E. and Phyllis M. Yager Exemplary Teaching Recognition Award* from University of Northern Iowa
- 2013 and 2012 *Governor's Iowa Environmental Excellence Award*
- 2012 *Phyllis Yager Memorial Commitment to Diversity Award* from the University of Iowa College of Education
- 2012 honoree as a *Champion of Change* in education from the White House

- 2012 *Green Ribbon School Award* for Central Campus from the U.S. Department of Education
- 2012 *Gary Hendrichs Memorial Award* from the Iowa School Counselor Association
- 2012 finalist for *America History Teacher of the Year* from Iowa Preserve
- 2012 *Education Support Personnel of the Year* for the State of Iowa
- 2011 *Outstanding Secondary Art Educator* from the Art Educators of Iowa
- 2011 *Outstanding Iowa Biology Teacher of the Year* from the National Association of Biology Teachers
- 2011 nominee for *U.S. History Teacher of the Year* from the Daughters of the American Revolution
- 2011 *Educator of the Year* from the Printing Industry of the Midwest
- 2011 and 2009 *James Madison Fellowships* for the state of Iowa
- 2010 runner-up for *Excellence in Education Award*
- 2010 *Presidential Award for Excellence in Mathematics and Science Teaching* (mathematics)
- 2010 *James Bryant Conant Award in High School Teaching*
- 2010 *Iowa School Social Worker of the Year* from the Iowa School Social Workers Association
- 2010 *Iowa Financial Literacy Educator of the Year*
- 2010 honoree for the *Teacher Program* from Toyota International
- 2010 *Edyth May Sliffe Award for Distinguished High School Mathematics Teaching* from the Mathematical Association of America
- 2009 *Presidential Award for Excellence in Mathematics and Science Teaching* (science)
- 2009 *Iowa Industrial Technology Education Middle School Teacher of Excellence*
- 2009 *Edyth May Sliffe Award for Distinguished Junior High/Middle School Mathematics Teaching*
- 2009 *Art Educator of the Year* from the Art Educators of Iowa

Enrollment

For more 100 years, Des Moines Public Schools, accredited by the North Central Association of Secondary Schools and Colleges and the Iowa Department of Education, has educated hundreds of thousands of children in Iowa’s capital city. Peak enrollment occurred early in the 21st century in 2001-02, followed by eight years of declining enrollment. Since 2011, DMPS has experienced an increase in enrollment, bucking the trend in urban districts nationwide. Using a simple regression analysis, the Iowa Department of Education projects district enrollment for three years beyond the current school year. The Iowa DE projects that the district’s enrollment will surpass the FY 2002 peak in the next few years, as shown in the chart below.

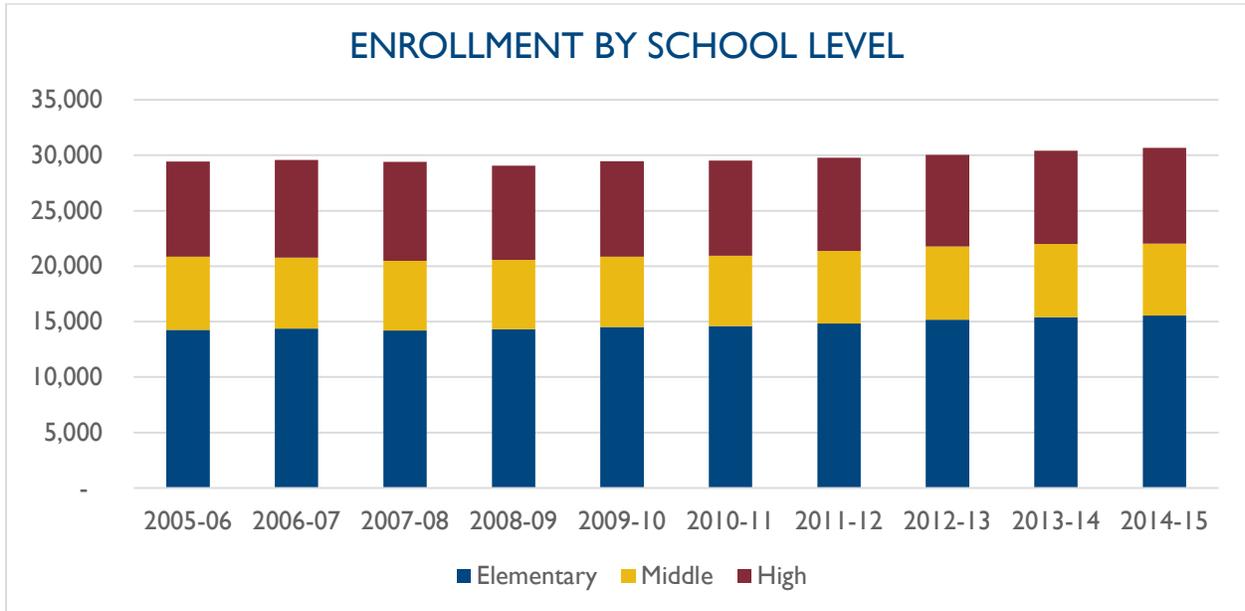


In addition, the district commissioned Ochsner Hare & Hare (Kansas City, MO) to conduct a Demographic Data and Projections Study and provide projections through 2018. This study projects that the school age population in Des Moines will continue to increase, as shown in the table below. The complete study can be found at <http://www.dmschools.org/wp-content/uploads/2012/02/Des-Moines-School-District-Demographic-Data-and-Projection.pdf/>.

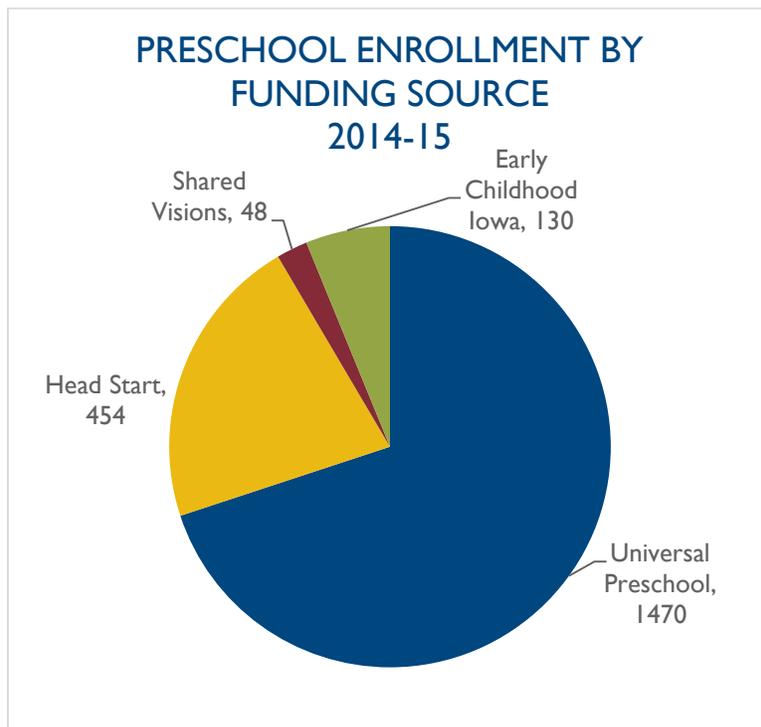
Demographic Trend	Des Moines School District			
	2000 Census	2010 Census	2013 Estimate	2018 Projection
Population by Age				
Age 0 to 4	14,838	16,198	16,314	16,836
Age 5 to 9	13,841	13,928	14,650	15,626
Age 10 to 14	13,029	13,082	13,335	14,663
Age 15 to 17	7,428	7,624	7,617	7,920

Source: *Demographic Data and Projections Study*, Ochsner Hare & Hare, 2013 Update.

The breakdown of students by level is approximately 51% elementary school, 21% middle school, and 28% high school

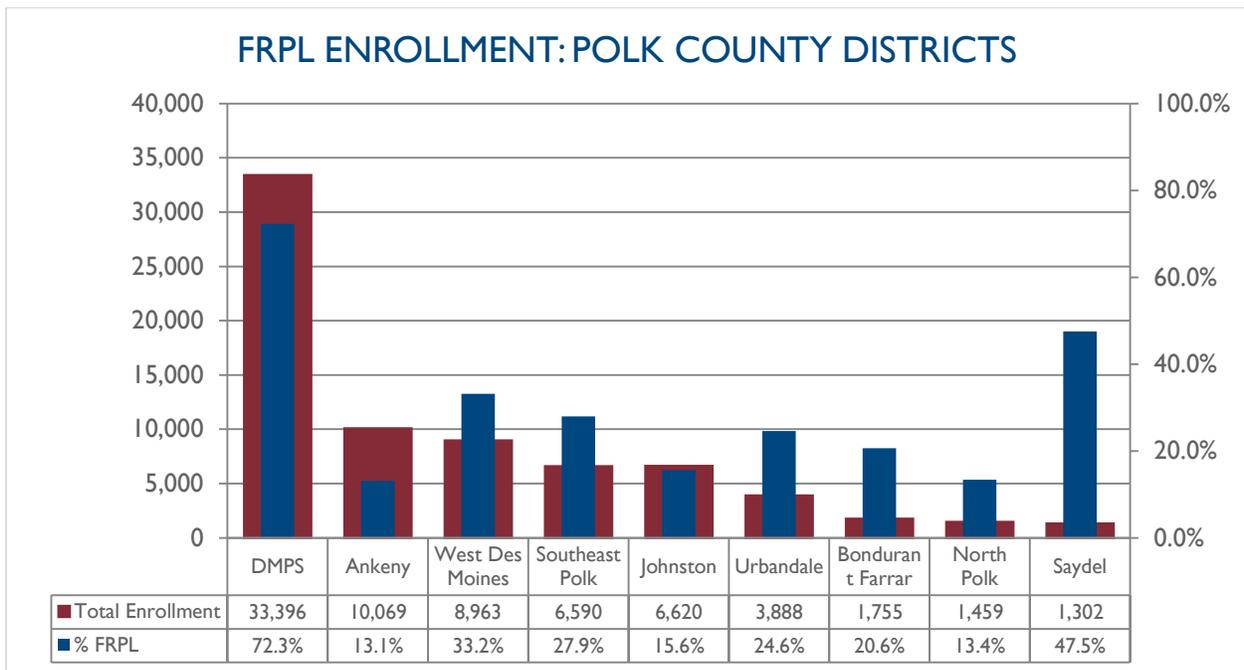
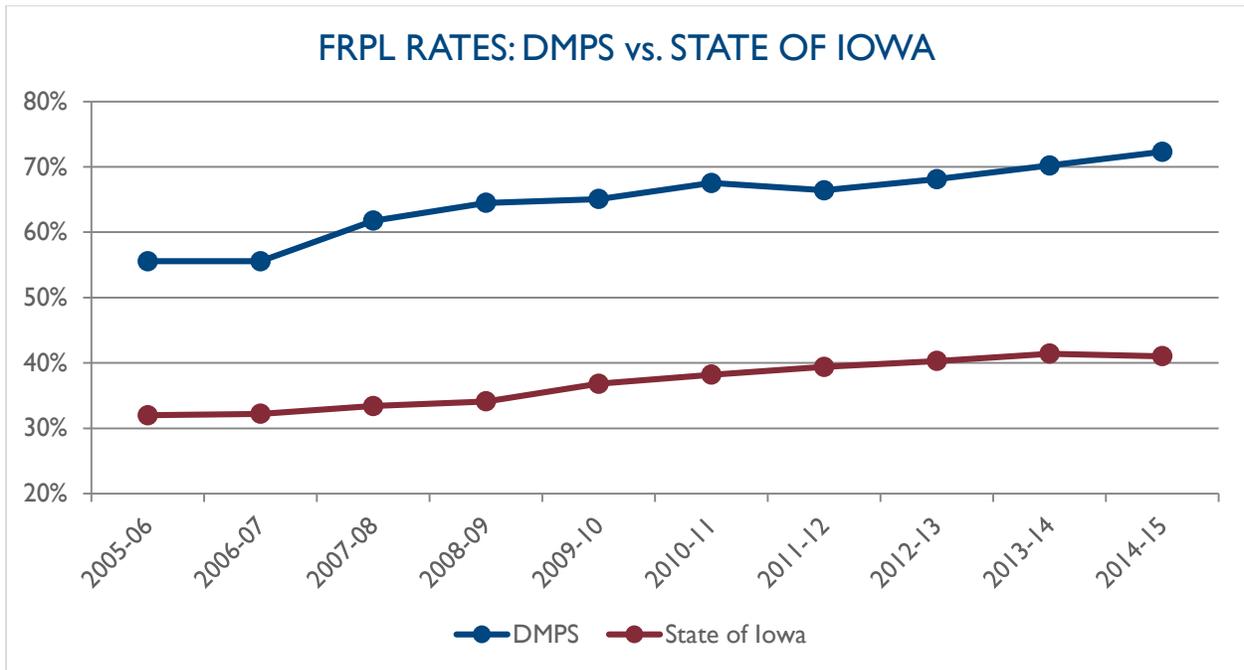


In addition to serving students in grades K-12, the district also has a robust Early Childhood program. As the chart below indicates, more than 2,100 students were enrolled in preschool programs through a variety of funding sources in 2014-15. Students received preschooling in district buildings or in partnering religious, child care, and other organizations.

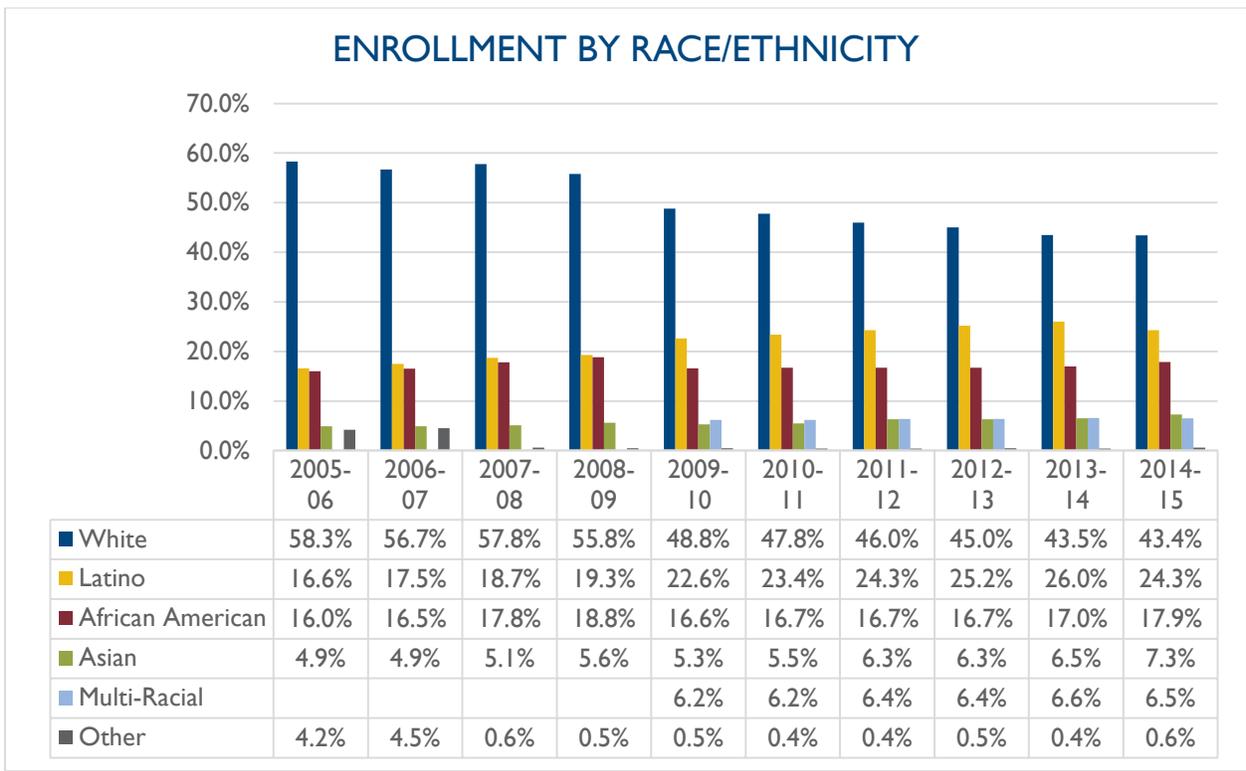
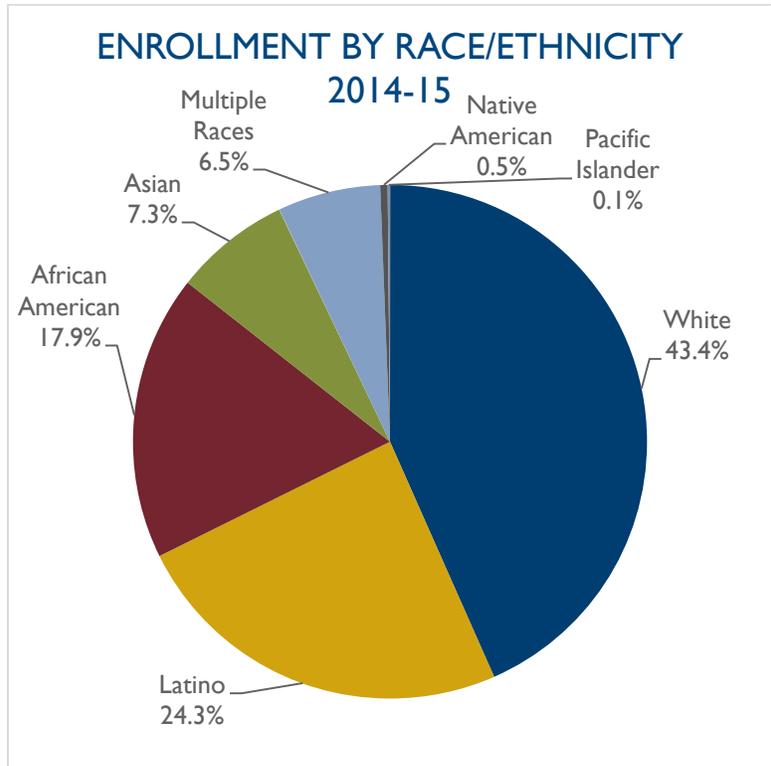


District Demographics

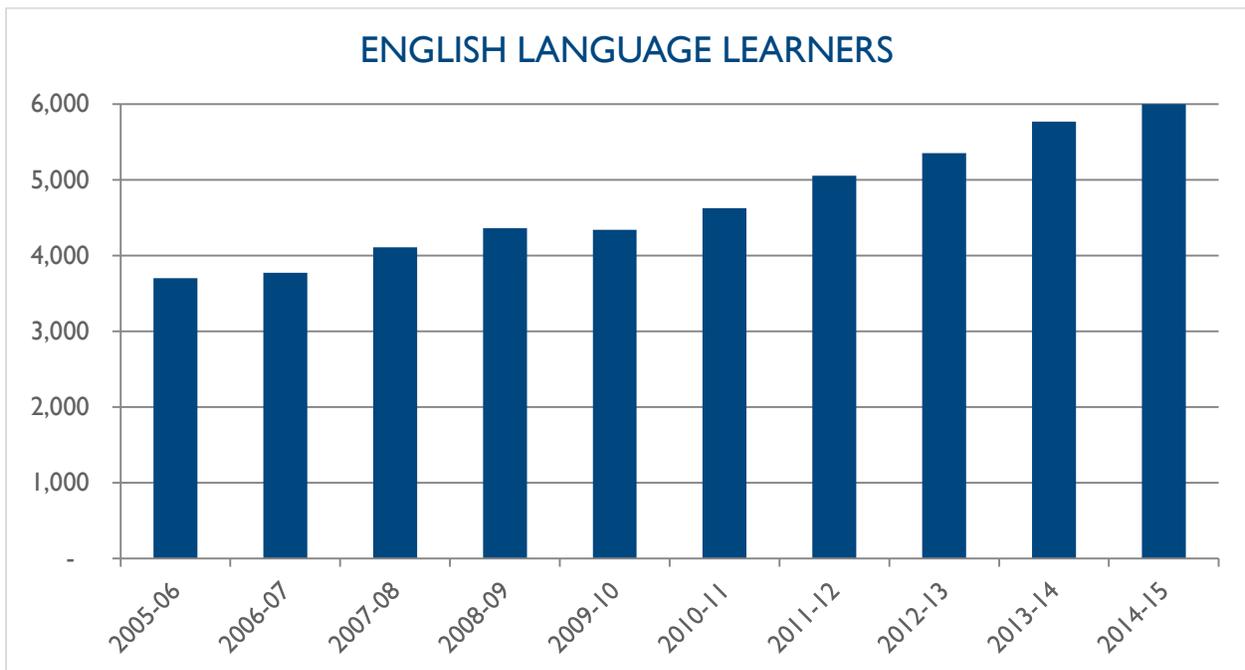
Low-Income Students: DMPS is an urban school district that serves an increasingly diverse student population. Seventy-two percent of the students in the district are low-income, based on eligibility for Free or Reduced-Price Lunch (FRPL). The percentage of Des Moines Public Schools students enrolled in the FRPL program is substantially higher than the state average, and DMPS has the highest poverty rate in Polk County (based on FRPL enrollment).



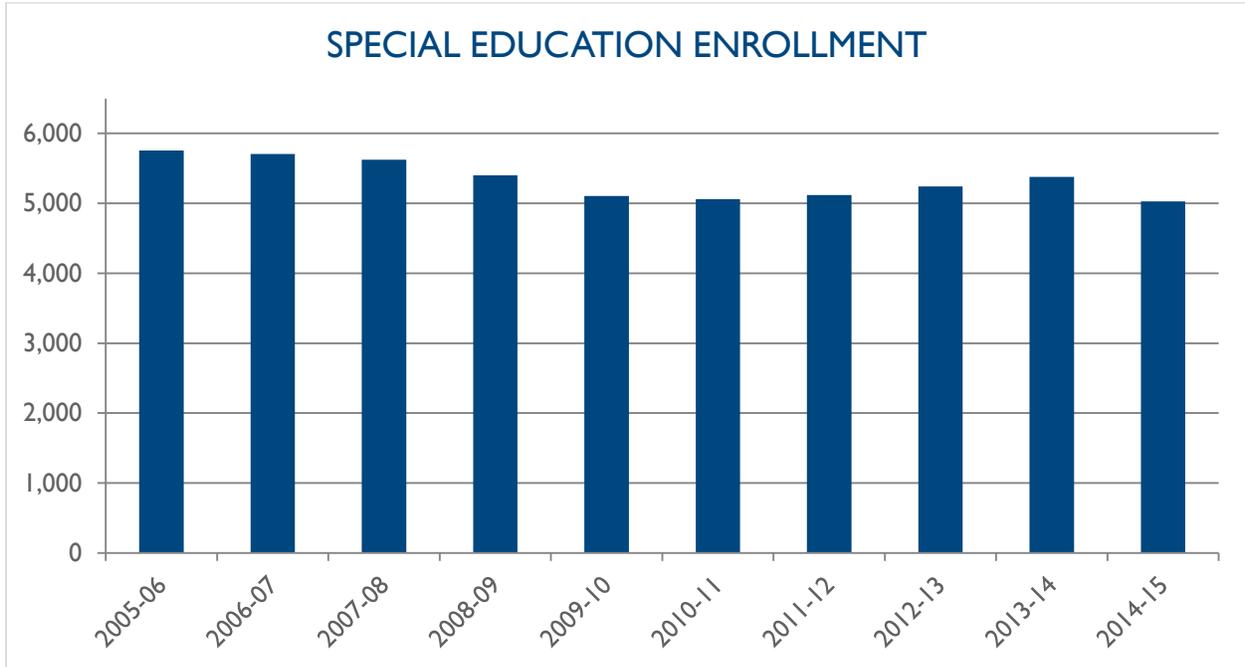
Minority Students: DMPS is a “majority-minority” school district, and minority enrollment has steadily increased to 56.6% of all students. Latino families are the fastest growing demographic segment of both the city and the schools.



English Language Learners: In the last decade, DMPS has experienced a 66% increase in the number of students enrolled in English Language Learner (ELL) classes and a 284% increase in 20 years. DMPS students speak more than 100 different native languages and dialects, and currently 19% of the entire student body is ELL. To successfully support ELL students, DMPS employs 87.5 FTE teachers, 43 FTE bilingual community outreach workers who speak 15 languages and dialects, 4 FTE in-class support teachers, and 7 FTE program staff. ELL sites are located in five high schools, eight middle schools, 30 elementary schools, four Intensive English Language Centers (East, Hoover, Meredith, and Edmunds), and a special program at Scavo. Funding for the ELL program is provided by the State through supplemental weighted funding, and the district supports legislation to extend the weighted funding.



Special Education: Approximately 15% of DMPS students receive Special Education (SPED) services for disabilities ranging from mild behavioral or learning disorders to severe and profound disabilities. Enrollment in Special Education continues to be stable, as shown on the chart below. The district will continue to provide quality services that families and students with disabilities have come to expect from the district and as required by law. The district also receives weighted enrollment funding for SPED students.



A Focus on Progress

SCHOOL IMPROVEMENT EFFORTS

Educational strategies implemented by the district are showing success in improving student achievement. While all resources are directed at school improvement, several important programs and funding streams, including the Preschool Programming, the Technology Blueprint Adoption, the TLC initiative, and our work with the Wallace Foundation and Lean Sigma Six are highlighted in this section.

Preschool

Des Moines Public Schools Early Childhood Programs provide quality learning experiences to help promote growth of young children and their families. This is done by offering free, quality preschool with several options to best meet the needs of families, including a variety of locations, class times, and half- or full-day plans. The following is an overview of preschool options in Des Moines:

Universal Preschool — A state-funded program designed to provide voluntary, universal access to high-quality preschool education programs for the state’s 4-year-olds. This is the largest DMPS preschool program. Classrooms are located throughout Des Moines in neighborhood elementary schools, DMPS Education Centers, and partner locations.

Head Start — A federally-funded comprehensive child development program that serves income-eligible children ages 3 to 5 and their families. The Des Moines Head Start program is a delegate of the Drake University Head Start program. As a delegate, DMPS provides significant support to this program via staff and other operations functions.

Early Childhood Special Education (ECSE) — Services are available for eligible children three to five years of age. ECSE staff assist in the identification, assessment, and development of an Individualized Educational Plan for eligible children. A continuum of services are available, tailored to meet the individual needs of each student, including integrated classroom settings with Head Start, Universal Preschool, and self-contained programming. ECSE classrooms are located throughout Des Moines in neighborhood elementary schools and in DMPS Education Centers.

Additional information about the DMPS preschool program, including a roster of all sites, can be found at <http://preschool.dmschools.org/>.

Technology Blueprint Adoption

Des Moines Public Schools is in the process of revising and implementing a comprehensive information technology plan for the district. Information technology must continuously be aligned with the district's vision for instruction, immediate instructional needs, and business needs. Education in Des Moines is entering an exciting time—a time of great change and challenge that focuses on student-centered decision making, blended learning, mobile technology, and “flipped” classrooms. In the past, many school districts acquired technology systems for specific functions in a piecemeal way rather than in a coordinated effort that allows for across-the-board integration and consistency. The ultimate goal of a coordinated technology effort is to improve student learning and operational efficiency in Des Moines Public Schools. Consequently, DMPS is in the process of developing and implementing a multi-year strategic plan that seeks to align our technology goals to district needs to address the following areas:

- Improving consistency and quality of information technology services available across all DMPS campuses.
- Upgrading the network and security systems.
- Increasing the instructional technology programs and opportunities.
- Reviewing the information technology department's organizational structure.
- Providing accurate and appropriate information to decision makers.

Over the past year, DMPS has worked with the Center for Educational Leadership and Technology (CEL/T) to plan, design, and implement a cutting edge, integrated information technology system based on an enterprise-wide approach to information technology. The first phase of this work has focused on completing a comprehensive analysis of DMPS's information technology systems. During the Audit, Needs Analysis, and Data Collection phases, the CEL/T team worked collaboratively with DMPS staff to perform comprehensive information gathering that focused on the diverse needs of all stakeholders. Using site visits, focus groups, key stakeholder interviews, document reviews, end-user surveys, and inventories, an accurate profile of the current status and impact of information technology in the schools has been developed.

The School Board recently adopted the *DMPS IT Blueprint*, which will guide the work of this initiative for several years. The *DMPS IT Blueprint* contains 12 prioritized project plan recommendations that will provide a strong technology foundation for the entire district for many years into the future. The comprehensive nature of these work streams will have a significant impact on learning and technology readiness for both students and staff. There is a great deal of work yet to be done, and the first phases of the project are slated to begin yet this year.

TLC

In December 2014, DMPS was awarded funds from the Iowa Department of Education to implement the state's Teacher Leadership and Compensation (TLC) system, beginning in the 2015-16 school year. The overriding philosophy of the system is multi-pronged, but boils down to this: improving student learning requires improving the instruction they receive each day. There is no better way to do this than to empower our best teachers to lead the effort. The district's vision for a TLC system in Des Moines Public Schools is to recognize and reward Teacher Leaders' contributions to instructional improvement and to expand their influence and numbers in helping peers refine and improve their practices in the classroom through job-embedded professional development. The DMPS TLC plan connects key district school improvement initiatives, Teacher Leader roles, and outcomes aligned to the Iowa Department of Education's TLC System – Framework for Learning Supports:

- School Improvement Initiative #1: Identify, coach, and develop effective instructional practices within the classroom to guarantee all students have access to the best teaching and learning opportunities.
- School Improvement Initiative #2: Use data-driven decision-making to monitor progress and adjust instruction and program implementation.
- School Improvement Initiative #3: Implement collaborative structures to maximize adult learning; distribute leadership at the school site; and capitalize on expertise among Teacher Leaders, building administrators, and central office service providers.

The district's TLC plan facilitates a significant expansion of formal Teacher Leader roles in DMPS in three levels:

- Coaches, including Instructional Coaches, Technology Integration Coaches, Induction Coaches, and Special Education Support Teachers.
- District-Wide Teacher Leaders, including PLC Facilitators, Demonstration Classroom Teachers, and TLC Coordinators.
- School-Based Teacher Leaders, including School Leadership Team Members and Innovation Classroom Teachers.

Teacher Leader roles will have additional contract days and compensation commensurate with responsibilities.

Wallace Principal Supervisor Initiative

In June 2014, Des Moines Public Schools was selected by the Wallace Foundation to be one of six participants across the nation to join the Principal Supervisor Initiative, which focuses on urban school districts. The Wallace Foundation is investing approximately \$3 million in a significant, four-year effort to help Des Moines Public Schools strengthen the role principal supervisors—the Elementary, Middle, and High School Directors—so they can focus on instructional leadership support to principals in a transformative effort to improve student achievement. The goals of the grant align seamlessly with the goals DMPS has identified for this initiative:

1. Strengthen central office structures through increased collaboration and a shared vision.
2. Revise the Director (principal supervisor) position to move from a compliance-based manager to an instructional leadership developer.
3. Expand the capacity of Directors to provide professional development, coaching, and mentoring to principals.
4. Reduce the number of principals supervised by each Director.
5. Develop a system for the identification and training of future new principal supervisors.

In FY 2015, DMPS implemented the new Office of Schools structure in the central office, which was designed, in large part, to provide better and more direct support for principals. The Wallace Grant finances training and support for principal supervisors and will help reduce the number of principals these supervisors oversee. In recent past, two elementary Directors have supported 39 elementary buildings, resulting in a director/principal supervisory ratio of 19:1. This year, DMPS has staffed three Directors for Elementary schools with the fourth position to begin July 1, 2015. This has significantly reduced the span of control for each elementary school director to support 10 schools, instead of 19. DMPS has worked extensively with the Learning Sciences Marzano Center and Strategic Leadership Design to implement intensive professional development in furtherance of project goals. Professional development in the first year of the grant for principal supervisors has focused on research-based indicators of effective district leadership. Ultimately, this professional development will enable the district to implement a hierarchical growth system that is aimed solely on improving instructional leadership to impact student achievement. Support from the Wallace Foundation will also help DMPS develop better central office support systems and establish an internal pipeline for principals and central office leadership. As Directors grow, principals will grow, teachers will grow and—in turn—student achievement will improve.

Lean Six Sigma

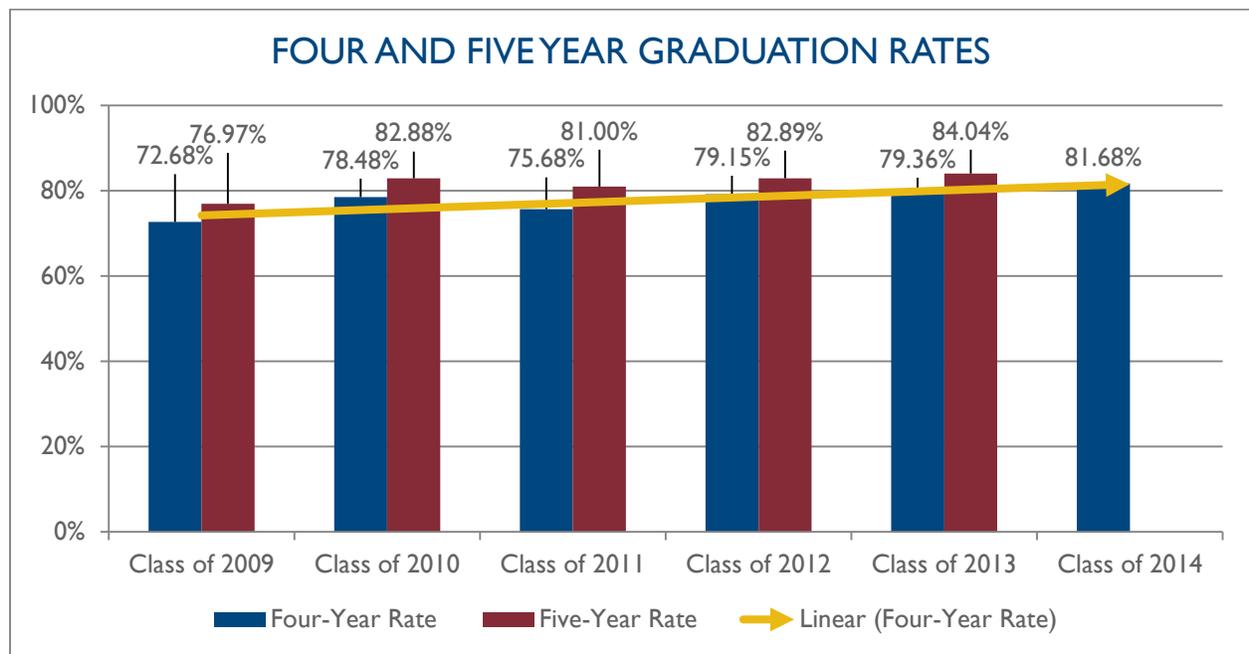
The district has begun working with QPIC, LLC LEAN Government Center to institute LEAN Government. LEAN Government focuses on the key processes in all departments/agencies, services being delivered, and how much of what is being done is value-added (what the taxpayer truly needs and is willing to pay for) vs. non-value added. This process will help the district focus on projects that reduce waste and save money.

IMPACT ON STUDENTS

Graduation and Dropout Rates

School improvement efforts across the district are having a real impact in Des Moines Public Schools. Beginning with the graduating class of 2009, graduation rates in Iowa have been calculated with a new formula established by the U.S. Department of Education. Unique student identification numbers are assigned to ninth-grade students, allowing school districts to carefully account for students as they move through high school. At the state level, the method helps determine when a student graduates, even if the student has moved to a different district in Iowa during high school.

The 4-year graduation rate for Des Moines has increased nine percentage points since Iowa began using its current graduation rate formula in 2009. The Class of 2014 at Des Moines Public Schools had a graduation rate of 81.68%, an increase of 2.52% over the previous year and the highest since Iowa began using its current graduation rate formula in 2009. The four-year graduation rate at the district's five comprehensive high schools alone was 86.58%, up from 82.79% the previous year. The 5-year graduation rate (Class of 2013) is also the highest since 2009. Des Moines Public Schools saw a slight increase in the dropout rate, which was 4.33% for the 2013-14 school year compared to 4.16% in 2012-13. However, the dropout rate is at its second-lowest level in the past six years.



DMPS Dropout Rate	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 7-12 Rate	5.10%	4.80%	4.80%	4.73%	4.16%	4.33%

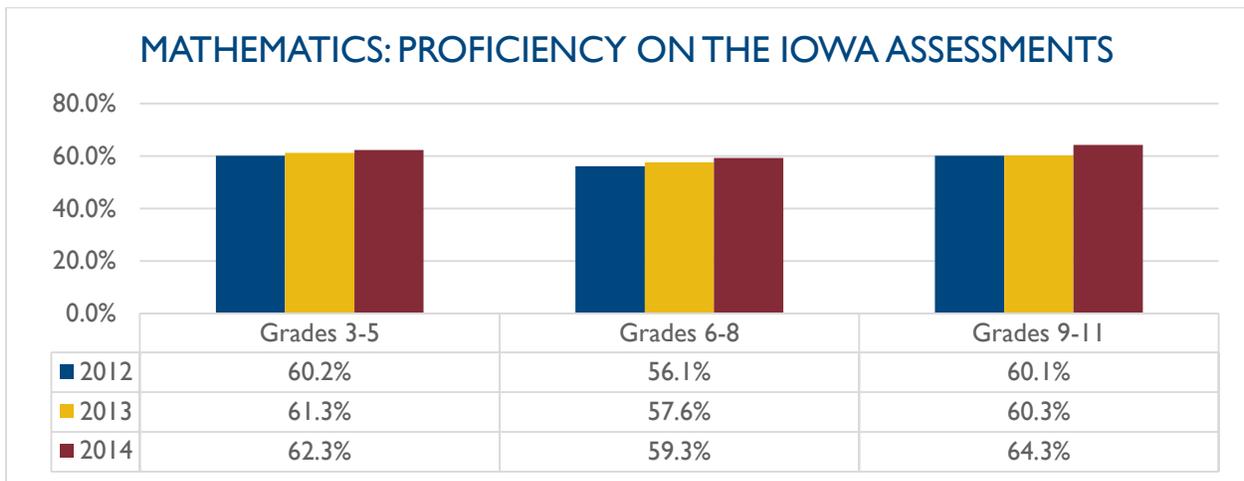
DMPS has been able to impact the graduation rate in Des Moines because of the hard work of students and staff. Several initiatives in recent years that have contributed to raising the graduation rate, including:

- In 2009, DMPS implemented the Early Indicator System (EIS) to help identify students who may be at risk of dropping out of school. The EIS tracks attendance, class performance, and discipline/behavior issues at the elementary and secondary levels. In addition, each high school now has an Academic Support Lab to help serve students who are identified through the EIS as at-risk for dropping out of school.
- Also in 2009, DMPS began the Graduation Walk, a grassroots effort done in partnership with United Way of Central Iowa to raise community awareness about the importance of completing a high school diploma as well as to reach out to recent dropouts and students falling behind to let make them aware of support that is available. Thanks to support from hundreds of volunteers, the program has knocked on thousands of doors over the past six years and was recently presented with the 2015 Magna Award by the National School Boards Association.
- Over the past few years DMPS has greatly expanded access to Advanced Placement courses, with new AP courses at Central Academy and a more complete AP curriculum offered at all five high schools. During that time, AP enrollment has quadrupled and participation in AP exams has doubled, raising expectations for academic success throughout all high schools.
- Significant changes are underway at Scavo High School. First, the school was relocated at the beginning of the year to a newly renovated location at Central Campus, creating a better learning environment as well as providing Scavo students with easier access to the variety of programs offered at Central Campus. Second, Scavo is in the midst of becoming a full-service high school, providing students with on-site access to a variety of services, from a food bank to medical care, which might otherwise be barriers to attending school.
- Senior Summer School was developed as a 9-week intensive credit recovery program targeting 12th graders who do not graduate by the end of the regular school year due to credit deficiencies. Programming consists of both academic and social support for students, with the goal of increasing the number of students who meet credit requirements for graduation by the end of the program. A graduation ceremony for students who successfully complete the program is held in August.
- DMPS has significantly increased afterschool programming and extracurricular activities at all middle schools, and is beginning similar efforts at the elementary school level, in order to help students become more connected and engaged with their schools.
- Last year, DMPS completed the realignment of school feeder systems, redrawing attendance boundaries to help students build peer groups that they can grow more connected with as they progress through the grade levels, to better develop opportunities for extra-curricular success at the middle and high school levels and to create a greater sense of community around the school feeder patterns.
- Two years ago DMPS began work with the Gallup Organization and adopted the Gallup Student Poll, providing data on students' levels of hope, well-being, and engagement and helping the district in the development of more purposeful, student-focused school improvement plans.

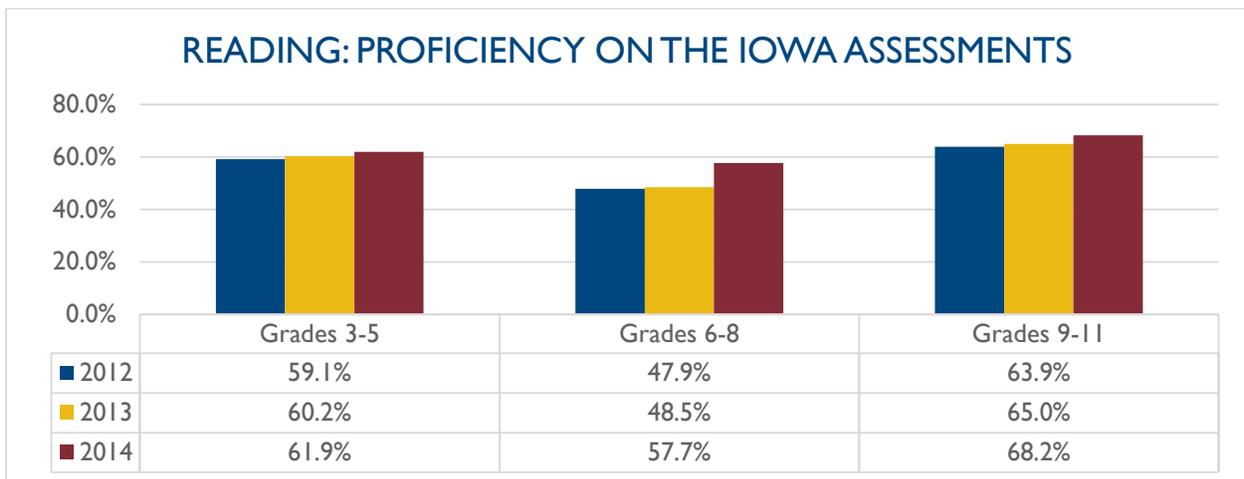
Student Proficiency and Growth on the Iowa Assessments

Mathematics and reading assessments are administered to students in grades 3 through 11 in the spring each year. The Iowa Assessments are the district’s primary measure of student proficiency and year-to-year academic growth for NCLB. In 2012, the Iowa Assessments replaced the ITBS and ITED tests students took previously; thus, 2012 is the first year of data.

DMPS students experienced an overall increase in proficiency in mathematics on the Iowa Assessment at all grade levels from spring 2013 to spring 2014. Elementary grade levels (grades 3-5) experienced a 1.0% increase in mathematics proficiency rate. Middle school grade levels (grades 6-8) experienced a 1.7% increase in mathematics proficiency rate. High school grade levels (grades 9-11) experienced the largest increase in proficiency with a 4.0% increase in mathematics proficiency rate.



Des Moines Public Schools also experienced an overall increase in proficiency in reading on the Iowa Assessment at all grade levels from spring 2013 to spring 2014. Elementary grade levels (grades 3-5) experienced a 1.7% increase in reading proficiency rate. Middle school grade levels (grades 6-8) experienced a 9.2% increase in reading proficiency rate. High school grade levels (grades 9-11) experienced a 3.2% increase in reading proficiency rate.



Fiscal Profile

BUDGET OVERVIEW

The schedules below delineate the district's revenues and expenditures for all appropriated funds.

DES MOINES PUBLIC SCHOOLS 2015 - 2016 BUDGET SUMMARY ALL FUNDS

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Property Taxes	\$ 113,584,295	\$ 117,619,316	\$ 117,272,451	\$ 120,713,369
Utility Replacement Tax	4,269,105	3,833,401	3,915,583	4,286,868
Mobile Home Taxes	123,031	112,277	121,647	118,959
State Foundation Aid	174,578,921	186,285,458	193,792,532	196,073,000
AEA Flow Through	3,926,903	3,342,557	3,920,501	4,303,416
Teacher Quality Act	20,833,805	21,673,979	22,675,708	22,953,724
Universal 4 Year Old Preschool	3,342,557	3,920,501	4,303,416	4,346,450
Other State Sources	11,287,080	13,882,309	14,434,318	23,231,194
Chapter I Grants	12,272,208	8,813,125	11,000,000	11,000,000
Other Federal Sources	25,577,512	21,196,273	21,179,793	18,597,967
Tuition/Transportation Fees	6,219,856	6,358,760	6,160,004	5,832,000
Earnings on Investments	376,320	532,019	342,504	342,559
Student Activities	2,914,551	3,036,894	3,156,200	3,312,511
Nutrition Program Sales	16,531,688	17,531,645	19,228,147	19,580,694
Sales and Use Tax	27,364,977	27,874,657	28,142,484	29,772,792
Other Revenue from Local Sources	16,740,858	19,032,414	17,852,128	17,980,000
Revenue from Intermediary Sources	540,171	708,970	543,000	545,000
Other Financing Sources	668,203	678,402	564,907	550,000
General Long-Term Debt Proceeds	-	75,855,507	-	-
Proceeds from Fixed Asset Disposition	107,648	214,141	15,000	15,000
Transfers In	12,340,673	13,309,245	18,062,619	18,067,757
Total Revenues	453,600,361	545,811,850	486,682,943	501,623,260

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Expenditures				
Instruction	248,899,576	258,464,173	265,311,382	267,676,460
Student Support Services	20,677,284	21,660,306	22,122,758	22,557,343
Instructional Staff Support	12,199,079	13,493,103	13,762,965	24,168,224
General Administration	5,325,980	6,499,464	6,708,480	6,821,084
Building Administration	19,140,850	19,371,501	19,782,158	20,171,667
Business & Central Administration	9,164,635	12,097,062	12,339,003	12,585,783
Plant Operation & Maintenance	34,137,543	39,162,075	40,865,876	40,664,289
Student Transportation	11,176,088	12,279,304	12,652,902	12,871,616
Non-Instructional Expenditures	21,221,876	22,679,195	24,646,394	25,208,290
Facilities Acquisition & Construction	53,462,177	42,633,894	48,414,944	48,154,000
Debt Service	12,158,244	12,631,366	18,062,619	18,067,757
Other Financing Uses	-	-	-	-
AEA Support	12,235,407	13,086,762	13,829,063	13,967,354
Transfers Out	12,340,673	13,305,433	18,062,619	18,067,757
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Total Expenditures	472,139,412	487,363,638	516,561,163	530,981,624
Excess of Revenues over Expenditures	(18,539,051)	58,448,212	(29,878,221)	(29,358,364)
Beginning Fund Balance	192,319,778	173,780,727	232,228,940	202,350,720
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Ending Fund Balance	\$173,780,727	\$232,228,940	\$202,350,720	\$172,992,356

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
SUMMARY ALL FUNDS**

FISCAL YEAR 2016 BUDGET

	SPECIAL REVENUE						CAPITAL PROJECTS		DEBT SERVICE	ENTERPRISE				TOTAL
	GENERAL	MANAGEMENT	PPEL	PERL	ACTIVITY	TRUST	LOCAL OPTION	STATEWIDE PENNY		FOOD & NUTRITION	CHILD CARE	PRESCHOOL	OTHER	
Revenues														
Property Taxes	\$ 104,749,978	\$ 8,137,000	\$ 6,951,203	\$ 875,188	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	120,713,369
Utility Replacement Tax	3,733,960	286,000	234,865	32,043	-	-	-	-	-	-	-	-	-	4,286,868
Mobile Home Taxes	103,800	7,000	7,236	923	-	-	-	-	-	-	-	-	-	118,959
State Foundation Aid	196,073,000	-	-	-	-	-	-	-	-	-	-	-	-	196,073,000
Instructional Support State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Flow Through	4,303,416	-	-	-	-	-	-	-	-	-	-	-	-	4,303,416
Teacher Quality Act	22,953,724	-	-	-	-	-	-	-	-	-	-	-	-	22,953,724
Universal 4 Year Old Preschool	4,346,450	-	-	-	-	-	-	-	-	-	-	-	-	4,346,450
Other State Sources	23,224,994	4,000	2,200	-	-	-	-	-	-	-	-	-	-	23,231,194
Chapter 1 Grants	11,000,000	-	-	-	-	-	-	-	-	-	-	-	-	11,000,000
Other Federal Sources	18,597,967	-	-	-	-	-	-	-	-	-	-	-	-	18,597,967
Tuition/Transportation Fees	5,832,000	-	-	-	-	-	-	-	-	-	-	-	-	5,832,000
Earnings on Investments	220,000	-	4,400	-	-	41,659	-	76,500	-	-	-	-	-	342,559
Student Activities	20,000	-	-	-	3,282,511	10,000	-	0	-	-	-	-	-	3,312,511
Nutrition Program Sales	-	-	-	-	-	-	-	0	-	19,580,694	-	-	-	19,580,694
Sales and Use Tax	-	-	-	-	-	-	-	29,772,792	-	-	-	-	-	29,772,792
Other Revenue from Local Sources	12,840,000	-	350,000	475,000	-	50,000	-	225,000	-	-	3,950,000	-	90,000	17,980,000
Revenue from Intermediary Sources	545,000	-	-	-	-	-	-	-	-	-	-	-	-	545,000
Other Financing Sources	-	-	-	-	-	550,000	-	-	-	-	-	-	-	550,000
General Long-Term Debt Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Fixed Asset Disposition	15,000	-	-	-	-	-	-	-	-	-	-	-	-	15,000
Transfers In	-	-	-	-	-	-	-	-	18,067,757	-	-	-	-	18,067,757
Total Revenues	408,559,289	8,434,000	7,549,904	1,383,154	3,282,511	651,659	-	30,074,292	18,067,757	19,580,694	3,950,000	-	90,000	501,623,260
Expenditures														
Instruction	259,442,525	4,460,000	100,000	358,935	3,225,000	90,000	-	-	-	-	-	-	-	267,676,460
Student Support Services	22,192,343	365,000	-	-	-	-	-	-	-	-	-	-	-	22,557,343
Instructional Staff Support	24,168,224	-	-	-	-	-	-	-	-	-	-	-	-	24,168,224
General Administration	5,835,084	986,000	-	-	-	-	-	-	-	-	-	-	-	6,821,084
Building Administration	19,881,667	290,000	-	-	-	-	-	-	-	-	-	-	-	20,171,667
Business and Central Administration	12,585,783	-	-	-	-	-	-	-	-	-	-	-	-	12,585,783
Plant Operation & Maintenance	36,399,289	2,315,000	1,950,000	-	-	-	-	-	-	-	-	-	-	40,664,289
Student Transportation	10,464,616	1,607,000	800,000	-	-	-	-	-	-	-	-	-	-	12,871,616
Non-Instructional Expenditures	638,119	534,000	1,000	869,421	-	-	-	-	-	19,438,750	3,680,000	-	47,000	25,208,290
Facilities Acquisition and Construction	-	-	5,204,000	200,000	-	750,000	-	42,000,000	-	-	-	-	-	48,154,000
Debt Service	-	-	-	-	-	-	-	-	18,067,757	-	-	-	-	18,067,757
Other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Support	13,967,354	-	-	-	-	-	-	-	-	-	-	-	-	13,967,354
Transfers Out	-	-	-	-	-	-	-	18,067,757	-	-	-	-	-	18,067,757
Total Expenditures	405,575,004	10,557,000	8,055,000	1,428,356	3,225,000	840,000	-	60,067,757	18,067,757	19,438,750	3,680,000	-	47,000	530,981,624
Excess of Revenues over Expenditures	2,984,285	(2,123,000)	(505,096)	(45,202)	57,511	(188,341)	-	(29,993,465)	-	141,944	270,000	-	43,000	(29,358,364)
Beginning Fund Balance	77,481,934	7,023,732	6,484,239	221,539	1,760,517	4,164,688	-	101,122,481	-	4,071,924	(109,020)	-	193,485	202,350,720
Ending Fund Balance	\$ 80,466,220	\$ 4,900,732	\$ 5,979,143	\$ 176,337	\$ 1,818,028	\$ 3,976,347	\$ -	\$ 71,129,016	\$ -	\$ 4,213,868	\$ 160,980	\$ -	\$ 236,485	\$ 172,992,356

SHORT-TERM BUDGETARY FACTORS

This budget document, similar to prior years, incorporates financial assumptions. These assumptions are used to ensure that revenues and expenditure projections are credible. The assumptions highlighted below, as required by Board adopted Management Limitation 2.5(4), were used to develop the Certified Budget:

Topic	Assumption for FY 2016
Law; Policy governance; Board budget parameters	Will follow budget law, policy governance management limitations, and board budget parameters.
Generally Accepted Accounting Principles	Budget will be in accordance with Generally Accepted Accounting Principles.
State Supplemental Aid (Allowable growth (AG))	1.25% AG – the Governor’s proposed increase in the cost per student for current year.
Certified Enrollment	32,396; 17 fewer students, which is a 0.1% decrease over the prior year.
Cost per Student	\$6,514 – a 1.25% increase over the prior year and fully funded.
Property valuations	Estimates indicate general taxable property valuations will decrease 0.7% and PPEL taxable valuations will decrease 0.22%; final valuations not available until June 2015.
State property tax relief	Will continue to receive increased state aid to replace property taxes and thereby reduce property taxes applicable to the district, per state law.
Cash Reserve Levy	Recommend increasing the levy to the prior period amounts.
Statewide Penny	Will parallel modeling and Department of Revenue projections.
Short-term investment rates	Forecasted to be less than 1% in FY16.
State Aid - Certified Budget	Based on receipt of full funding of each student at a district cost per student of \$6,514, a 1.25% increase.
Weighted funding	Funding is based on weighting factors as defined by law for Home School, ELL, SPED, At Risk programming, and Regional programming. It does not include Preschool.
Certain State grants	Funding for state grants is same as the current year.
Compensation	Includes a conservative estimate of the possible results of collective bargaining. Health insurance premiums will increase 3%. Compensation—salaries and benefits—in the General Fund represents 84% of overall expenditures. Impact of transitional fees associated with the Affordable Health Care cost.
Utilities costs	Energy conservation efforts will continue to offset increased utility costs; however, cannot allow for unknown weather factors.
Early retirements	100 early retirement slots were opened, 99 filled for FY 2014 and an additional 100 slots were opened for FY 2015. A cap of \$1M in expenditure was implemented in FY16. The Board will continue to evaluate the early retirement plan going forward.
Balanced budget	Resources will cover expenditures, as required by law.

State Foundation Aid is funding paid by the state to school districts to provide equitable funding on a per pupil basis. It is a significant component of the District Combined Cost, the first major element of a district's Spending Authority. The State Foundation Aid formula also funds other special programs—also known as weighted funded programs—based on enrollment adjusted by a weighting factor, then multiplied by the cost per student. These programs include Special Education, Shared Programs, English Language Learners, Gifted and Talented, At-Risk programming, and Home School Instruction.

For several years, the state legislature did not established State Foundation Aid and State Supplemental Aid (formally known as Allowable Growth) in a timely manner. In the 2013 legislative session, the legislature set Allowable Growth for schools for FY 2014 and FY 2015. This enabled the district to make accurate assumptions for FY 2015.

However, as of the beginning of April 2015, State Supplemental Aid (Allowable Growth) had not been set for FY 2016. Consequently, the district undertook multiple-scenario budget forecasting to identify various contingency plans. The district developed three balanced budget scenarios in anticipation of a late determination of State Aid, as outlined on the following pages. DMPS, and all other school districts in Iowa, were required to certify budgets by April 15, even though State Funding had not been set by the Legislature. The budget certified by April 15 was based on a worst-case-scenario of 1.25% growth in Supplemental State Aid. While there is no indication that the legislature will set FY 2016 anytime soon, after the Legislature sets school funding, the budget maybe amended, if needed.

Through a combination of broad, advanced planning efforts to address staffing while the district “planned for the worst,” DMPS will be able to maintain staffing levels for the 2015-16 school year. However, if the trend of underfunding education were to continue, there would be a dramatic impact on every student in every classroom in every school in Des Moines. The district would be unable to provide services at the current level, and investments on improvement would be severely impeded. A 1.25% increase in funding does not cover the cost of compensation settlements, which averages approximately 3%. Thus, while the district can maintain staffing for the 2015-16 school year, the outlook for the 2016-17 school year would be bleak. In addition, all plans for expanding offerings have been put on hold. The research is clear: engagement is a critical factor in student success. Engagement comes in many forms—in the classroom, with school staff, and outside of the classroom. Students who are engaged in school do better in school. Over the past several years, the district has implemented strategies to increase engagement through several methods, and the district has seen the positive impact of the expanded opportunities for students. Consequently, plans have been in place for even more robust activities for K-12 students. Those plans have been shelved because of the ability to sustain them based on a 1.25% funding increase. With inconsistent, unknown funding, promising programs and interventions for students must be abandoned. Insufficient funding short changes kids on valuable educational experiences and growth opportunities.

Calculation/ Component	Description	Budget @ 1.25% Allowable Growth	Budget @ 2.00% Allowable Growth	Budget @ 3.00% Allowable Growth
District Cost Per Student	Amount set by the state sets the cost per student at prior year + allowable growth	\$6,514	\$6,561	\$6,625
x Enrollment	District enrollment on October 1, 2014; 17.1 students less	32,396.10	32,396.10	32,396.10
= FY 2016 District Combined Cost	Equal to cost per student x enrollment	211,028,195	212,550,812	214,624,163
- FY 2015 District Combined Cost	Prior year's cost per student x prior year enrollment	-208,546,528	-208,546,528	-
= Increase in District Combined Cost	Assumes full funding of the proposed allowable growth.	2,481,667	4,004,284	6,077,635
- Funds for Special Programs	Some state educational programs require state funding be matched with state foundation aid – ex. SPED; ELL; Gifted and Talented. Note Special Education Funding decreases in FY 2016	-49,853	-79,765	-119,647
= Increase (Decrease) in Regular Program funding	Also commonly referred to as “New Money” or (Reduction in New Money)	2,431,814	3,924,519	5,957,987
+ Built in Revenue changes	Increased tax revenue due to valuation changes; and adjustments to the cash reserve levy, adjusted for tax relief built into state foundation aid formula	8,171,218	8,171,218	8,171,218
- Built in Expenditure changes	Compensation increases, inflation for utilities, supplies, equipment, etc.	-7,618,748	-7,618,748	-7,618,748
= Revenues in excess of Expenditures	Budget Gap – amount revenues exceed expenditures	2,984,285	4,476,989	6,510,458
- Additional Expenditures	Anticipated district-recommended expenditures	-2,984,285	-4,476,989	-6,510,458
= A Balanced Budget	Expenditures = Revenues	\$0	\$0	\$0

PRIORITIES & ISSUES

School District Priorities

The School Board set the following parameters for FY 2016 budgetary planning:

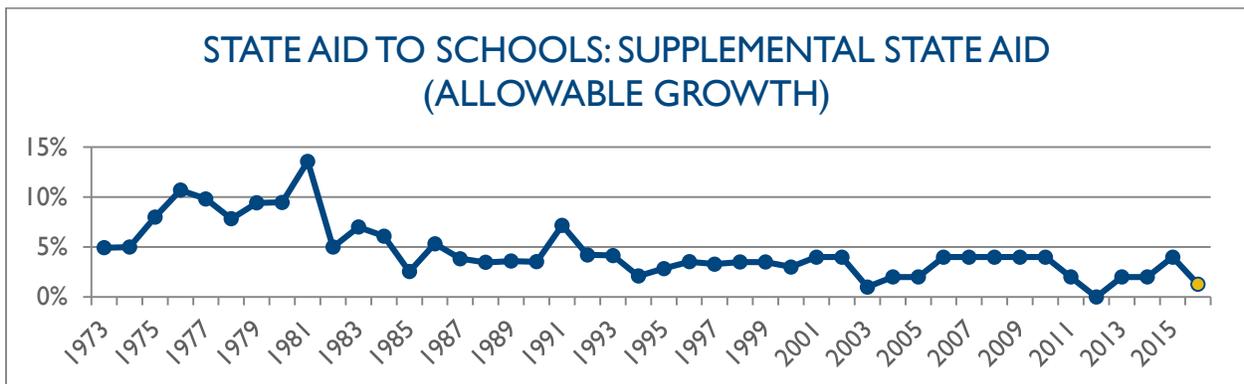
- Meet and stay within Board Management Limitations.
- Maintain financial health; provide a balanced budget.
- Keep DMPS Student Expectations and Board Beliefs at the forefront.
- Review status of all levies; make strategic adjustments as needed.
- Seek input from the Citizens' Budget Advisory Committee (CBAC) on budget issues.
- Seek input from the Employees' Budget Advisory Committee (EBAC) on budget issues.
- Continue to seek operational efficiencies and improve operational effectiveness.
- Continue to focus on drop-out prevention and graduation rate improvement strategies.
- Focus on strategies to close the achievement gap.
- Improve English Language Learners (ELL) programming.
- Continue to assess needs and evaluate programming to:
 - Create innovative programs to meet unmet needs;
 - Maintain or grow programs that are demonstrating success;
 - Strategically abandon programs that do not demonstrate value;
 - Assess and address curriculum needs and program delivery as needed to stay ahead of advances in technology and digital content.

The district plan for FY 2016 is tied to the Board Budget Parameters, as well as the CBAC and EBAC recommendations, which are included in the Appendix. In addition, the budget will fund effective programming and initiatives aimed at improving student performance, growth, and achievement. Within the FY 2016 budget, the district will:

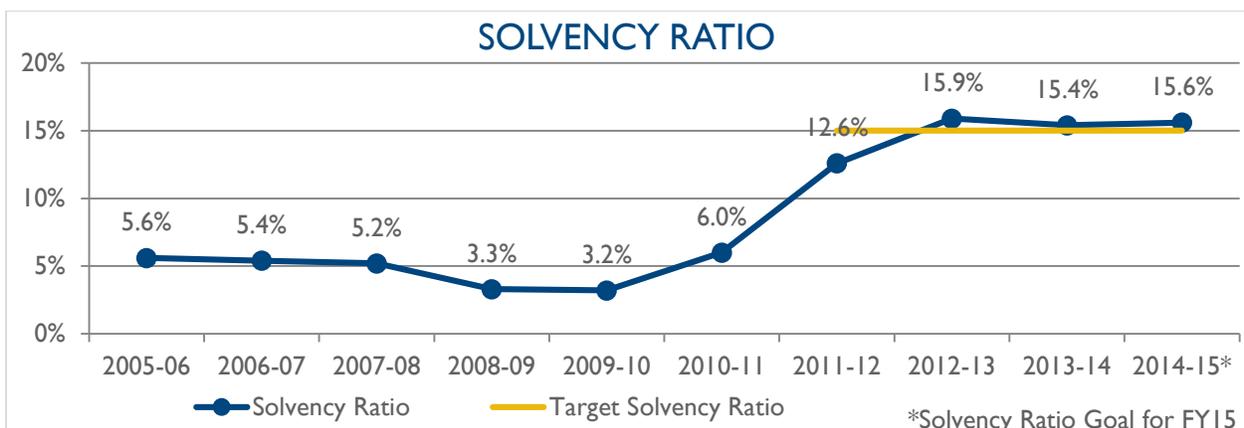
- Maintain all programs and services, unless there are instances where the program does not demonstrate value as listed above.
- Maintain current FTEs.
- Continue to evaluate whether to transfer funds—amount yet to be determined due to final budget approvals and availability—from unrestricted funds to committed funds for technology improvements, including the implementation of the District's Technology Blueprint.
- Invest \$8 million in FY 2014, FY 2015, and FY 2016 on a K-5 digital adoption.
- Continue to invest \$1.5 million to further develop the district Wellness Program with the expectation of a \$3.24 return on each dollar spent.
- Continue to invest \$500,000 to further develop the middle school activities program.
- Set the Solvency Ratio at 15% Target Rate.
- Continue to seek operational efficiencies and savings district-wide.
- Salary % Benefit packages will not exceed allowable growth.

Significant Issues

Supplemental State Aid (Allowable Growth) and Education Reform: At the deadline for certifying the budget, State Aid for FY 2016 was still not finalized. There is no indication when the Legislature will pass school funding. The budget certified by April 15 was based on a worst-case-scenario of 1.25% growth in Supplemental State Aid, which was the amount recommended by the Governor. After the Legislature sets school funding, the budget maybe amended, if needed. Supplemental State Aid (Allowable Growth) is vital as costs—such as health care, other compensation components, fuel costs, and cost of goods and services—continue to rise. HF 214 also included significant education reform, the impact of which is the implementation of the TLC initiative, for which the district will receive funding in FY 2016. Going forward, this amount will be included in the State Aid Formula.



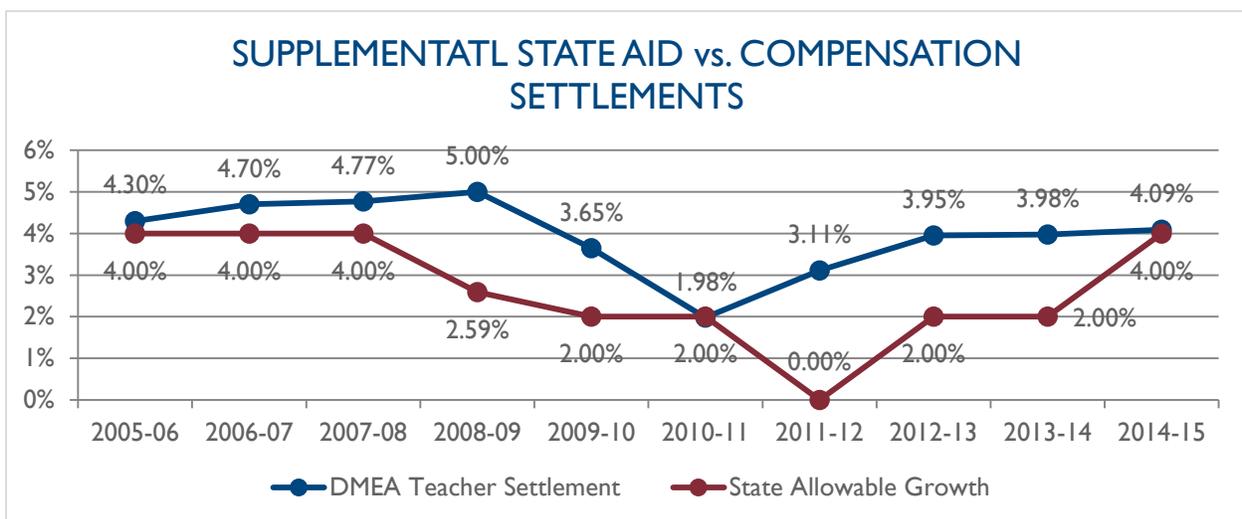
Solvency Ratio: The district’s solvency ratio is a measure of the district’s fund equity position and is defined as the unreserved, undesignated fund balance (commonly referred to as the cash reserves) divided by the district’s total General Fund revenues, less AEA flow-through. Board guidelines state that the solvency ratio should not go below 3 percent, without prior knowledge of the Board. The Iowa Association of School Boards (IASB) considers a solvency ratio of 0 - 5 percent to be adequate for short-term credit purposes, while a ratio of 5 – 10 is within “Target” or “Good” and therefore “can handle the unexpected.” During the 2012-13 school year, the School Board approved a 15.0% minimum for the district’s solvency ratio. The solvency ratio for the district decreased at year end 2014 to 15.4%, down from 15.9% in the prior year. The District plans to maintain a solvency ratio of at least 15% per Board Guidelines for the foreseeable future.



Unspent Spending Authority Ratio: The unspent spending authority ratio is a measure of the district’s unbudgeted authorized spending capacity (not cash reserves) and is defined as the district’s unspent spending authority divided by the district’s maximum budget authority. It should be noted that reaching the maximum budget authority level would require the board to authorize and levy additional property taxes. The IASB recommends this ratio be in the target range of 10 – 20%. The Board adopted guidelines in FY 2012 setting the minimum Unspent Spending Authority Ratio at 10%. The unspent spending authority balance ratio for FY 2014 (unaudited) was 14.6%, due to declining federal revenues. It is estimated the unspent spending authority for FY 2015 and FY 2015 will also decline but remain above the minimum ratio adopted by the board.

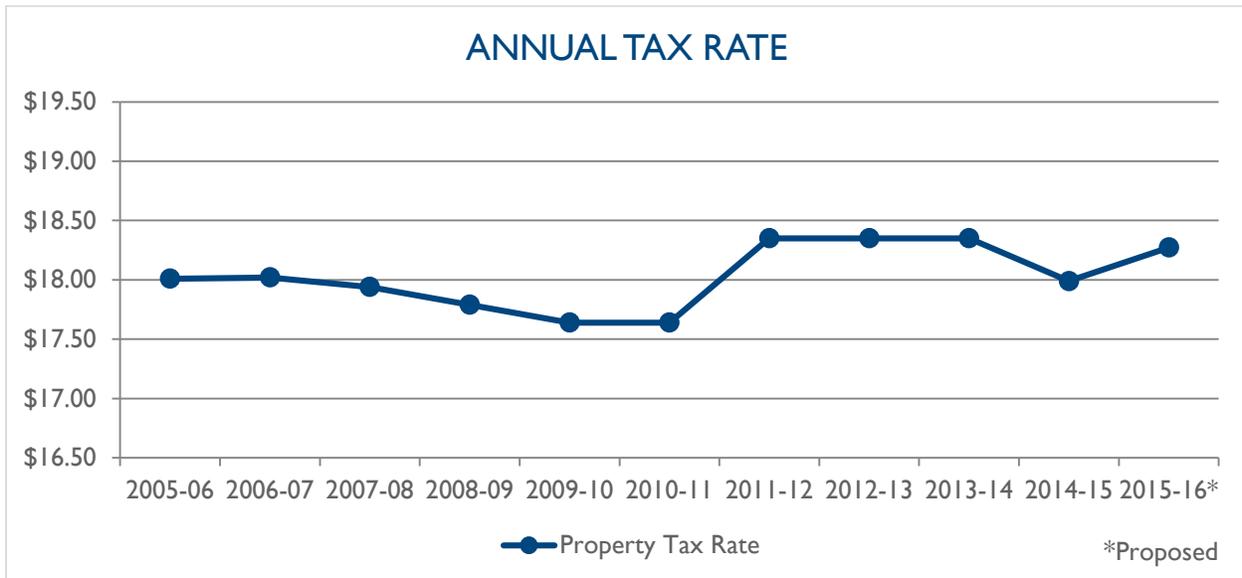


Staffing Levels: Staffing is a top priority to improve education. Purposeful, long term planning is necessary in order to build and maintain the additional classrooms and staffing levels long term. Total compensation, including salaries and benefits, represents 84% of the district’s General Fund expenditures. Ideally, staffing would be in the range of 75 - 82% of total General Fund expenditures. Accordingly, the district is investing \$1.5 million in initiatives to address health care costs.



Valuations and Tax Rate: The Polk County Assessor is anticipating overall property assessments used to determine tax collections for FY 2016 will decrease. Total property valuations multiplied by the tax rate equals the total taxes assessed. The rollback percentage applied to residential property may help; however, taxes garnered from commercial property may significantly decrease due to the decrease in valuations in the future.

District Property Overall Recommended Tax Rate		
	FY 2014	FY 2015
GENERAL		
Regular	9.67930	9.53734
Instructional Support	1.79157	1.81663
Dropout Prevention	1.54947	1.60759
Cash Reserve Levy	1.97007	2.96550
MANAGEMENT	1.90936	1.25000
PPEL		
Regular	0.33000	0.33000
Voted	0.63000	0.63000
PERL	0.13500	0.13500
DEBT SERVICE	0.00000	0.00000
TOTAL	17.99477	18.27206646
Change From Prior Year	(\$0.35368)	\$0.27730



DES MOINES PUBLIC SCHOOLS

2015 - 2016 BUDGET

LOCAL FUNDS: PROPERTY TAX RATES

	FY 2013		FY 2014		FY 2015		FY 2016	
	Per Final Aid & Levy		Per Final Aid & Levy		Per Final Aid & Levy		Preliminary Aid & Levy	
Regular Valuation (with Utilities)	\$ 6,405,707,333	-2.31%	\$ 6,557,601,623	2.37%	\$ 6,487,589,438	-1.07%	\$6,482,841,286	-0.07%
TIF Valuation	727,881,500	14.10%	762,130,836	4.71%	703,887,544	-7.64%	692,605,126	-1.60%
Regular and TIF Valuation	\$ 7,133,588,833	-9.00%	\$ 7,319,732,459	2.61%	\$ 7,191,476,982	-1.75%	\$7,175,446,412	-0.22%
	Dollars Generated	Tax Rate	Dollars Generated	Tax Rate	Dollars Generated	Tax Rate	Dollars Generated	Tax Rate
General:								
Regular Program	\$ 63,606,019	9.92959	\$ 64,458,108	9.82952	\$ 62,795,332	9.67930	\$61,829,431	9.53734
Instructional Support	12,400,508	1.93585	12,667,895	1.73065	12,884,005	1.79157	13,035,212	1.81663
Dropout Prevention	9,491,427	1.48171	9,729,244	1.48366	10,052,326	1.54947	10,421,825	1.60759
Cash Reserve	15,062,743	2.35146	17,408,768	2.65475	12,781,004	1.97007	19,224,870	2.96550
Total General	100,560,697	15.69861	104,264,015	15.69858	98,512,667	14.99041	104,511,338	15.92706
Management	9,959,850	1.55484	10,196,021	1.55484	12,387,164	1.90936	8,103,600	1.25000
PPEL:								
Regular	2,354,084	0.33000	2,415,511	0.33000	2,373,187	0.33000	2,367,908	0.33000
Voted	4,494,161	0.63000	4,611,431	0.63000	4,530,630	0.63000	4,520,552	0.63000
Total PPEL	6,848,245	0.96000	7,026,942	0.96000	6,903,817	0.96000	6,888,460	0.96000
PERL	864,770	0.13500	885,276	0.13500	885,300	0.13500	885,300	0.13500
Debt Service	0	0	0	0	0	0	0	0
Total	\$ 118,233,562	18.34844928	\$ 122,372,254	18.34841969	\$ 118,688,948	17.99477	\$120,388,698	18.27206646
	<i>Decrease</i>	<i>(\$0.00003)</i>	<i>Decrease</i>	<i>(\$0.00006)</i>	<i>Decrease</i>	<i>(\$0.35368)</i>	<i>Increase</i>	<i>\$0.27730</i>

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
LOCAL FUNDS: PROPERTY VALUATIONS

	1/1/2013			One Year Change			1/1/2014			One Year Change		
	FY 2014 - 2015			FY 2015 - 2016			FY 2015 - 2016			FY 2015 - 2016		
	Polk County	Warren County	Total	Polk	Warren	Total	Polk County	Warren County	Total	Polk	Warren	Total
Residential	\$ 3,826,832,853	\$ 55,468,405	\$ 3,882,301,258	1.2%	1.3%	1.2%	\$ 3,938,822,740	\$ 56,733,883	\$ 3,995,556,623	2.9%	2.3%	2.9%
Commercial	2,169,763,473	3,049,215	2,172,812,688	-4.5%	4.3%	-4.5%	2,063,029,059	2,345,850	2,065,374,909	-4.9%	-23.1%	-4.9%
Industrial	158,297,316	0	158,297,316	-5.9%	NA	-5.9%	152,059,768	0	152,059,768	-3.9%	NA	-3.9%
Agricultural	1,921,303	1,156,296	3,077,599	-14.6%	-6.3%	-11.6%	2,033,484	1,251,393	3,284,877	5.8%	8.2%	6.7%
Utilities (WO Gas & Electric)	35,120,984	1,043,663	36,164,647	-10.7%	2.6%	-10.4%	30,224,180	847,857	31,072,037	-13.9%	-18.8%	-14.1%
Railroads	16,232,975	0	16,232,975	-7.9%	NA	-7.9%	15,301,417	0	15,301,417	-5.7%	NA	-5.7%
Total Valuation	6,208,168,904	60,717,579	6,268,886,483	-1.2%	1.3%	-1.2%	6,201,470,648	61,178,983	6,262,649,631	-0.1%	0.8%	-0.1%
Less: Military	14,551,541	324,100	14,875,641	-3.0%	-2.2%	-3.0%	13,912,678	303,728	14,216,406	-4.4%	-6.3%	-4.4%
Plus: Gas & Electric	229,731,889	3,846,707	233,578,596	1.1%	-0.8%	1.1%	230,558,467	3,882,594	234,441,061	0.4%	0.9%	0.4%
Total General Taxable Valuation	6,423,349,252	64,240,186	6,487,589,438	-1.1%	1.2%	-1.1%	6,418,116,437	64,757,849	6,482,874,286	-0.1%	0.8%	-0.1%
TIF Value	703,887,544	0	703,887,544	-7.6%	NA	-7.6%	692,605,126	0	692,605,126	-1.6%	NA	-1.6%
Total Debt & PPEL Taxable Valuation	\$ 7,127,236,796	\$ 64,240,186	\$ 7,191,476,982	-1.8%	1.2%	1.8%	\$ 7,110,721,563	\$ 64,757,849	\$ 7,175,479,412	-0.2%	0.8%	-0.2%

Federal Funding: Title I and IDEA Part B Special Education funds account for approximately 54% of the overall Federal funds. These funds have remained fairly level. However, because of sequestration over the last couple of years, staffing levels have declined slightly to stay within budget.

Revenue Bonds: The school board approved the sale of Revenue Bonds as a way to minimize future inflationary increases by condensing repair and renovation costs from a 10 year plan into a 5 year plan. In December 2013, the district sold \$8.8 million in bank-qualified bonds; an additional round of non-bank qualified bonds were sold in May 2014 for \$61.2 million. The bonds will be paid back using Statewide Penny revenue.

FINANCIAL AWARDS



GOVERNMENT FINANCE OFFICERS ASSOCIATION

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Award*

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Iowa

For the Fiscal Year Beginning

July 1, 2014

Executive Director



Government Finance Officers Association

**Certificate of
Achievement
for Excellence
in Financial
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Presented to

**Des Moines Independent
Community School District
Iowa**

For its Comprehensive Annual
Financial Report
for the Fiscal Year Ended

June 30, 2013

Executive Director/CEO

Association of School Business Officials International



*The Certificate of Excellence in Financial Reporting Award
is presented to*

Des Moines Independent Community School District

*For Its Comprehensive Annual Financial Report (CAFR)
For the Fiscal Year Ended June 30, 2013*

The CAFR has been reviewed and met or exceeded
ASBO International's Certificate of Excellence standards



A handwritten signature in black ink, reading 'Terrie S. Simmons'.

Terrie S. Simmons, RSBA, CSBO
President

A handwritten signature in black ink, reading 'John D. Musso'.

John D. Musso, CAE, RSBA
Executive Director

District Leadership

LEGAL AUTONOMY & FISCAL INDEPENDENCE

The Des Moines Independent Community School District is a territorial unit within Iowa that has responsibility for the provision of public education within its borders. The district is a corporate body, that is, it exists as a separate legal entity. As provided in Iowa Code §274.1, each school in Iowa district shall continue a body politic as a school corporation, unless changed as provided by law, and as such may sue and be sued, hold property, and exercise all the powers granted by law, and shall have exclusive jurisdiction in all school matters over the territory therein contained. The school district is also a public body and has some of the privileges of a government, such as the ability to issue tax-exempt bonds. Lastly, the district is a local government; territorially, the district only has authority over the land within the school and, politically, can only wield powers conferred by the state.

The school district is legally and politically independent of other general purpose local governments, i.e., counties and municipalities (e.g., Polk and Warren Counties, City of Des Moines, City of Windsor Heights, etc.). The district also has financial independence from other local governments. As outlined in Iowa Code Chapter 257, the district has the power to levy and collect taxes.

SCHOOL BOARD

Iowa Code §274.7 dictates that school district affairs must be conducted by a board of directors. The Board of Directors of the Des Moines Independent Community School District is the governing body of the district and exercises the district's corporate powers and carries out its public responsibilities.

In addition to their responsibilities on the school board, members also serve on a variety of district committees; represent Des Moines Public Schools on a variety of local, state, and national organizations; and maintain cooperative relationships with both national organizations and local governmental bodies.

School Board Elections

The people of Des Moines elect seven members to serve as their representatives on the Des Moines School Board of Directors. In turn, the Board is responsible for the governance of Iowa's largest provider of public education. School Board members serve in an unpaid, elected position. Board members in Iowa are elected to four-year terms. Elections are held every other year on the second Tuesday in September, and new members begin their term the following week. The school board then elects a chair and vice chair from among its members. Appointment of the board secretary and treasurer takes place before August 15 each year.

On September 13, 2011 voters in the Des Moines school district approved a proposal to elect school board members by director districts. After the 2015 elections, three school board members will have been elected *at-large* and four will have been elected by *district*. In the past, all Des Moines school board members were elected at-large. The school board adopted, and the Iowa Secretary of State approved, a map which created four districts, each one representing at least one high school.



In 2013, members were elected to fill two *at-large* seats and two *district* (District 2 and District 4) seats. In 2015, members will be elected to fill one *at-large* seats and two *district* (District 1 and District 3) seats.

School Board Members

Cindy Elsbernd, Chair



659 46th Street, Des Moines, IA 50312 | (515) 771-1140
cindy.elsbernd@dmschools.org

Member Since: 2011 | Term Expires: 2015

Cindy Elsbernd was born in Decorah, Iowa and is a graduate of the University of Northern Iowa. She has lived in Des Moines since 1993. Cindy and her husband Ryan have two sons: Sam and Lars.

Cindy is the director a non-profit organization in Des Moines called Iowa Kidstrong, Inc., which she founded in February, 2005 with a mission to promote healthy, active lifestyles to youth. Over the last several years, 22 Des Moines Public elementary schools as well as other schools in surrounding areas have participated in Iowa Kidstrong's KidStriders program. Elsbernd has also launched several other programs through the organization to encourage students to get and stay active, including a marathon training program for high school youth called See-Us Run Des Moines. In September 2010, Cindy was awarded the 2010 Healthy Iowa Visionary Award presented by the Academy for a Healthy Iowa – a collaboration between the Iowa Department of Public Health, Governor's Council on Physical Fitness and Nutrition, and Wellness Council of Iowa.



Rob X. Barron, Vice Chair

Seat: At-large

4220 Holland Drive, Des Moines, IA 50310 | (515) 778-2961
rxbarron@gmail.com

Member Since: 2013 | Term Expires: 2017

Rob X. Barron is a Des Moines native. The Barron family proudly traces its roots in Iowa through four generations, beginning with Rob's great-grandparents' emigration from Mexico ninety years ago. He and his wife Angela, and elementary art educator in Urbandale, live in the Beaverdale neighborhood with their son, Javy.

He worked for Senator Tom Harkin since 2002 and served as Senator Harkin's State Staff Director. Prior to starting that position, he worked for four years as an education policy advisor to Senator Harkin in Washington, D.C., where he was responsible for work on education legislation for all levels, from early childhood education to higher education. He is active in League of United Latin American Citizens Council 307, where he currently serves as Sergeant at Arms. During the school year, he volunteers weekly at Monroe Elementary School for the Everybody Wins program. Everybody Wins pairs volunteers with elementary students in a mentoring program in order to increase reading fluency, comprehension and academic confidence. Rob has read with students in the Des Moines and Washington programs since 2002. Rob is also a member of the 2014 class of the Greater Des Moines Leadership Institute. Rob is a graduate of Des Moines Roosevelt High School. He also attended Hanawalt Elementary School, Merrill Middle School, Central Academy and Lincoln High School. Rob received his B.A. in Political Science from Grinnell College.



Nathan Blake

Seat: District Two

711 – 16th Street, Des Moines, IA 50314 | (515) 344-4442
nablake@yahoo.com

Member Since: 2015 | Term Expires: 2015

Nathan Blake is an Assistant Attorney General in the Iowa Department of Justice. He previously worked on anti-hunger policy and helped oversee the nation's fifteen nutrition assistance programs at the United States Department of Agriculture. Nathan began his career as an associate with Belin McCormick, P.C., in downtown Des Moines before joining Barack

Obama's presidential campaign in 2007.

He currently serves on the Des Moines Zoning Board of Adjustment, the Oakridge Neighborhood Services Board of Directors, and the Sherman Hill Association Board. He has also served on the Iowa Commission of Latino Affairs and the boards of Al Éxito and the League of United Latin American Citizens Local #307. Nathan is the son of two teachers. He and his wife, Andrea, a hospice nurse practitioner, live in the Sherman Hill neighborhood. They spend most of their free time chasing around their daughter Campbell, son Judah, and golden retriever Eleanor Rigby. After graduating with a B.A. from Union College, Nathan earned a M.A.R. from Yale Divinity School and a J.D. from Yale Law School.



Connie Boesen

Seat: At-large

3011 Don Lee Court, Des Moines, IA 50317 | (515) 266-7063

connie.boesen@dmschools.org

Member Since: 2003 | Term Expires: 2017

Connie Boesen works for Polk County and also is the owner of Applishus, Inc., a concession business. Her extensive involvement with Des Moines Public Schools includes serving as president/chair of the School Board for three years, past-president of the Council of Des Moines PTAs, past-president of the East High School PTA, Co-Chair and treasurer of the

Schools First Local Option Sales Tax campaign. She has served on the boards of Des Moines Public Library, Blank Park Zoo, United Way of Central Iowa and Early Childhood Iowa. Connie is currently on the United Way of Central Iowa Education Committee.

Connie graduated from East High School and attended DMACC and Grand View College. She is married to Ted Boesen, Jr. and has two daughters who graduated from East High as well as four stepchildren.



Teree Caldwell-Johnson

Seat: District Four

3907 SW 29th Street, Des Moines, IA 50321 | (515) 287-3123

teree.caldwell-johnson@dmschools.org

Member Since: 2006 | Term Expires: 2017

Teree Caldwell-Johnson serves as the CEO of Oakridge Neighborhood and Oakridge Neighborhood Services a housing and humans services non-profit agency located in Des Moines, IA. Prior to assuming her position at Oakridge, Teree held progressively responsible positions in local government across the country most recently serving as Polk County

Manager from 1996-2003. Active in the community, Teree serves on several non-profit boards including, University of Kansas College of Liberal Arts and Sciences Advisory Board, Mid-Iowa Health Foundation, Greater Des Moines Community Foundation and I'll Make Me A World in Iowa. In addition, Teree is a member of Alpha Kappa Alpha Sorority Incorporated, Jack and Jill of America and The Links, Incorporated where she serves on the National Executive Council and the National Foundation Board in her capacity as Director of Philanthropy.

Teree holds a B.A. in English from Spelman College in Atlanta, GA and an MPA from the University of Kansas in Lawrence, KS. She has also completed post-graduate studies at Bucknell University in Lewisburg, PA.

Teree and her husband Vernon, a retired non-profit executive, are the parents of two children, Baley, a senior education major at the University of Mary in Bismarck, ND, and Baxtyr, a freshman photography major at the Atlanta Institute of Art in Atlanta, GA.



Bill Howard

4200 SE 24th St., Des Moines, IA 50320 | (515) 282-4451
bill.howard@dmschools.org

Member Since: 2011 | Term Expires: 2015

Bill Howard has lived in Des Moines his entire life, attending Des Moines Public Schools beginning at Howe Elementary and Weeks Middle School. He graduated from Des Moines Technical High School. He also attended DMACC for two years. Bill and his wife Cathy currently live on the south side. He started working for the Des Moines Public Schools in 1973 in the operations department as a custodian. In 1985 he was promoted to Operations Administrator until 2008 when he took the option of early retirement.

He has served in numerous volunteer positions as a DMPS employee, serving as AFSCME Operations Department Representative and also served on the Negotiations and Labor Management committee both as employee and administrator. He also was a delegate to South Central Iowa Federation of Labor and a delegate to the Iowa Federation of Labor Convention.



Pat Sweeney

2831 Willowmere Dr., Des Moines, IA 50321 | (515) 577-4183
patricksweney40@gmail.com

Member Since: 2011 | Term Expires: 2015

Pat Sweeney was born in Dubuque, Iowa and has been a Des Moines resident since 1998. He and his wife, Molly McCoy Sweeney, have three children: Liam, Nora, and Clare. Pat served in the United State Marine Corp from 1984-1988 and received an honorable discharge. He graduated from Clarke College in Dubuque in 1993 with a BA in Communications.

He has been employed at the Polk County Health Department as the Emergency Preparedness Coordinator since 2007.

DMPS Schools

ELEMENTARY SCHOOLS



BRUBAKER ELEMENTARY SCHOOL **2900 E. 42nd Street, Des Moines, IA 50317**

Principal: Raul DuAnda (interim), Mark Adams (beginning July)
P: 515-242-8405 | F: 515-265-5690 | E: brubaker@dmschools.org

Brubaker Elementary, a successful merger of McKee and Douglas Schools, shares a campus with Hoyt Middle School. Brubaker meets the diverse needs of all learners by providing support to Special Education students, students with Autism and Intellectual Disabilities, as well as ELL students. Brubaker has high academic and social expectations for all students, staff, and parents and encourages all to be respectful, responsible, and caring citizens.



CAPITOL VIEW ELEMENTARY SCHOOL **320 E. 16th Street, Des Moines, IA 50316**

Principal: Marsha Kerper
P: 515-242-8402 | F: 515-265-3471 | E: capitolview@dmschools.org

Capitol View is a neighborhood school with a wonderful, diverse population of students. Capitol View serves approximately 600 students in preschool through fifth grade and also has an elementary deaf education program. The staff at Capitol View is committed to nurturing resilient young people who are prepared to meet the needs of the 21st century.



CARVER ELEMENTARY SCHOOL **705 E. University Avenue, Des Moines, IA 50316**

Principal: Jill Burnett-Requist
P: 515-242-8414 | F: 515-265-1095 | E: carver@dmschools.org

George Washington Carver Community School is committed to improving the lives of the community. Carver focuses on the strengths students possess and provides meaningful supports to students and families in an effort to enhance achievement.



CATTELL ELEMENTARY SCHOOL
3101 E. 12th Street, Des Moines, IA 50316

Principal: Melinda Jones, Tiona Sandbulte (beginning July)
P: 515-242-8403 | F: 515-266-1605 | E: cattell@dmschools.org

Cattell Elementary School first opened in 1890 and is named for an Iowa state legislator who was an early proponent of educational opportunities for all. Cattell students come from diverse backgrounds, and the school is united by school expectations - Be Respectful, Be Responsible, and Be Safe. Cattell's dedicated and caring staff strive to meet the needs of all learners.



COWLES MONTESSORI SCHOOL
6401 College Avenue, Windsor Heights, IA 50324

Principal: Gregory Grylls
P: 515-242-7818 | F: 515-279-2505 | E: cowels@dmschools.org

Located in the community of Windsor Heights, Cowles is Iowa's only public Montessori school, serving students from age three through eighth grade.



DOWNTOWN SCHOOL
1800 Grand Avenue, Des Moines, IA 50309

Principal: John Johnson, Stephanie Flickinger (beginning July)
P: 515-242-8422 | F: 515-242-7391 | E: downtown@dmschools.org

The Downtown School is a place where students learn: unencumbered by desks, grade levels, or the limited information between the covers of a textbook. Students are provided an educational experience in kindergarten through fifth grade, based on what research has shown to be the best practices in elementary education.



EDMUNDS ELEMENTARY SCHOOL
950 15th Street, Des Moines, IA 50314

Principal: Jaynette Rittman
P: 515-242-8406 | F: 515-244-1568 | E: edmunds@dmschools.org

As a community, Edmunds Elementary provides high quality education and engaging curriculum for all students and celebrates cultural diversity in a positive and respectful environment to prepare life-long learners for success.



FINDLEY ELEMENTARY SCHOOL
3025 Oxford Street, Des Moines, IA 50313

Principal: Dr. Barb Adams
P: 515-242-8407 | F: 515-244-7410 | E: findley@dmschools.org

Findley Elementary proudly and passionately serves its K-5 neighborhood students. The Findley mission of “Building Big Dreamers and High Achievers” is an area of focus for all. Findley is a place where students, staff, and families work together with a common purpose of meeting high expectations while building a solid foundation for life.



GARTON ELEMENTARY SCHOOL
2820 E. 24th Street, Des Moines, IA 50317

Principal: Renita Lord
P: 515-242-8408 | F: 515-263-0046 | E: garton@dmschools.org

Garton is the successfully merged building of Adams and Garton elementary schools. Garton meets the diverse needs of all learners by providing support to ELL, Special Education, and mentally and physically disabled students. Garton has high expectation for staff, students, and parents and teaches students to be responsible, respectful, and caring citizens through the PBIS model.



GREENWOOD ELEMENTARY SCHOOL
316 37th Street, Des Moines, IA 50312

Principal: Eric Huinker
P: 515-242-8410 | F: 515-277-5673 | E: greenwood@dmschools.org

The Greenwood campus consists of 4.8 acres of land in the heart of the city. The original Beaux Arts building was built in 1901, and the school has had multiple renovations in its history. Today, Greenwood is a modern school building equipped to serve a diverse student population of neighborhood students. Greenwood students include fourth generation Greenwood students, along students who are new to the United States. Greenwood has an active PTA and extensive community partnerships.



HANAWALT ELEMENTARY SCHOOL

225 56th Street, Des Moines, IA 50312

Principal: Andrew Burg

P: 515-242-8411 | F: 515-255-1792 | E: hanawalt@dmschools.org

Hanawalt is a neighborhood school that serves the west side of Des Moines with a rich tradition of educational and social excellence. With 100 years of service to its community, Hanawalt offers a model academic experience, targeting whole child learning through an emphasis on physical wellness, fine arts, and technology.



HILLIS ELEMENTARY SCHOOL

2401 56th Street, Des Moines, IA 50310

Principal: Beth Sloan, Renee Gelfond (beginning July)

P: 515-242-8412 | F: 515-278-5707 | E: hillis@dmschools.org

Hillis serves students in preschool through fifth grade and is a place where learning comes alive. Hillis teachers design and facilitate lessons to make learning relevant, rigorous, and engaging. Hillis is also active in promoting healthy living by engaging students and families in wellness initiatives, gardening, healthy food choices, and biking. Hillis, Where Dreamers Learn to Dream Big!



HOWE ELEMENTARY SCHOOL

2900 Indianola Road, Des Moines, IA 50315

Principal: Jill Burke

P: 515-242-8413 | F: 515-288-4128 | E: howe@dmschools.org

Howe Elementary is a K-5 neighborhood school that serves approximately 300 students on the south side of Des Moines. At Howe Elementary, teachers and staff create a community of learners that engages and challenges the diverse school population.



HUBBELL ELEMENTARY SCHOOL

800 42nd Street, Des Moines, IA 50312

Principal: Carrie Belt

P: 515-242-8414 | F: 515-242-8290 | E: hubbell@dmschools.org

Hubbell was the first authorized International Baccalaureate Primary Years World School in Iowa. Hubbell proudly serves a worldly population of students and families. Hubbell students are constantly inquiring in ways they can make a positive impact in the community.



JACKSON ELEMENTARY SCHOOL
3825 Indianola Avenue, Des Moines, IA 50320

Principal: Cindy Wissler
P: 515-242-8415 | F: 515-244-2880 | E: jackson@dmschools.org

Jackson Elementary strives to create a safe, positive nurturing learning environment; to possess technological and information literacy; and equip students to be lifelong learners, contributing citizens, people of character, and self-directed learners.



JEFFERSON ELEMENTARY SCHOOL
2425 Watrous Avenue, Des Moines, IA 50321

Principal: Mary Minard
P: 515-242-8416 | F: 515-287-8601 | E: jefferson@dmschools.org

Jefferson is a school community that provides academic excellence through a differentiated, rigorous curriculum and a joint commitment from students, families, and staff. The Jefferson learning environment fosters exemplary behavior and responsible citizens.



KING ELEMENTARY SCHOOL
1849 Forest Avenue, Des Moines, IA 50314

Principal: Peter LeBlanc
P: 515-242-8417 | F: 515-288-1382 | E: king@dmschools.org

King Elementary School is located in the King-Irving Neighborhood. The King staff is very honored to serve the community and diverse student population.



LOVEJOY ELEMENTARY SCHOOL
801 E. Kenyon Avenue, Des Moines, IA 50315

Principal: Shelly Pospeshil
P: 515-242-8419 | F: 515-285-0279 | E: lovejoy@dmschools.org

The mission of Lovejoy Elementary School is to nurture, educate, and inspire students to be the best that they can be. Lovejoy provides for students many educational opportunities to excel, grow, and develop.



MADISON ELEMENTARY SCHOOL
806 E. Hoffman Street, Des Moines, IA 50316

Principal: Cory Heaberlin
P: 515-242-8420 | F: 515-265-6080 | E: madison@dmschools.org

Originally opened in 1952, Madison Elementary currently serves more 300 students from diverse backgrounds and employs more than 50 staff members. Although the building and staff have grown in size in the past fifty years, Madison's purpose will always be to provide the best education possible for students.



MCKINLEY ELEMENTARY SCHOOL
1610 SE 6th Street, Des Moines, IA 50315

Principal: Lois Brass
P: 515-242-8423 | F: 515-282-1327 | E: mckinley@dmschools.org

McKinley Elementary School is home to more than 350 Pre-K through 5th grade students and nearly 50 staff members. The school is located in the culturally-rich neighborhood south of Des Moines' East Village business and entertainment area. McKinley Elementary was established in 1902 and has been renovated to serve the diverse educational needs of today's students. McKinley's staff provides experiences in technology, the arts, and physical activity, along with excellent classroom instruction and the support of community resources to assist students in achieving success. McKinley is the home of the Eagle Way: *We are Respectful, Responsible, and Safe.*



MONROE ELEMENTARY SCHOOL
2250 30th Street, Des Moines, IA 50310

Principal: Laurel Prior-Sweet
P: 515-242-8425 | F: 515-279-4331 | E: monroe@dmschools.org

Monroe serves approximately 550 students in kindergarten through 5th grade. Students are provided the opportunity to extend the school day through both before and after school programming through a 21st Century Grant. During the day, the success of students is supported through the following programs: ELL, Title, Counseling (School counseling and Orchard Place), SUCCESS, Power Read (partnership with United Way and Everybody Wins), Foster Grandparents, America Counts America Reads, and Everybody Wins.



MOORE ELEMENTARY SCHOOL
3716 50th Street Des Moines, IA 50301

Principal: Beth Sloan (beginning July)
P: 515-242-8426 | E: moore@dmschools.org

Due to increased enrollment across the district, along with population trends in Beaverdale and other parts of northwest Des Moines, the school district is re-opening Moore Elementary to provide not only additional classrooms but more educational options for Des Moines families.

Beginning in January, the Moore building will undergo a \$6.6 million renovation. In addition, when it re-opens the school will begin the process of becoming an International Baccalaureate World School. Moore would be the first elementary IB school in northwest Des Moines and provide students and families access to the IB curriculum from elementary school through middle and high school. Both Meredith Middle School and Hoover High Schools, where Moore students would go on to attend, are IB World Schools.



MORRIS ELEMENTARY SCHOOL
1401 Geil Avenue, Des Moines, IA 50315

Principal: Sherry Amos
P: 515-242-8421 | F: 515-285-1868 | E: morris@dmschools.org

Morris, located on the city's south side, serves approximately 650 K-5 students. The school philosophy centers around building strong foundations for the humanistic side of the teaching and learning process, while promoting high levels of academic rigor that is individualized to the needs of every student. Morris' goal is to utilize a unified approach to expose students to essential skills and concepts that will aid them in promoting successful adult lives.



MOULTON EXTENDED LEARNING CENTER
1541 8th Street, Des Moines, IA 50314

Principal: Cheri Dixon
P: 515-242-8427 | F: 515-288-1346 | E: moulton@dmschools.org

Moulton operates on an extended year calendar and is proud to serve Des Moines students from Head Start through 8th grade.



OAK PARK ELEMENTARY SCHOOL
3928 6th Avenue, Des Moines, IA 50313

Principal: Chris Fee
P: 515-242-8427 | F: 515-288-1346 | E: oakpark@dmschools.org

Oak Park is dedicated to creating life-long learners who are caring, compassionate, and knowledgeable citizens. Oak Park is a collaborative community that strives to reach high expectations set for the school and every student. Oak Park is extremely proud of the quality education provided that allows students to achieve at high levels. The partnership between the school and Oak Park families is one of the school's greatest assets.



PARK AVENUE ELEMENTARY SCHOOL
3141 SW 9th Street, Des Moines, IA 50315

Principal: Dianna Anderson
P: 515-242-8429 | F: 515--244-8238 | E:
parkavenue@dmschools.org

Park Avenue is an authorized International Baccalaureate World School. Students at Park Avenue are self-directed, life-long learners with a clear world view who listen carefully; cooperate; and demonstrate respect for themselves, others, and the world.



PERKINS ELEMENTARY SCHOOL
4301 College Avenue, Des Moines, IA 50311

Principal: Dan Koss
P: 515-242-8430 | F: 515-274-1367 | E: perkins@dmschools.org

Perkins is a culturally diverse community of high achieving students. Academic Data Teams and student data are the catalyst of Professional Development and instruction throughout the year. Community relationships are valued and encouraged at Perkins.



PHILLIPS ELEMENTARY SCHOOL
1701 Lay Street, Des Moines, IA 50317

Principal: Kristy Fitzgerald
P: 515-242-8431 | F: 515-265-3406 | E: phillips@dmschools.org

As a school of choice, Phillips Traditional School offers families an increased emphasis on academics and behavioral expectations for students. Phillips offers the Core Knowledge Sequence, additional curriculum engaging students in the classics in literature, as well as study of American and world civilizations. Phillips has committed staff, students, and families to ensure the highest levels of learning for all.



PLEASANT HILL ELEMENTARY SCHOOL
4801 E. Oakwood Drive, Pleasant Hill, IA 50327

Principal: Terrie Price
P: 515-242-8432 | F: 515-265-8344 | E: pleasanthill@dmschools.org

Pleasant Hill Elementary, renovated in 2013, is located in east Des Moines and serves approximately 315 students. Pleasant Hill is proud of its active PTO, dedicated staff, and wonderful students. Pleasant Hill Panthers are Proud to be Respectful, Responsible, and Safe. Pleasant Hill is a two section per grade level elementary building serving preschool through fifth grade. Pleasant Hill's motto is *What's Best for Kids? Whatever It Takes!* Pleasant Hill Elementary is a small school in a big city where everyone knows each other.



RIVER WOODS ELEMENTARY SCHOOL
2929 SE 22nd Street, Des Moines, IA 50320

Principal: Traci Shipley
P: 515-242-8433 | F: 515-244-2386 | E: riverwoods@dmschools.org

River Woods serves students pre-K through grade 5. The school opened in 2000 to meet the growing needs of southeast Des Moines. Core principles that define the school's work include: providing learners with meaningful, differentiated learning experiences; collaboration and a common vision for achievement; and maintaining a safe, responsible, and respectful school climate.



SAMUELSON ELEMENTARY SCHOOL
3929 Bel Air Road, Des Moines, IA 50310

Principal: Cindy Roerig
P: 515-242-8441 | F: 515-331-0971 | E: samuelson@dmschools.org

Samuelson, located in the Lower Beaver neighborhood, offers engaging instruction using a rigorous curriculum in all academic subjects, as well as the fine arts. Samuelson hosts a positive learning environment where appropriate student behaviors are expected and celebrated, utilizing the PBIS model. At Samuelson, students and staff are respectful, responsible, and motivated learners.



SOUTH UNION ELEMENTARY SCHOOL
4201 S. Union Street, Des Moines, IA 50315

Principal: Dr. Bill Szakacs
P: 515-242-8409 | F: 515-953-0486 | E: southunion@dmschools.org

South Union prepares students to be productive citizens through academics, arts, and wellness. All of the teaching staff has been trained in Cognitively Guided Math, which concentrates on solving math word problems multiple ways. South Union has a dedicated, professional staff that devotes time and energy into making sure each student is able to reach their math and literacy goals. The school works daily to maintain a focused learning environment, and students are engaged in learning that provides them with an excellent education through their entire elementary career.



STOWE ELEMENTARY SCHOOL
1411 E. 33rd Street, Des Moines, IA 50317

Principal: Jennifer Williams
P: 515-242-8435 | F: 515-287-1740 | E: stowe@dmschools.org

Stowe has proudly served the eastside community for nearly 100 years. Located on ten acres of an oak savannah, Stowe provides many engaging opportunities for students, including an outdoor classroom. As an authorized International Baccalaureate school, Stowe focuses on the development of the whole child with an international perspective. Stowe students strive to become lifelong learners who are knowledgeable, caring thinkers prepared to lead the way in creating a better and more understanding world through their words and actions.



STUDEBAKER ELEMENTARY SCHOOL
300 E. County Line Road, Des Moines, IA 50320

Principal: Brian Crook
P: 515-242-8436 | F: 515-287-1740 | E: studebaker@dmschools.org

Studebaker promotes and instills a sense of pride while creating a positive learning environment in which students are encouraged to try their best and play an active role as a member of the Studebaker team. Studebaker serves students in preschool through fifth grade.



WALNUT STREET ELEMENTARY SCHOOL
901 Walnut Street, Des Moines, IA 50309

Principal: Rob Burnett
P: 515-242-8438 | F: 515-242-8372 | E: walnutstreet@dmschools.org

Walnut Street, located in downtown Des Moines, is a school of choice for PK-5 students and families from across the Des Moines metropolitan area. As an International Baccalaureate - Primary Years Program World School, the school has a strong emphasis on inquiry instruction, international-mindedness, and Mandarin Chinese language and culture.



WILLARD ELEMENTARY SCHOOL
2941 Dean Avenue, Des Moines, IA 50317

Principal: Julie Kruse
P: 515-242-8439 | F: 515-265-1388 | E: willard@dmschools.org

Willard has been meeting the educational needs of east side students for many generations. The school has a wonderfully diverse student population and currently serves approximately 475 students in the Head Start program through fifth grade.



WINDSOR ELEMENTARY SCHOOL
5912 University Avenue, Des Moines, IA 50311

Principal: Scott Nichols
P: 515-242-8440 | F: 515-279-5372 | E: windsor@dmschools.org

Windsor is a diverse, inclusive school where all students are provided a foundation for success in a global community. The school has a rich tradition of inspiring students to be successful in society, educational endeavors, and interpersonal relationships.



WRIGHT ELEMENTARY SCHOOL
5001 SW 14th Street, Des Moines, IA 50315

Principal: Lindsey Cornwell
P: 515-242-8442 | F: 515-285-6247 | E: wright@dmschools.org

Wright is an Artful Learning Legacy School. The Artful Learning model consists of four main elements—experience, inquire, create, and reflect—which encourage and support best teaching practices and improve the manner in which students and teachers learn.

MIDDLE SCHOOLS



BRODY MIDDLE SCHOOL
2501 Park Avenue, Des Moines, IA 50321

Principal: Thomas Hoffman
P: 515-242-8443 | F: 515-244-0927 | E: brody@dmschools.org

Brody Middle School students are actively involved in a quality educational program to reach their fullest potential as inquiring, knowledgeable, compassionate, and caring learners within a global community. The Brody mission is to ensure learning by providing quality instruction for all students that supports a lifetime commitment to intercultural understanding and respect.



CALLANAN MIDDLE SCHOOL
3010 Center Street, Des Moines, IA 50312

Principal: Dawn Stahly
P: 515-242-8401 | F: 515-242-8103 | E: callanan@dmschools.org

Callanan is Des Moines Public Schools' flagship Pre-AP middle school. Callanan is a diverse learning community that strives for the learning in all classrooms to be engaging, thoughtful, motivating, and related to the world in which we live. Callanan endeavors to inspire and celebrate student success and life-long learning.



GOODRELL MIDDLE SCHOOL
3300 E. 29th Street, Des Moines, IA 50317

Principal: Craig Leager
P: 515-242-8444 | F: 515-264-9057 | E: goodrell@dmschools.org

Goodrell is a choice school that offers the International Baccalaureate - Middle Years Program. Goodrell offers courses and provides opportunities that invest in not only the academic success of students, but their social and emotional development as well. At Goodrell, students are inspired to be inquisitive; be knowledgeable; and be caring individuals who help create a better, more peaceful world through understanding and showing respect for themselves, others, and property.



HARDING MIDDLE SCHOOL
203 E. Euclid Avenue, Des Moines, IA 50313

Principal: Maureen Taylor
P: 515-242-8445 | F: 515-244-3566 | E: harding@dmschools.org

Harding Middle School strives to be an innovative middle school that balances its community relationships with high academic and social expectations. Harding is a designated Pre-AP school with rigorous learning opportunities in literacy, math, and science along with the fine and performing arts. In addition, Harding students have multiple opportunities to drive positive change in their school and their community through student leadership and service learning.



HIATT MIDDLE SCHOOL
1430 E. University Avenue, Des Moines, IA 50316

Principal: Dr. Deborah Chapman
P: 515-242-7774 | F: 515-266-6390 | E: hiatt@dmschools.org

Hiatt has a rich tradition as a community school. Hiatt strives to provide a quality education with high expectations for teaching and learning and is dedicated to the safety, social, and emotional well-being of all.



HOYT MIDDLE SCHOOL
2700 E. 42nd Street, Des Moines, IA 50316

Principal: Deb Markert
P: 515-242-8446 | F: 515-265-5059 | E: hoyt@dmschools.org

The staff of Hoyt Middle School helps students improve their social and academic skills. Teachers use research-based practices, infuse technology in the classroom, and hold high expectations for all students. The goal at Hoyt is to prepare all students so they can experience success in the next stage of their lives.



MCCOMBS MIDDLE SCHOOL
201 County Line Road, Des Moines, IA 50320

Principal: Nancy Croy
P: 515-242-8447 | F: 515-287-2644 | E: mcombs@dmschools.org

Located on the far south side of Des Moines, McCombs serves both Polk and Warren counties. McCombs' motto—Everyone Expecting Excellence Everyday—is reflected in all that happens at the school. The staff and administration strive to provide a safe, caring environment in which all students attain the skills needed to become successful citizens of 21st century society.



MEREDITH MIDDLE SCHOOL
4827 Madison Avenue, Des Moines, IA 50310

Principal: David Johns
P: 515-242-7250 | F: 515-242-8291 | E: meredith@dmschools.org

Meredith Middle School supports a community of learners who are proud and positive, academically accountable, welcoming of diversity, and socially responsible and respectful. Meredith is an International Baccalaureate World School.



MERRILL MIDDLE SCHOOL
5301 Grand Avenue, Des Moines, IA 50312

Principal: Alex Hanna
P: 515-242-8448 | F: 515-274-1844 | E: merrill@dmschools.org

Since 1961, Merrill has celebrated academic excellence by providing students with a safe, welcoming educational environment conducive to effective teaching and learning. The school theme, *Achieving Academic Excellence for All*, embodies the tradition and spirit of what makes middle level education at Merrill so rewarding. Merrill is an International Baccalaureate World School and offers the Middle Years Programme (IBMYP). The IBMYP fosters an educational environment where all students are provided with diverse and challenging opportunities, empowering them to become life-long learners and active citizens in their democracy and in the global community.



WEEKS MIDDLE SCHOOL
901 E. Park Avenue, Des Moines, IA 50315

Principal: Audrey Rieken
P: 515-242-8449 | F: 515-288-6755 | E: weeks@dmschools.org

Weeks Means Success: Great work happens in the Weeks building every day. Weeks helps children learn, grow, and achieve success by creating opportunities on their pathway of learning.

HIGH SCHOOLS



EAST HIGH SCHOOL
815 E. 13th Street, Des Moines, IA 50316

Principal: Steve Johns, Leslie Morris (beginning July)
P: 515-242-7788 | F: 515-242-7958 | E: east@dmschools.org

East was founded in 1861, with the major structure constructed in 1911. A major renovation was completed in January 2006, which added a new cafeteria, classrooms, and administrative offices. The East High motto, *For the Service of Humanity*, embraces the school's focus on developing life-long learners who will be productive citizens.



HOOVER HIGH SCHOOL
4800 Aurora Avenue, Des Moines, IA 50310

Principal: Cindy Flesch
P: 515-242-7300 | F: 515-242-7308 | E: hoover@dmschools.org

Hoover was built in 1967 to serve the students in northwest Des Moines. At Hoover, each member of the learning community is challenged to grow in every classroom every day. Hoover High School is the only high school in Iowa to offer the International Baccalaureate Middle Years Program, which integrates a focus on holistic learning, communication, and global awareness into the student learning experience. Hoover has the largest ELL program of the five Des Moines high schools.



LINCOLN HIGH SCHOOL
2600 SW 9th Street, Des Moines, IA 50315

Principal: Paul Williamson
P: 515-242-7500 | F: 515-242-7517 | E: lincoln@dmschools.org

Lincoln's main campus houses grades 10-12. In addition to AP and dual credit courses, Lincoln offers the only high school AVID program in the region. Lincoln continues to work toward providing a world-class education and high school experience for all students.



LINCOLN RAILS ACADEMY
1000 Porter Avenue, Des Moines, IA 50315

Principal: Paul Williamson
P: 515-242-8452 | F: 515-287-0513 | E: lincoln@dmschools.org

The Research, Academics, and Interests in Life Skills (RAILS) Academy is the ninth grade building for Lincoln High School.



NORTH HIGH SCHOOL
501 Holcomb Avenue, Des Moines, IA 50313

Principal: Michael Vukovich
P: 515-242-7200 | F: 515-288-8409 | E: north@dmschools.org

North is raising the academic bar for all students with new, innovative teaching methods and is the largest one-to-one laptop school in Iowa.



ROOSEVELT HIGH SCHOOL
4419 Center Street, Des Moines, IA 50312

Principal: Kevin Biggs
P: 515-242-7272 | F: 515-242-7277 | E: roosevelt@dmschools.org

Roosevelt sits in the heart of the Roosevelt Cultural District. Recently renovated, the school was built in 1923 in the modified Gothic style. Roosevelt has a tradition of excellence, both academically and in various extra-curricular activities, which are a source of pride to the community it serves, students, faculty, and alumni.

OTHER SCHOOLS & PROGRAMS



CENTRAL CAMPUS
1800 Grand Avenue, Des Moines, IA 50309

Director: Gary McClanahan; Assistant Director: Julie Rosin, Aiddy Phomvisay (beginning July)
P: 515-242-7846 | F: 515-242-7598 | E: centralcampus@dmschools.org

Central Campus is a regional academy of the school district, offering unique academic and career opportunities designed to enhance the learning experiences of middle and high school students in Central Iowa and direct, inspire, and motivate a diverse group of students. Central Campus is home to three distinct programs: Career and Technical Institute, Central Academy, and World Languages.



CENTRAL ACADEMY
1912 Grand Avenue, Des Moines, IA 50309

Director: Gary McClanahan; Supervisor: Jessica Gogerty
P: 515-242-7888 | F: 515-242-8252 | E: centralacademy@dmschools.org

Central Academy offers students from across the Des Moines metro challenging, academically advanced coursework in core academic areas and world languages. Home to Iowa's only International Baccalaureate Diploma Programme, Central Academy also offers a wide variety of Advanced Placement courses and six world languages, many of which are unique to central Iowa



RUBY VAN METER
710 28th Street, Des Moines, IA 50312

Principal: Cynthia Weisz
P: 515-242-8220 | F: 515-242-8223 | E: vanmeter@dmschools.org

Ruby Van Meter is a secondary special school serving Des Moines students who have Intellectual Disabilities. Individualized instruction compliments and extends the core, offering unique academic, social, and career opportunities that direct, encourage, and motivate students to be successful.



SMOUSE OPPORTUNITY SCHOOL
2820 Center Street, Des Moines, IA 50312

Principal: Amy Wiegmann
P: 515-242-8210 | F: 515-242-8214 | E: smouse@dmschools.org

Smouse Opportunity School provides PK-5 students personalized educational programs to meet individual needs. The school has a multitude of supports including a special education consultant, school nurse, speech pathologist, school social worker, and occupational and physical therapists.



SCAVO FULL SERVICE HIGH SCHOOL
1800 Grand Avenue, Des Moines, IA 50309

Principal: Rich Blonigan
P: 515-242-7589 | F: 515-242-7591 | E: scavo@dmschools.org

Scavo Full Service High School serves as the alternative high school in DMPS. The goal of Scavo is to provide a learning environment that is responsive to student academic and social/emotional needs. As a full service school, there are systems in place to connect students and families with community resources and to provide an intentional network of supports that expands beyond the walls of the classrooms. Scavo serves approximately 500 students using inquiry based learning.



DES MOINES ALTERNATIVE CENTER
1800 Grand Avenue, Des Moines, IA 50309

Principal: Randi Oleson
P: 515-242-7781 | F: 515-242-8154 | E: randi.oleson@dmschools.org

Des Moines Alternative Center is home to three different programs that are rigorous, relevant, and re-affirming for students who need special education services for behavior or mental health needs.



MIDDLE SCHOOL ALTERNATIVE CENTER
1801 16th Street, Des Moines, IA 50314

Principal: Randi Oleson
P: 515-323-8643 | F: 515-323-8618 | E: randi.oleson@dmschools.org

The Middle School Alternative Education program serves students in grades six through nine who are experiencing significant behavioral or emotional difficulties. The program provides academic and intensive social/emotional supports to successfully transition students back to their home schools.



PACE (INTERAGENCY PROGRAMS)
620 8th Street, Des Moines, IA 50309

Principal: Randi Oleson
P: 515-697-5700 | F: 515-242-8154 | E: randi.oleson@dmschools.org

PACE provides educational and casework services to students in grades 8-12. Students work on academic courses and social skills in structured and supportive setting.



ORCHARD PLACE CAMPUS SCHOOL
5412 SW 9th Street, Des Moines, IA 50315

Principal: Shari Thompson, Gail Soesbe (beginning July)
P: 515-287-9700 | F: 515-287-9707 | E: orchardplace@dmschools.org

Orchard Place Campus School is the educational provider for students who are residents of Orchard Place, a PMIC (Psychiatric Medical Institute for Children) facility. In a positive and supportive environment, all students receive direct and individualized instruction for academic and behavior growth.

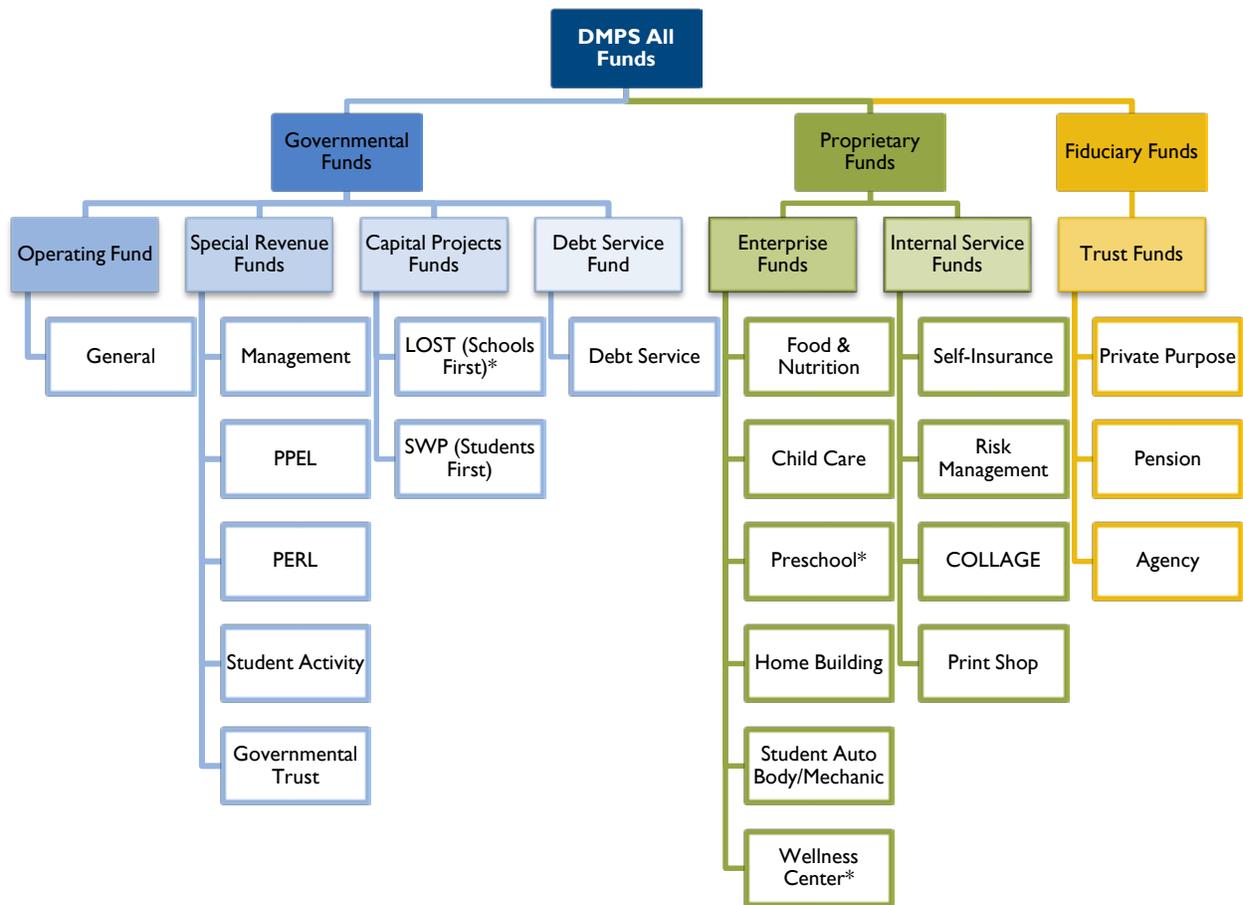


SECTION 2

FINANCIAL STRUCTURE, POLICY & PROCESS

Fund Structure and Descriptions

Fiscal operations of the district are organized on the basis of “funds” and “accounts.” A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives, and each fund is a separate accounting entity with a self-balancing set of accounts. District resources are allocated to and accounted in various funds according to the purpose for which they are spent and how they are controlled. Some funds are required by state law or bond covenants, others are established to control and manage money for particular purposes.



**The fund account is completed, eliminated, or closed.*

All of the district's funds are divided into three categories: I) Governmental, II) Proprietary, and III) Fiduciary.

I) GOVERNMENTAL FUNDS

Governmental Funds account for activities typically associated with government operations. Property taxes and intergovernmental revenues, such as State Aid and federal funding, primarily support Governmental Funds. Expenditures are classified by function such as instruction, support services, operation and maintenance of plant, student transportation, operation of non-instructional services, and capital construction. The four fund types in the Governmental Fund category are:

- A) The Operating Fund (i.e., General Fund)** accounts for day-to-day operations of schools and is the general operating fund of the district. It is funded primarily by state funds, federal funds, and local revenues, including property taxes.
- B) Special Revenue Funds** account for and report the proceeds of specific revenue sources (other than Capital Projects or Debt Service) that are legally restricted or committed to expenditures for specified purposes.
- C) Capital Projects Funds** account for all revenues and expenditures generated through the collection of local option sales taxes and expenditures attributed to the Schools First or Students First renovation programs.
- D) The Debt Service Fund** accounts for all aspects of the incurrence and repayment of general long-term debt.

II) PROPRIETARY FUNDS

Proprietary Funds account for activities similar to those found in the private sector where the intent of the governing body is to finance the full cost of providing services primarily through user charges. As described below, there are two fund types in the Proprietary Fund category:

- A) Enterprise Funds** account for operations that are financed and operated in a manner similar to private business enterprises or where the intent of the district is to finance or recover, primarily through user fees, the costs of goods or services on a continuing basis or where the district has determined that the revenue earned, cost incurred, and/or net income is necessary for management accountability.
- B) Internal Service Funds** account for business-like activities where related goods or services are provided by one district department to other district departments on a cost reimbursement basis.

III) FIDUCIARY FUNDS

Fiduciary Funds account for assets held by the district in a trustee capacity or as an agent for individuals, private organizations, other governments, or other funds. They provide information about the financial relationships in which the district acts solely as a trustee or agent for the benefit of others.

A) Trust or Agent Funds held by the district (e.g. Private-Purpose Trust, Pension Trust, and Agency Funds), while included in the budget book, are appropriated and, therefore, are not part of the total budget.

Within the three fund categories and the various fund types, the district maintains the following fund accounts:

I) GOVERNMENTAL FUNDS

A) Operating Fund:

1. General Fund – The General Fund is the largest fund in the district. It is used to account for and report all financial resources not accounted for and reported in another fund.

B) Special Revenue Funds:

1. Management Fund – The Management Fund is authorized by Iowa Code Section 298.4. The Management Fund receives monies from a tax levy approved by the Board for the purpose of covering the costs of property and liability insurance, equipment breakdown insurance, unemployment, early retirement incentives, workers' compensation claims, and judgments. Given the district's re-evaluation of the early retirement program, the district intends to lower the tax rate in the Management fund to reflect this cost reduction.

2. Physical, Plant, and Equipment Levy Fund (PPEL) – PPEL is authorized by Iowa Code 298.2. Revenue is primarily generated from voter- and Board-approved property tax levies. PPEL will continue at the same rate as in past years. The voter portion of the PPEL levy was renewed by voters in September of 2010 for ten years. The PPEL Fund accounts for transactions related to the improvement of facilities and grounds, construction of schools, certain equipment expenditures, and other expenditures authorized in Iowa Code 298.3. PPEL is used for purposes such as energy improvements, payment of energy and QZAB notes, building repairs and improvements, musical instruments, ADA compliance, security upgrades, property acquisition, buses, abatement of hazardous materials, emergency repairs, telecommunications equipment, technology, and purchases of vehicles and other large equipment.

3. Public Education and Recreation Levy Fund (PERL) – PERL is authorized by Iowa Code 300.2. Revenue is primarily generated through a voter-approved property tax levy and community education fees. The PERL levy will continue at the same rate as in past years. The PERL Fund accounts for transactions related to school playgrounds and recreational activities within the district, including Community Education programming. These funds also pay for a portion of district activity directors' compensation, certain middle school intramural athletic programs, and City of Des Moines summer recreation programs.

4. Student Activity Fund – The Student Activity Fund accounts for transactions that occur due to school-sponsored, student-related co-curricular and extra-curricular activities. For example, money received from admission fees for events such as athletic events, drama

productions, yearbook purchases, student fundraising, and other student-related activities are accounted for in this fund. Expenditures from this fund must directly benefit students.

5. Governmental Trust Funds – Governmental Trust Funds can be used for general district purposes, unless otherwise stipulated by the trust. Within these funds, *Expendable Trust Funds* account for transactions that are received in trust in which both the principal and interest earned can be used to support the district, while *Permanent Trust Funds* account for transactions that are received in trust in which only the interest earned, and not the principal itself, can be used to support the district.

C) Capital Projects Funds:

1. Local Option Sales Tax: LOST (Schools First) – LOST accounted for monies received from a local option sales tax for school infrastructure. In 1999, the voters of Polk County approved a one cent local option sales tax to fund infrastructure needs of schools. In 2007, the district issued revenue bonds to get ahead of escalating construction costs, which allowed the district to maintain optimum timing of projects and to bridge the gap between the more aggressive construction schedule and receipt of taxes. When interest rates came down, the district paid off the revenue bonds early, thus avoiding future interest costs on the debt. The final LOST-funded projects were completed and paid out in FY 2013, and the fund has had no activity since July 1, 2013.

2. Statewide Penny: SWP (Students First) – SWP accounts for monies received from a statewide sales tax for school infrastructure. In 2009, voters approved a Revenue Purpose Statement to enable the district to use its portion of a statewide one cent sales tax for school renovation. As outlined in the Revenue Purpose Statement, Students First projects focus on:

- Safety and security
- Replacement of obsolete, inefficient, or worn-out equipment or systems
- Money saving strategies
- Improvements to buildings which were not targeted with Schools First revenues
- Technology infrastructure upgrades
- Air conditioning classrooms
- Improvements to enhance research-based student achievement
- Changing program needs

The district began receiving revenue from the statewide penny for school renovation in FY 2011 and has been completing projects outlined in the first five-year plan. In July 2014, the Superintendent’s Facility Advisory Committee recommended, and the School Board adopted, a new five-year plan with a ten-year vision for facilities improvements.

To minimize inflationary increases, the Board approved the sale of \$70 million in Revenue Bonds in 2010; the sale of a second round of bonds for \$71.9 million in March 2012; and the sale of a third round of bonds for \$70 million in FY 2014. In December 2013, the district

sold \$8.78 million in bank-qualified bonds; an additional round of non-bank qualified bonds were sold in May 2014 for \$61.9 million. Bond proceeds will be used on the priorities outlined above at schools throughout the district.

D) Debt Service Fund:

1. Debt Service Fund – The Debt Service Fund accounts for and reports financial resources that are restricted, committed, or assigned to the expenditure of principal and interest. On March 1, 2010, the district received proceeds from the sale of the first round of \$70 million in Revenue Bonds. Beginning in December 2010 and continuing through June 2029, principal and interest payments will be made on these Revenue Bonds. The district received \$71.9 million in proceeds from the sale of a second round of Revenue Bonds on May 8, 2012. Principal and interest payments will be made on the second round of Revenue Bonds beginning in December 2012 and will continue through June 2029. The district received \$8.78 million in proceeds from the sale of the third round (part a) of Revenue Bonds on December 30, 2013. Principal and interest payments will be made on the third round of Revenue Bonds beginning in June 2014 and will continue through June 2029. The District received \$61.9 million in proceeds from the sale of the third round (part b) of Revenue Bonds on May 1, 2014. Principal and interest payments began in December 2014 and continue through June 2029. As required by law, funds will be transferred from the PPEL and the Statewide Penny funds to the Debt Service Fund to make principal and interest payments on the district’s notes and bonds as they come due.

II) PROPRIETARY FUNDS

A) Enterprise Funds:

1. Food and Nutrition Fund – The Food and Nutrition Fund accounts for transactions related to the school lunch, breakfast, and summer food programs authorized by Iowa Code 283A. Funding for these programs is provided by student sales and state and federal reimbursement through the operation of the National School Lunch Program. These funds are used to pay for personnel, food, supplies, and equipment purchase and repair.

2. Child Care Fund – The Child Care Fund accounts for transactions for before-school, after-school, and summer child care programs authorized by Iowa Code 298A.12 and 279.49. The district provides before-school, after-school, and summer child care at various sites throughout the district through the Metro Kids program. Revenue is generated from fees, and the funds are primarily used to pay for staff.

2.b. Preschool Fund – The Preschool Fund accounted for transactions for preschool programs with an instructional component for children who had not yet met the age requirement for school-aged education prior to FY 2008. Since FY 2008, the state has provided free preschool to four year olds through the Universal Preschool program. As required by the state, Universal Preschool is accounted for in the General Fund. Previously, both the before- and after-school child care program and the preschool program were accounted for in the district’s Child Care Fund. In FY 2014, the district

eliminated the Preschool Fund through a permanent General Fund transfer with the approval of the district School Board and the state School Budget Review Committee.

3. Home Building Fund – The Home Building Fund accounts for transactions for home building activities performed by students as part of an instructional Career and Technical Education (CTE) program. Students in the Home Building program receive hands-on training in the construction of residential homes. This fund also accounts for the sale of homes constructed in the program. Proceeds from the sale of completed houses finance the program. The students are currently working on completing another home. Once it is complete, it will be made available for sale to the general public. The expectation is the home will be completed and sold in FY16.

4. Student Auto Body/Mechanic Fund – The Student Auto Body/Mechanic Fund accounts for transactions related to the service and repair of automobiles performed by students as part of an instructional Career and Technical Education (CTE) program. Students in the Auto Body/Mechanic program receive hands-on training in the repair and maintenance of automobiles. District employees and other community members allow students to work on damaged vehicles and perform regular service work on cars and trucks for a fee. These fees support and sustain the program.

5. Wellness Center Fund – The Wellness Center Fund accounted for fees charged to members and costs associated with managing the Wellness Center. The Wellness Center exercise facility at Central Campus closed on October 1, 2012, and the pool closed on June 30, 2013. The final Wellness Center projects were concluded and the District is determining the proper way to utilize these funds going forward. The fund has had no activity since July 1, 2013.

B) Internal Service Funds:

1. Self-Insurance Fund – The Self-Insurance Fund accounts for the district’s self-insured medical plans including regular health, vision, and dental. This fund is supported by premiums charged to other funds based on employee payroll assignments. Medical, vision, and dental claims are paid in full from this fund.

2. Risk Management Fund – The Risk Management Fund accounts for the district’s premium-based insurance plans including life and long-term disability insurance. The fund is supported by premiums charged to other funds based on employee payroll assignments. Premiums are then paid from the fund to the life and long-term disability insurance carriers.

3. Print Shop Fund – The Print Shop Fund accounts for activities related to centralized printing operations of the district. Schools and departments use the Print Shop for large and complex print jobs and are charged a competitive rate for printing services. Fees are charged based on the services performed. Expenses include staffing, equipment, and costs of inventory items.

4. COLLAGE Fund – The COLLAGE Fund accounts for transactions related to materials and services provided by COLLAGE. COLLAGE offers services such as lamination and artistic edging and supplies such as construction paper and poster boards. Teachers are the main consumers of these services and products, although COLLAGE is open to other staff and the public. Fees are charged based on the services performed or products purchased. Expenses include staffing, equipment, and costs of inventory items.

III) FIDUCIARY FUNDS

A) Trust or Agent Funds:

1. Private-Purpose Trust Funds – Private-Purpose Trust Funds account for transactions that are received in trust and are expended based on the donors' wishes and designations. Most of the funds are designated for student scholarships based on criteria established by the donor.

2. Pension Trust Fund – The Pension Trust Fund (i.e. Des Moines Teachers Retirement System, DMTRS) accounts for the district's defined contribution retirement plan for teachers. The fund provides pension benefits to eligible district teachers and administrators. While this fund is accounted for in the district's Comprehensive Annual Financial Report, it is not a budget fund and, therefore, not included in the Budget Book.

3. Agency Funds – Agency Funds account for assets held in a custodial capacity by the district for individuals, private organizations, or other governments. PTAs and PTOs are generally accounted for in these funds. While this fund is accounted for in the district's Comprehensive Annual Financial Report, it is not a budget fund and, therefore, not included in the Budget Book.

Department/Fund Relationship

Fund Category	Fund Type	Description	DMPS Fund Account(s)
Governmental Funds account for operating and special revenue activities.	Operating (Major)	The primary operating fund which accounts for all financial resources except those that are accounted for in another fund. Expenditures are classified by function such as instruction, support services, and plant operations.	<ul style="list-style-type: none"> • General Fund
	Special Revenue (Non-major)	Accounts for proceeds of specific revenue sources, other than major capital or debt projects, in which expenditures are restricted for a specific purpose.	<ul style="list-style-type: none"> • Management • PPEL • PERL • Student Activity • Governmental Trusts
	Capital Projects (Major)	Tracks financial transactions used for the acquisition, construction, or renovation of school sites, buildings, and other major capital improvements.	<ul style="list-style-type: none"> • LOST (Schools First)* • SWP (Students First)
	Debt Service (Non-major)	Accounts for and reports financial resources that are restricted, committed, or assigned to expenditure for principal and interest.	<ul style="list-style-type: none"> • Debt Service
Proprietary Funds account for business-type activities.	Enterprise (Non-major)	Operations financed and operated in a manner similar to private business or where the district has decided that the determination of revenues earned, costs incurred, and/or net income is necessary for management accountability.	<ul style="list-style-type: none"> • Food & Nutrition • Childcare • Preschool ** • Home Building • Student Auto Body • Wellness Center ***
	Internal Service (Non-major)	Used to account for goods or services provided by one department to other departments of the district on a cost reimbursement basis.	<ul style="list-style-type: none"> • Self-Insurance • Risk Management • Print Shop • COLLAGE
Fiduciary Funds account for resources held for others by DMPS as an agent or trustee.	Trust (Non-major)	Fiduciary funds provide information about the financial relationships in which the district acts solely as a trustee or agent for the benefit of others.	<ul style="list-style-type: none"> • Private Purpose Trust Funds • Pension Trust • Agency Funds

*Completed in FY 2013; **Eliminated in FY 2014; ***No activity since FY 2014

Basis of Budgeting

In governmental accounting, the budgetary basis of accounting differs slightly from Generally Accepted Accounting Principles (GAAP) that is the basis used in preparation of the Comprehensive Annual Financial Report (CAFR).

The basis of budgeting (or “budgetary basis”) refers to the basis of accounting used to estimate financing sources in the budget. There are three general types of budgetary bases:

- *Cash Basis* indicates transactions are recognized only when cash is increased or decreased.
- *Accrual Basis* indicates revenues are recorded when they are earned (whether or not cash is received at the time) and expenditures are recorded when goods and services are received (whether or not cash disbursements are made at the time).
- *Modified Accrual Basis* is the method under which revenues and other financial resource increments are recognized when they become susceptible to accrual; that is, when they become both “measurable” and “available to finance expenditures of the current period.” *Available* means collectible in the current period or soon enough thereafter to be used to pay the liabilities of the current period.

The district uses modified accrual as the basis of budgeting.

Conversely, district management prepares a Comprehensive Annual Financial Report (CAFR) that utilizes the following principles:

	Government-Wide Statements	Fund Financial Statements		
		Governmental Funds	Proprietary Funds	Fiduciary Funds
Scope	Entire district (except Fiduciary Funds)	Activities that are not Proprietary or Fiduciary, such as instruction, administration, and building maintenance	Activities the district operated similar to private businesses, such as school nutrition	Activities the district administers on behalf of someone else, such as scholarships
Required Financial Statements	<ul style="list-style-type: none"> • Statement of Net Assets • Statement of Activities 	<ul style="list-style-type: none"> • Balance Sheet • Statement of Revenues, Expenditures, and Changes in Fund Balances 	<ul style="list-style-type: none"> • Statement of Net Assets • Statement of Revenues, Expenditures, and Changes in Fund Balances • Statement of Cash Flows 	<ul style="list-style-type: none"> • Statement of Fiduciary Net Assets • Statement of Changes in Fiduciary Net Assets

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	Government-Wide Statements	Fund Financial Statements		
		Governmental Funds	Proprietary Funds	Fiduciary Funds
Accounting Basis	Accrual Accounting	Modified Accrual Accounting	Accrual Accounting	Accrual Accounting
Measurement Focus	Economic Resources	Current Financial	Economic Resources	Economic Resources
Type of Asset / Liability Information	All assets and liabilities, both financial and capital and short-term and long-term	Generally, assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or long-term liabilities included	All assets and liabilities, both financial and capital, and short-term and long-term	All assets and liabilities, both short-term and long-term
Type of Inflow / Outflow Information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or within specified periods after year-end of the year; expenditures when goods or services are received and liability is due and payable	All revenues and expense during the year, regardless of when cash is received or paid	All additions and deductions during the year, regardless of when cash is received or paid

The most recent CAFR can be found at: <http://www.dmschools.org/departments/business-finance/financial-reports/>.

The budgetary basis of accounting is not subject to the same provisions as GAAP. The differences between the two may be summarized by four important distinctions:

1) Basis: Generally Accepted Accounting Principles (GAAP) uses the accrual basis of accounting as the primary method for recording and calculating information. Accrual accounting is the idea that financial transactions are noted and recorded at essentially the same time that they take place. A budgetary basis of accounting uses either a modified accrual basis or the cash plus encumbrances method. Modified accrual accounting, which the district uses as the basis of budgeting, combines accrual accounting and cash basis accounting. This means that expenditures and liabilities are often recorded when they occur, but can also take place when physical cash is used as the basis for the transaction.

2) Timing: Timing is part of the difference between the various accrual methods. In GAAP accounting, transactions based on accrual methods are concurrent with the recording of those transactions. However, with budgetary basis accounting, this is not required. Instead, there can be a lapse between the budgetary period and the accounting period. In other words, the actual recording of the financial transactions and the reconciliation can take place at a later date.

3) Reporting: The reporting perspective of budgetary basis accounting can also differ somewhat from the reporting perspective of GAAP accounting. In budgetary basis accounting, certain items can be reported as part of the General Fund, whereas in GAAP accounting, these same items must be reported separately. This is simply a matter of the basis structuring of accounting methods.

4) Entities: The final major difference between GAAP and the budgetary accounting basis is in the reporting of entities for which funds are typically allocated. In GAAP accounting, each entity is noted and recorded. However, in budgetary basis accounting, not every entity for which funds have been appropriated will necessarily show up in the budget and in the general account. Whenever this occurs, it is referred to as an entity difference.

In Des Moines Public Schools, differences between the basis of accounting and the basis of budgeting methods include:

- The timing of revenue and expenditures. For example, in GAAP accounting, revenues are recognized in Governmental Funds as soon as they are both “measurable” and “available,” whereas revenues recognition under the budgetary basis of accounting may be deferred until amounts are actually received in cash.
- Encumbered amounts are commonly treated as expenditures under the basis of budgeting, while encumbrances are never classified as expenditures under the GAAP basis of accounting.
- Budgetary revenues and expenditures may include items classified as “other financing sources” and “other financing uses” under the GAPP basis of accounting.

- Under the GAAP basis of accounting, changes in the fair value of investments are generally treated as adjustments to revenues, which is not commonly the case under the basis of budgeting.
- Under the GAAP basis of accounting, an expenditure is recognized for the net present value of minimum lease payments at the time the district enters into a capital lease involving a governmental fund. Typically, no such expenditure is recognized under the basis of budgeting.
- There may be differences between the fiscal year used for financial reporting and the budget period (e.g., grants from the U.S. Department of Education may operate on an October 1 – September 30 fiscal calendar).
- The fund structure used in GAAP financial statements may differ from the fund structure used for budgetary purposes.
- Under the GAAP basis of accounting used in proprietary funds, the receipt of long-term debt proceeds, capital outlays, and debt services principal payments are not reported in operations, but all allocations for depreciation and amortization expense are recorded. The opposite is true under the budgetary basis.

Financial Policies

SOUND BUDGETING PRINCIPLES

This budget document presents analysis that continues to follow sound budgeting principles including presentation of a balanced budget, limited use of one-time funding to cover one-time costs as authorized by the board, use of ongoing funding to cover ongoing costs, determination of revenues and expenditures, alignment of expenditures incurred and related revenues earned in the same fiscal year, incorporation of Board Management Limitations and Board budgetary parameters, and the integration of reasonable financial assumptions.

School districts in Iowa must operate within their means. There are eight ways a budget can be balanced:

1. Revenues \geq Expenditures
2. Revenues + Fund Balances \geq Expenditures
3. Revenues + Transfers \geq Expenditures
4. Revenues + Loans \geq Expenditures
5. Revenues + Fund Balances + Transfers \geq Expenditures
6. Revenues + Fund Balances + Loans \geq Expenditures
7. Revenues + Transfers + Loans \geq Expenditures
8. Revenues + Fund Balances + Transfers + Loans \geq Expenditures

The district's General Fund is balanced using method #2 (Revenues + Fund Balances \geq Expenditures). The district's combined budget is balanced using method #8 (Revenues + Fund Balances + Transfers + Loans \geq Expenditures).

ENTITY-WIDE FINANCIAL POLICIES

Annual Directives

Board Budget Parameters

The School Board adopted the FY 2016 Budget Parameters at the November 18, 2014 Board Meeting. The FY 2016 Budget Parameters are:

- Meet and stay within Board Management Limitations.
- Maintain financial health; provide a balanced budget.
- Keep DMPS Student Expectations and Board Beliefs at the forefront.
- Review status of all levies; make strategic adjustments as needed.
- Seek input from the Citizens' Budget Advisory Committee (CBAC) on budget issues.
- Seek input from the Employees' Budget Advisory Committee (EBAC) on budget issues.
- Continue to seek operational efficiencies and improve operational effectiveness.

- Continue to focus on drop-out prevention and graduation rate improvement strategies.
- Focus on strategies to close the achievement gap.
- Improve English Language Learners (ELL) programming.
- Continue to assess needs and evaluate programming to:
 - Create innovative programs to meet unmet needs;
 - Maintain or grow programs that are demonstrating success;
 - Strategically abandon programs that do not demonstrate value;
 - Assess and address curriculum needs and program delivery as needed to stay ahead of advances in technology and digital content.

In addition to the Budget Parameters, the district utilizes the following the Board Governance Policies and Policies & Procedures to develop the budget.

Board Governance Policy: Management Limitations (ML)

ML 2.5: Financial Planning/Budgeting

Financial planning for any fiscal year or the remaining part of any fiscal year may not deviate materially from the Board’s Beliefs nor risk financial jeopardy.

Accordingly, the Superintendent shall not present a budget that:

1. Falls below a 15% Solvency Ratio for the General Fund.
2. Falls below a 10% Unspent Spending Ratio for the General Fund.
3. Creates a situation or condition described as unacceptable per Board Management Limitation 2.3 Financial Conditions and Activities.
4. Omits credible projections of revenues and expenses and disclosure of planning assumptions.
5. Plans the expenditure of more funds than are projected to be received in any fiscal year.

The Board revisits and revises the limitations annually.

ML 2.3: Financial Conditions & Activities

With respect to actual ongoing conditions of the district’s financial resources, the Superintendent shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from the Board’s Beliefs.

Accordingly, the Superintendent shall not:

1. Fail to provide quarterly summaries of the financial condition of the district.
2. Fail to settle district payroll obligations and payables in a timely manner.
3. Fail to implement prudent competitive quoting procedures for all facility improvement projects in an amount that meets or exceeds the competitive quote threshold as established by Iowa law.
4. Fail to implement prudent competitive bidding procedures for all facility improvement projects in the amount of \$100,000 or more.

5. Fail to implement prudent competitive procedures, including but not limited to RFPs, for purchasing and securing contractual and professional services.
6. Obligate the district to contracts or expenditures greater than \$100,000.
7. Acquire, lease, or dispose of real property.
8. Invest funds in securities contrary to state law.
9. Allow tax payments to other governmental ordered payments or filing to be overdue or inaccurately filed.

Business & Operations Policies

Guiding Principles (Series 700; Code 700)

The primary responsibility of the board is to provide the citizens of Des Moines an education program consistent with the mission of the district and the Student Expectations. Business and operational functions relative to this mission shall be managed and implemented in an efficient, effective, and equitable manner.

Budget Planning (Series 700; Code 702)

Planning of the budget is a continuous process involving study and deliberation by the Board, the administrative staff, the faculty, other staff members and the citizens of the community.

The Superintendent of Schools shall submit an annual budget for consideration, deliberation and approval by the Board of Directors. After adoption of the budget by the official action of the board, the superintendent and/or designated representatives will be authorized to administer specific expenditures.

The budget document shall include revenue sources and expenditures for all areas of operation to implement the Student Expectations and Budget Parameters set by the board of directors.

Preparation of Budget Document (Series 700; Code 703)

The Superintendent shall be responsible for preparing and submitting to the board, not later than the first meeting in April, a tentative detailed budget for the ensuing fiscal year. A formalized budget for the same year will be submitted to the board as soon as is practical.

Budget Publication, Review and Certification (Series 700; Code 704)

A public hearing shall be held prior to the required budget certification each year to receive public comment on the budget document. The school district shall, at least ten (10) days but no later than twenty (20) days prior to the public hearing, publish the estimated budget and public hearing date, time, and place in accordance with the Code of Iowa. At least one board meeting providing an opportunity for board discussion of the budget, including the opportunity for public input, will be held at a meeting prior to the date of the public hearing and certification of the budget. Upon receiving the required certification by the board, the budget will be filed with the county auditor no later than April 15.

Cash Flow and Investments (Series 700; Code 770)

District funds in excess of current needs shall be invested in compliance with this policy. The goals of the district's investment portfolio in order of priority are:

- To provide safety of the principal
- To maintain the necessary liquidity to match expected liabilities
- To obtain a reasonable rate of return

In making investments, the district shall exercise the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use to meet the goals of the investment program.

District funds are monies of the district, including operating funds. Operating funds of the district are funds, which are reasonably expected to be used during a current budget year or within fifteen months of receipt. When investing operating funds, the investments must mature within three hundred and ninety-seven days or less. When investing funds other than operating funds, the investments must mature according to the need for the funds.

The board authorizes the Chief Financial Officer (CFO) to invest funds in excess of current needs in the following investments:

- Interest bearing savings, money market, and checking accounts at the district's authorized depositories.
- Obligations of the United States government, its agencies, and instrumentalities.
- Certificates of deposit and other evidences of deposit at federally insured Iowa depository institutions.
- Repurchase agreements in which underlying collateral consists of investments in government securities. The district must take delivery of the collateral either directly or through an authorized custodian. Repurchase agreements do not include reverse repurchase agreements.
- Prime banker acceptances that mature within two hundred seventy days and are eligible for purchase by a federal reserve bank. At the time of purchase, no more than ten percent of the investment portfolio can be in these investments and no more than five percent of the investment portfolio can be invested in the securities of a single issuer.
- Commercial paper or other short-term corporate debt that matures within two hundred seventy days and is rated within the two highest classifications, as established by at least one of the standard rating services, with no more than five percent at the time of purchase placed in the second highest classification. At the time of purchase no more than ten percent of the investment portfolio can be in these investments and no more than five percent of the investment portfolio can be invested in the securities of a single issuer.
- An open-end management investment company registered with the federal Securities and Exchange Commission and commonly referred to as a money market mutual fund. The money market mutual fund shall use only the investments individually authorized by law for school districts.

It shall be the responsibility of the CFO to oversee the investment portfolio in compliance with this policy and the law.

The CFO shall have the discretion to contract with an outside person to invest school district funds, to advise on investments, to direct investments, to act in a fiduciary capacity, or to perform other services to the Board for review and approval consistent with Management Limitations 2.3. The CFO shall also provide the Board with information about and verification of the outside person's fiduciary bond. Contracts with outside persons shall include a clause requiring them to notify the district within thirty days of any material weakness in internal structure or regulatory orders or sanctions against information necessary to ensure that the investments and the outside person doing business with the district meet the requirements outlined in this policy. It shall be the responsibility of the CFO to deliver a copy of this policy to the district's depositories, auditor, and outside persons doing business with the district.

It shall also be the responsibility of the Superintendent, in conjunction with the CFO, to develop a system of investment practices and internal controls over the investment practices. The investment practices shall be designed to prevent losses, document the officers and employees responsibility for elements of the investment process, and ensure the capability of management.

Business & Operations Procedures

Budget Planning (Series 700; Code 702)

The CFO shall implement a meeting schedule pertaining to the development and certification of the following year's budget. Meetings are open to all interested parties:

- December through first week of January:
 - Budget hearings for those individuals who are responsible for preparation of budget documents.
- Last week in January:
 - Budget review meetings for adjustment and balancing of budget documents.
- At one of February board meetings:
 - Budget work session' authorization to publish budget and set public hearing date.
- First board meeting in March or April:
 - Hold public hearing and certify budget.
- On or before April 15:
 - File approved certified budget.

Accountability of Operating Fund Budget & Expenditures (Series 700; Code 728)

Accountability of operating fund budget and expenditures shall be the responsibility of the CFO for the school district. The following procedures shall be followed:

1. All funds expended from the Operating Fund must be coded to the properly identified function, program, facility, and object classification. The availability of budget appropriations in other accounts, but not in the properly coded account, cannot be the reason for improper account coding.
2. Account appropriations can be over-expended by ten percent of the budget allocation up to \$100 without prior approval for good cause. This does not mean that each account is automatically greater than the amount authorized.
3. Proposed over-commitment of budget allocation in excess of the ten percent or \$100 limitation must be accompanied by a formal request to the CFO requesting a budget appropriation transfer from one account to another. The over-expenditure of budget allocation will not be allowed until the CFO has approved the request in writing. When approval is granted, a revised budget transfer will be made. A quarterly summary of the account code budget appropriation transfers will be submitted to the Board of Directors.
4. Commitment of funds for items not provided for in the adopted budget must be filed with the CFO prior to the commitment of the district to expend said funds. The following approval procedure is required on such requests:
 - a. The CFO will approve on items under \$10,000.
 - b. The Superintendent or Associate Superintendent will approve on items costing between \$10,000 and \$100,000.
 - c. The Board of Directors will formally approve all items costing in excess of \$100,000.
 - d. The normal purchasing policies will be followed after approval for the purchase has been obtained. The CFO will reply in writing to the request for the expenditure of funds for such items not included in the budget.

All account codes are to be assigned to one individual within the school district who will have the single responsibility for that account code. Any commitment for the expenditure of such accounts must have the signature of that individual. The same individual has the responsibility of adhering to the adopted policies outlined above.

Accounts for utilities, employee benefit programs, postage, instructional and custodial salaries, insurance, taxes, and assessments are exempt from policy governing formal requests to exceed budget appropriations.

Since the Board of Directors must approve all items for which bids are received, and paragraph 4(d) as stated previously indicates the normal purchasing protocols, the Board will ultimately act on those items not provided for in the adopted budget when they come before the Board for approval of bids.

Cash Flow and Investment Procedure (Series 700; Code 770)

Maximum positive cash flow is achieved by following these four procedural concepts: 1) daily deposits of all incoming receipts, 2) enhancing the receipt of funds by using timely collection and billing methods, 3) scheduling businesslike expenditure payment procedures, and 4) preparation of a balanced budget with a realistic forecast of revenues and expenditures.

Investments are made based on Iowa Code guidelines for the purpose of earning interest income. The investment procedure includes: 1) obtaining daily bank balance position information from the bank, 2) projecting daily cash flow position allowing for in-transit cash items, 3) determining market investment opportunities available, 4) implementing the actual investment purchase, and 5) accounting for the principal and the interest of the investment.

OTHER FINANCIAL INFORMATION

Internal Control

District management is responsible for establishing and maintaining an internal control system designed to ensure that district assets are protected from loss, theft, or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of the basic financial statements in accordance with accounting principles generally accepted in the United States of America. Internal control is designed to provide reasonable, but not absolute, assurances that these objectives are met. The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived and the valuation of costs and benefits requires estimates and judgments by management.

Single Audit

As a recipient of federal, state, and county financial assistance, the district is also responsible for ensuring that an adequate internal control is in place to ensure compliance with applicable laws and regulations related to those programs. This internal control is subject to periodic evaluation by management and external auditors.

As a part of the district's single audit, tests are made to determine the adequacy of the internal control over financial reporting and its compliance with applicable laws and regulations, including those related to major federal award programs. The results of the district's single audit for the fiscal year ended June 30, 2013 revealed no instances of material weakness in the internal control or violations of applicable laws.

Budgetary Controls

In addition, the district maintains strong budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the Board of Directors. Activities of the General Fund, Special Revenue Funds, Capital Projects Funds, Debt Service Fund, Enterprise Funds, and Private Purpose Trust Funds are included in the annual appropriated budget by program. Project-length financial plans are adopted for the Capital Projects Funds and budgeted accordingly on an annual basis.

Budget Process

BUDGET PLANNING

Budget planning is a continuous process involving study and deliberation by the Board, administrative staff, faculty, other staff members, and citizens of the community. On November 18, 2014 the School Board adopted the FY 2016 Budget Parameters that were used by the district to develop the FY 2016 budget. The district also utilizes the Employees' Budget Advisory Committee and the Citizens' Budget Advisory Committee extensively in the development of the proposed budget for certification. It is important to note there are two distinctive budget types with uniquely different purposes:

Certified Budget

The Superintendent submits an annual budget for consideration, deliberation, and approval by the Board of Directors no later than the first meeting in April. Iowa law requires the proposed budget (i.e., the certified budget) to be filed with the Polk County Auditor by April 15 of each year. The "proposed/certified budget" provides data that is the basis of the school property tax levy to begin on July 1 and run through June 30 of the following calendar year. In addition, the certified budget establishes the legal expenditure limit in each of the district's various expenditure categories. The Superintendent and/or designated representative is authorized to administer specific expenditures only after the official adoption of the certified budget by the Board. The proposed budget for certification is included in the Appendix.

Legal Requirements for Budget Publication, Review, and Certification

A public hearing is held prior to the required budget certification each year to receive public comment on the budget document. On or before April 15 of each year, Iowa Code Sections 24.9 and 24.17 require the district to accomplish the following:

1. The school district must publish a notice with the location, date, and time for the public hearing at least ten (10) days but no later than twenty (20) days prior to the public hearing.
2. The school district must hold a public hearing.
3. Upon receiving the required certification by the board, the certified budget must be filed with the county auditor no later than April 15.

In meeting the filing requirement of April 15, it is necessary to re-estimate miscellaneous incomes and expenditures for the *current* fiscal year as well as initially estimate miscellaneous incomes and expenditures for the *next* fiscal year. Because the process requires making estimates as many as fifteen months in advance, it may be necessary to amend the budget to change the legal expenditures limit in some of the various categories. In the event the budget is amended, the legal expenditures limit can only be increased to use un-anticipated miscellaneous incomes or

prior year unused funds. The current fiscal year school property tax levy is final and cannot be changed.

Formal Budget Presentation

In addition to the certified budget, a formalized budget presentation is developed for the same year and is released as soon as is practical. The formal budget presentation is the culmination of a multi-month budget development process (described below) and is completed in May or June of each year, prior to the July 1st beginning of the fiscal year. The budget book is designed to serve as a management tool. It is a detailed analysis of all revenue sources and expenditures for all areas of operation to implement the Student Expectations/Board Beliefs and Budget Parameters set by the Board of Directors. The information contained in the main body of this document is reflective of the budgeted plan to fund the district's instructional programs and services and is more complete than the certified budget.

The purpose of the certified budget and the formal budget presentation is to provide timely information with which to make strategic decisions that ultimately affect the quality of education provided to students.

BUDGET DEVELOPMENT

District Budget Development

The district-wide budget development process is a collaborative process involving many stakeholders including school personnel, Employees' Budget Advisory Committee, Citizens' Budget Advisory Committee, Business & Finance, the CFO, the Superintendent, and the Board.

The budget reflects the labor, materials, and resources required to fulfill the goals and objectives outlined by the Board. The budget serves as an operational plan, stated in financial terms, for carrying out the goals of the school system.

The budget preparation process begins each year in the fall, continues through April 15 with the adoption of the certified budget by the Board, and culminates with revisions based on actual enrollment in October.

During this time period, Business & Finance works with the Employees' Budget Advisory Committee, Citizens' Budget Advisory Committee, and school and program administrators to determine enrollment projections and anticipated programmatic changes.

School Budget Development

The development of a school budget is a critical component of the district-wide process. A school's budget is often driven by allocation formula, contractual obligations, district-wide policies and procedures, and school-based initiatives.

The process starts with each school's enrollment projections and programmatic requirements. Business & Finance staff sends each school a budget workbook showing its resources and

allocations. The workbook contains various components such as staffing, prior year expenditures, and enrollment counts. School administrators review the budget and work with their administrative team to make decisions regarding staffing and resource allocation for the following year. Adjustments are made in October, once actual enrollments are certified.

Timeline

Building the district budget is a year-round process, beginning in the fall of the current fiscal year, and ending in October of the following fiscal year when the district and school budgets are revised per certified enrollment figures. All activities are influenced by variables including the state budget process, changes in employee compensation, and budget constraints.

The following calendar of events more fully explains the budget development and approval process.

Budget Timeline	
Ongoing	Performance monitored
Fall	Revisions to current fiscal year; departments and schools submit requests for new fiscal year
Winter	Input from the community and staff solicited for new fiscal year
Spring	Proposed budget for new fiscal year released; public hearings held; budget for new fiscal year approved
Summer	Close out of current fiscal year; startup of new fiscal year; projections for next fiscal year

Ongoing

- The School Board monitors school system performance to ensure reasonable progress is made toward meeting student achievement goals and to ensure operational expectations are being met. Board Monitoring Reports are presented throughout the year.

September – November

- CFO develops budget calendar.
- Business & Finance reviews current fiscal year budget, begins updating five-year forecast, and refines estimates and recommendations for the next fiscal year.
- CFO reviews financial outlook with Cabinet.
- Business & Finance certifies enrollment for the current fiscal year and current fiscal year budgets are revised accordingly.
- Business & Finance completes enrollment projections for the next fiscal year.
- Business & Finance completes revenue projections and develops cost and program guidelines for budget areas.
- Business & Finance completes staffing salary and benefit cost projections for the next fiscal year.
- School Board adopts Budget Parameters.

December – February

- Superintendent and CFO solicit input on budget priorities from community groups and employees.
- Citizens' Budget Advisory Committee (CBAC) and Employees' Budget Advisory Committee (EBAC) develop suggestions for cost-savings and priorities and budget recommendations for submission to the Board.
- Cabinet prioritizes recommended initiatives and changes to programs and services.
- Superintendent and CFO (with Cabinet) make preliminary program and staffing additions/reductions decisions.
- Business & Finance prepares proposed budget for certification.

March – April

- Proposed budget is released for public review and presented to the Board.
- CFO meets with community and employee groups to discuss the proposed budget.
- Board holds work sessions.
- Superintendent, CFO, CBAC, EBAC, and the Board hold public hearings.
- Board adopts and certifies the budget.
- Business & Finance files budget with the Polk County Auditor.

May – August

- Business & Finance updates revenue estimates as new information becomes available from the tax assessor, state legislature, State Department of Education, and federal government agencies.
- Business & Finance finalizes budget based on the most current information and the formal budget book is developed.
- Business & Finance closes out accounts for current fiscal year, enters appropriations for the new fiscal year into books of accounts, and opens new accounts for the next fiscal year.
- Business & Finance completes startup for new fiscal year through the distribution of approved line item budget amounts for building principals and department heads.
- Business & Finance develops a financial forecast for the following fiscal year, framing the underlying assumptions on expected costs, revenue, position turnover, inflations, and other issues that drive budget development.

FY 2016 Budget Calendar (Actual and Projected)	
2014	
September – October	Five year budget forecast revised with known factors
November 4	School Board work session: Discussion of Budget Parameters
November 18	Adoption of Board Budget Parameters
December 11	Employees' Budget Advisory Committee meeting to develop budget recommendations
December 18	Citizens' Budget Advisory Committee (CBAC) meeting to develop budget recommendations
2015	
January 8, 22 February 12	EBAC meetings
January 12	<i>Legislature convened (110 day session)</i>
January 13	<i>Governor's budget recommendations released (statutorily required to be set by Feb 1. Iowa Code §8.21)</i>
January 13, 27 February 10	CBAC meetings
January 28	Begin union negotiations
February 17	CBAC recommendations presented to the School Board EBAC recommendations presented to the School Board
February 23	<i>30-days after Governor's budget released: Statutory deadline for the Legislature to set Supplemental State Aid percent of growth (i.e., Allowable Growth), Iowa Code §257.8.2</i>
March 6	Preliminary FY 2015 Budget & Financial Statements Released
March 10	Budget discussion @ School Board Meeting
March 18-27	Budget published in <i>The Des Moines Register</i> (Note: By law, the budget must be published 10 to 20 days before the Public Hearing)
March 28	Budget Public Forum held @ Operations Center (1917 Dean Ave)
April 2	Budget Public Forum held @ Central Campus
April 7	School Board meeting: Public Hearing; Board Adoption & Certification of FY 2016 Budget
April 8-14	Special Board meeting (if necessary): Adoption & Certification of FY 2016 Budget
April 15	Statutory deadline to submit FY 2016 budget to the Polk County Auditor for certification
May 1	<i>110th day of the Legislative Session</i>
July 1	Fiscal Year 2016 begins
August 26	First day of the 2015-2016 school year
September – October	Five year forecast revised
October	Student enrollment certified FY 2016 district and school budgets revised based on actual enrollment
2016	
June 1 and 2	Final days of the 2015-2016 school year
June 30	Fiscal Year 2015 ends



SECTION 3

FINANCIAL SUMMARIES

Consolidated Financial Schedule

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
SUMMARY ALL FUNDS**

	FY 2013 Actual	FY 2014 Actual	FY 2014 Re-estimated	FY 2016 Budget
Revenues				
Property Taxes	\$ 113,584,295	\$ 117,619,316	\$ 117,272,451	\$ 120,713,369
Utility Replacement Tax	4,269,105	3,833,401	3,915,583	4,286,868
Mobile Home Taxes	123,031	112,277	121,647	118,959
State Foundation Aid	174,578,921	186,285,458	193,792,532	196,073,000
AEA Flow Through	3,926,903	3,342,557	3,920,501	4,303,416
Teacher Quality Act	20,833,805	21,673,979	22,675,708	22,953,724
Universal 4 Year Old Preschool	3,342,557	3,920,501	4,303,416	4,346,450
Other State Sources	11,287,080	13,882,309	14,434,318	23,231,194
Chapter I Grants	12,272,208	8,813,125	11,000,000	11,000,000
Other Federal Sources	25,577,512	21,196,273	21,179,793	18,597,967
Tuition/Transportation Fees	6,219,856	6,358,760	6,160,004	5,832,000
Earnings on Investments	376,320	532,019	342,504	342,559
Student Activities	2,914,551	3,036,894	3,156,200	3,312,511
Nutrition Program Sales	16,531,688	17,531,645	19,228,147	19,580,694
Sales and Use Tax	27,364,977	27,874,657	28,142,484	29,772,792
Other Revenue from Local Sources	16,740,858	19,032,414	17,852,128	17,980,000
Revenue from Intermediary Sources	540,171	708,970	543,000	545,000
Other Financing Sources	668,203	678,402	564,907	550,000
General Long-Term Debt Proceeds	-	75,855,507	-	-
Proceeds from Fixed Asset Disposition	107,648	214,141	15,000	15,000
Transfers In	12,340,673	13,309,245	18,062,619	18,067,757
Total Revenues	453,600,361	545,811,850	486,682,943	501,623,260
Expenditures				
Instruction	248,899,576	258,464,173	265,311,382	267,676,460
Student Support Services	20,677,284	21,660,306	22,122,758	22,557,343
Instructional Staff Support	12,199,079	13,493,103	13,762,965	24,168,224
General Administration	5,325,980	6,499,464	6,708,480	6,821,084
Building Administration	19,140,850	19,371,501	19,782,158	20,171,667
Business and Central Administration	9,164,635	12,097,062	12,339,003	12,585,783
Plant Operation & Maintenance	34,137,543	39,162,075	40,865,876	40,664,289
Student Transportation	11,176,088	12,279,304	12,652,902	12,871,616
Non-Instructional Expenditures	21,221,876	22,679,195	24,646,394	25,208,290
Facilities Acquisition and Construction	53,462,177	42,633,894	48,414,944	48,154,000
Debt Service	12,158,244	12,631,366	18,062,619	18,067,757
Other Financing Uses	-	-	-	-
AEA Support	12,235,407	13,086,762	13,829,063	13,967,354
Transfers Out	12,340,673	13,305,433	18,062,619	18,067,757
Total Expenditures	472,139,412	487,363,638	516,561,163	530,981,624
Excess of Revenues over Expenditures	(18,539,051)	58,448,212	(29,878,221)	(29,358,364)
Beginning Fund Balance	192,319,778	173,780,727	232,228,940	202,350,720
Ending Fund Balance	\$ 173,780,727	\$ 232,228,940	\$ 202,350,720	\$ 172,992,356

Three/(Four) Year Consolidated and Fund Financial Schedules

DES MOINES PUBLIC SCHOOLS
FY 2013 - 2016
FUND BALANCES

Fund Balances Fiscal Year ended June 30, 2014	Governmental Funds				Nonmajor Enterprise Funds	Internal Service Funds	Private Purpose Trust
	General	Capital Projects	Nonmajor Special Revenue	Total Governmental			
Nonspendable	\$ 1,133,969	-	\$ 16,465	\$ 1,150,434	-	-	-
Restricted	8,471,647	132,682,170	19,252,613	160,406,430	-	-	738,185
Committed	11,500,000	-	-	11,500,000	-	-	-
Invested in capital assets	-	-	-	-	2,035,725	54,539	-
Assigned	9,646,302	-	-	9,646,302	-	-	-
Unassigned	45,675,556	-	-	45,675,556	1,614,094	20,052,848	-
Total fund balances	\$ 76,427,474	\$ 132,682,170	\$ 19,269,078	\$ 228,378,722	\$ 3,649,819	\$ 20,107,387	\$ 738,185

Fund Balances Fiscal Year ended June 30, 2015, Re-estimated	Governmental Funds				Nonmajor Enterprise Funds	Internal Service Funds	Private Purpose Trust
	General	Capital Projects	Nonmajor Special Revenue	Total Governmental			
Nonspendable	\$ 1,200,000	-	\$ 20,000	\$ 1,220,000	-	-	-
Restricted	8,500,000	101,122,481	19,634,716	129,257,197	-	-	730,259
Committed	11,500,000	-	-	11,500,000	-	-	-
Invested in capital assets	-	-	-	-	2,100,000	55,000	-
Assigned	9,700,000	-	-	9,700,000	-	-	-
Unassigned	46,581,934	-	-	46,581,934	1,991,590	19,837,760	-
Total fund balances	\$ 77,481,934	\$ 101,122,481	\$ 19,654,716	\$ 198,259,132	\$ 4,091,590	\$ 19,892,760	\$ 730,259

Fund Balances Fiscal Year ended June 30, 2016, Budgeted	Governmental Funds				Nonmajor Enterprise Funds	Internal Service Funds	Private Purpose Trust
	General	Capital Projects	Nonmajor Special Revenue	Total Governmental			
Nonspendable	\$ 1,200,000	-	\$ 20,000	\$ 1,220,000	-	-	-
Restricted	8,500,000	71,129,016	16,830,587	96,459,603	-	-	722,835
Committed	11,500,000	-	-	11,500,000	-	-	-
Invested in capital assets	-	-	-	-	2,100,000	55,000	-
Assigned	9,700,000	-	-	9,700,000	-	-	-
Unassigned	49,566,220	-	-	49,566,220	2,511,333	16,990,060	-
Total fund balances	\$ 80,466,220	\$ 71,129,016	\$ 16,850,587	\$ 168,445,823	\$ 4,611,333	\$ 17,045,060	\$ 722,835

Notes:

- Nonspendable includes assets held in inventories and prepaid items.
- Restricted includes Federal, State, bonding for construction, and other funds received for specific purposes.
- Private Purpose Trust Funds are held in trust for scholarships.
- Unassigned includes the yearly addition of revenues in excess of expenditures.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
SUMMARY ALL FUNDS**

FISCAL YEAR 2016 BUDGET

	GENERAL	SPECIAL REVENUE					CAPITAL PROJECTS		DEBT SERVICE	ENTERPRISE				TOTAL	
		MANAGEMENT	PPEL	PERL	ACTIVITY	TRUST	LOCAL OPTION	STATEWIDE PENNY		FOOD & NUTRITION	CHILD CARE	PRESCHOOL	OTHER		
Revenues															
Property Taxes	\$ 104,749,978	\$ 8,137,000	\$ 6,951,203	\$ 875,188	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	120,713,369
Utility Replacement Tax	3,733,960	286,000	234,865	32,043	-	-	-	-	-	-	-	-	-	-	4,286,868
Mobile Home Taxes	103,800	7,000	7,236	923	-	-	-	-	-	-	-	-	-	-	118,959
State Foundation Aid	196,073,000	-	-	-	-	-	-	-	-	-	-	-	-	-	196,073,000
Instructional Support State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Flow Through	4,303,416	-	-	-	-	-	-	-	-	-	-	-	-	-	4,303,416
Teacher Quality Act	22,953,724	-	-	-	-	-	-	-	-	-	-	-	-	-	22,953,724
Universal 4 Year Old Preschool	4,346,450	-	-	-	-	-	-	-	-	-	-	-	-	-	4,346,450
Other State Sources	23,224,994	4,000	2,200	-	-	-	-	-	-	-	-	-	-	-	23,231,194
Chapter 1 Grants	11,000,000	-	-	-	-	-	-	-	-	-	-	-	-	-	11,000,000
Other Federal Sources	18,597,967	-	-	-	-	-	-	-	-	-	-	-	-	-	18,597,967
Tuition/Transportation Fees	5,832,000	-	-	-	-	-	-	-	-	-	-	-	-	-	5,832,000
Earnings on Investments	220,000	-	4,400	-	-	41,659	-	76,500	-	-	-	-	-	-	342,559
Student Activities	20,000	-	-	-	3,282,511	10,000	-	0	-	-	-	-	-	-	3,312,511
Nutrition Program Sales	-	-	-	-	-	-	-	0	-	19,580,694	-	-	-	-	19,580,694
Sales and Use Tax	-	-	-	-	-	-	-	29,772,792	-	-	-	-	-	-	29,772,792
Other Revenue from Local Sources	12,840,000	-	350,000	475,000	-	50,000	-	225,000	-	-	3,950,000	-	90,000	-	17,980,000
Revenue from Intermediary Sources	545,000	-	-	-	-	-	-	-	-	-	-	-	-	-	545,000
Other Financing Sources	-	-	-	-	-	550,000	-	-	-	-	-	-	-	-	550,000
General Long-Term Debt Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Fixed Asset Disposition	15,000	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000
Transfers In	-	-	-	-	-	-	-	-	18,067,757	-	-	-	-	-	18,067,757
Total Revenues	408,559,289	8,434,000	7,549,904	1,383,154	3,282,511	651,659	-	30,074,292	18,067,757	19,580,694	3,950,000	-	90,000	501,623,260	
Expenditures															
Instruction	259,442,525	4,460,000	100,000	358,935	3,225,000	90,000	-	-	-	-	-	-	-	-	267,676,460
Student Support Services	22,192,343	365,000	-	-	-	-	-	-	-	-	-	-	-	-	22,557,343
Instructional Staff Support	24,168,224	-	-	-	-	-	-	-	-	-	-	-	-	-	24,168,224
General Administration	5,835,084	986,000	-	-	-	-	-	-	-	-	-	-	-	-	6,821,084
Building Administration	19,881,667	290,000	-	-	-	-	-	-	-	-	-	-	-	-	20,171,667
Business and Central Administration	12,585,783	-	-	-	-	-	-	-	-	-	-	-	-	-	12,585,783
Plant Operation & Maintenance	36,399,289	2,315,000	1,950,000	-	-	-	-	-	-	-	-	-	-	-	40,664,289
Student Transportation	10,464,616	1,607,000	800,000	-	-	-	-	-	-	-	-	-	-	-	12,871,616
Non-Instructional Expenditures	638,119	534,000	1,000	869,421	-	-	-	-	-	19,438,750	3,680,000	-	47,000	-	25,208,290
Facilities Acquisition and Construction	-	-	5,204,000	200,000	-	750,000	-	42,000,000	-	-	-	-	-	-	48,154,000
Debt Service	-	-	-	-	-	-	-	-	18,067,757	-	-	-	-	-	18,067,757
Other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Support	13,967,354	-	-	-	-	-	-	-	-	-	-	-	-	-	13,967,354
Transfers Out	-	-	-	-	-	-	-	18,067,757	-	-	-	-	-	-	18,067,757
Total Expenditures	405,575,004	10,557,000	8,055,000	1,428,356	3,225,000	840,000	-	60,067,757	18,067,757	19,438,750	3,680,000	-	47,000	530,981,624	
Excess of Revenues over Expenditures	2,984,285	(2,123,000)	(505,096)	(45,202)	57,511	(188,341)	-	(29,993,465)	-	141,944	270,000	-	43,000	(29,358,364)	
Beginning Fund Balance	77,481,934	7,023,732	6,484,239	221,539	1,760,517	4,164,688	-	101,122,481	-	4,071,924	(109,020)	-	193,485	202,350,720	
Ending Fund Balance	\$ 80,466,220	\$ 4,900,732	\$ 5,979,143	\$ 176,337	\$ 1,818,028	\$ 3,976,347	\$ -	\$ 71,129,016	\$ -	\$ 4,213,868	\$ 160,980	\$ -	\$ 236,485	\$ 172,992,356	

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
SUMMARY ALL FUNDS**

FISCAL YEAR 2015 RE-ESTIMATED

	SPECIAL REVENUE						CAPITAL PROJECTS		DEBT SERVICE	ENTERPRISE				TOTAL	
	GENERAL	MANAGEMENT	PPEL	PERL	ACTIVITY	TRUST	LOCAL OPTION	STATEWIDE PENNY		FOOD & NUTRITION	CHILD CARE	PRESCHOOL	OTHER		
Revenues															
Property Taxes	\$ 97,111,250	\$ 12,462,970	\$ 6,853,940	\$ 844,291	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 117,272,451
Utility Replacement Tax	3,202,102	446,006	235,941	31,534	-	-	-	-	-	-	-	-	-	-	3,915,583
Mobile Home Taxes	103,168	10,584	6,995	900	-	-	-	-	-	-	-	-	-	-	121,647
State Foundation Aid	193,792,532	-	-	-	-	-	-	-	-	-	-	-	-	-	193,792,532
Instructional Support State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Flow Through	3,920,501	-	-	-	-	-	-	-	-	-	-	-	-	-	3,920,501
Teacher Quality Act	22,675,708	-	-	-	-	-	-	-	-	-	-	-	-	-	22,675,708
Universal 4 Year Old Preschool	4,303,416	-	-	-	-	-	-	-	-	-	-	-	-	-	4,303,416
Other State Sources	14,428,435	3,751	2,132	-	-	-	-	-	-	-	-	-	-	-	14,434,318
Chapter 1 Grants	11,000,000	-	-	-	-	-	-	-	-	-	-	-	-	-	11,000,000
Other Federal Sources	21,121,365	-	58,428	-	-	-	-	-	-	-	-	-	-	-	21,179,793
Tuition/Transportation Fees	6,160,004	-	-	-	-	-	-	-	-	-	-	-	-	-	6,160,004
Earnings on Investments	220,000	-	4,400	-	-	41,659	-	76,445	-	-	-	-	-	-	342,504
Student Activities	20,000	-	-	-	3,126,200	10,000	-	-	-	-	-	-	-	-	3,156,200
Nutrition Program Sales	-	-	-	-	-	-	-	-	-	19,228,147	-	-	-	-	19,228,147
Sales and Use Tax	-	-	-	-	-	-	-	28,142,484	-	-	-	-	-	-	28,142,484
Other Revenue from Local Sources	13,148,145	-	75,000	454,983	-	50,000	-	284,000	-	-	3,800,000	-	40,000	-	17,852,128
Revenue from Intermediary Sources	543,000	-	-	-	-	-	-	-	-	-	-	-	-	-	543,000
Other Financing Sources	-	-	-	-	-	564,907	-	-	-	-	-	-	-	-	564,907
General Long-Term Debt Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Fixed Asset Disposition	15,000	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000
Transfers In	-	-	-	-	-	-	-	-	18,062,619	-	-	-	-	-	18,062,619
Total Revenues	391,764,626	12,923,311	7,236,836	1,331,708	3,126,200	666,566	-	28,502,929	18,062,619	19,228,147	3,800,000	-	40,000	-	486,682,943
Expenditures															
Instruction	257,232,630	4,466,855	100,000	351,897	3,070,000	90,000	-	-	-	-	-	-	-	-	265,311,382
Student Support Services	21,757,199	365,559	-	-	-	-	-	-	-	-	-	-	-	-	22,122,758
Instructional Staff Support	13,762,965	-	-	-	-	-	-	-	-	-	-	-	-	-	13,762,965
General Administration	5,720,671	987,809	-	-	-	-	-	-	-	-	-	-	-	-	6,708,480
Building Administration	19,491,830	290,328	-	-	-	-	-	-	-	-	-	-	-	-	19,782,158
Business and Central Administration	12,339,003	-	-	-	-	-	-	-	-	-	-	-	-	-	12,339,003
Plant Operation & Maintenance	35,685,577	2,318,599	2,861,700	-	-	-	-	-	-	-	-	-	-	-	40,865,876
Student Transportation	10,259,427	1,609,949	783,526	-	-	-	-	-	-	-	-	-	-	-	12,652,902
Non-Instructional Expenditures	631,801	534,841	1,000	852,374	-	-	-	-	-	18,916,378	3,640,000	-	70,000	-	24,646,394
Facilities Acquisition and Construction	-	-	5,549,000	115,944	-	750,000	-	42,000,000	-	-	-	-	-	-	48,414,944
Debt Service	-	-	-	-	-	-	-	-	18,062,619	-	-	-	-	-	18,062,619
Other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Support	13,829,063	-	-	-	-	-	-	-	-	-	-	-	-	-	13,829,063
Transfers Out	-	-	-	-	-	-	-	18,062,619	-	-	-	-	-	-	18,062,619
Total Expenditures	390,710,166	10,573,940	9,295,226	1,320,215	3,070,000	840,000	-	60,062,619	18,062,619	18,916,378	3,640,000	-	70,000	-	516,561,163
Excess of Revenues over Expenditures	1,054,460	2,349,371	(2,058,390)	11,493	56,200	(173,434)	-	(31,559,690)	-	311,769	160,000	-	(30,000)	-	(29,878,221)
Beginning Fund Balance	76,427,474	4,674,361	8,542,630	210,046	1,704,317	4,338,122	-	132,682,171	-	3,695,355	(269,020)	-	223,485	-	232,228,940
Ending Fund Balance	\$ 77,481,934	\$ 7,023,732	\$ 6,484,240	\$ 221,539	\$ 1,760,517	\$ 4,164,688	\$ -	\$ 101,122,481	\$ -	\$ 4,007,125	\$ (109,020)	\$ -	\$ 193,485	\$ -	\$ 202,350,720

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
SUMMARY ALL FUNDS**

FISCAL YEAR 2014 ACTUAL

	SPECIAL REVENUE						CAPITAL PROJECTS		DEBT SERVICE	ENTERPRISE				TOTAL
	GENERAL	MANAGEMENT	PPEL	PERL	ACTIVITY	TRUST	LOCAL OPTION	STATEWIDE PENNY		FOOD & NUTRITION	CHILD CARE	PRESCHOOL	OTHER	
Revenues														
Property Taxes	\$ 100,276,865	\$ 9,766,335	\$ 6,728,152	\$ 847,964	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 117,619,316
Utility Replacement Tax	3,229,819	352,935	219,745	30,902	-	-	-	-	-	-	-	-	-	3,833,401
Mobile Home Taxes	91,764	13,264	6,356	893	-	-	-	-	-	-	-	-	-	112,277
State Foundation Aid	186,285,458	-	-	-	-	-	-	-	-	-	-	-	-	186,285,458
Instructional Support State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Flow Through	3,342,557	-	-	-	-	-	-	-	-	-	-	-	-	3,342,557
Teacher Quality Act	21,673,979	-	-	-	-	-	-	-	-	-	-	-	-	21,673,979
Universal 4 Year Old Preschool	3,920,501	-	-	-	-	-	-	-	-	-	-	-	-	3,920,501
Other State Sources	13,876,564	3,544	2,201	-	-	-	-	-	-	-	-	-	-	13,882,309
Chapter I Grants	8,813,125	-	-	-	-	-	-	-	-	-	-	-	-	8,813,125
Other Federal Sources	21,179,701	-	16,572	-	-	-	-	-	-	-	-	-	-	21,196,273
Tuition/Transportation Fees	6,358,760	-	-	-	-	-	-	-	-	-	-	-	-	6,358,760
Earnings on Investments	219,691	-	6,296	-	-	246,786	-	59,246	-	-	-	-	-	532,019
Student Activities	18,578	-	-	-	3,005,962	12,354	-	-	-	-	-	-	-	3,036,894
Nutrition Program Sales	-	-	-	-	-	-	-	-	-	17,531,645	-	-	-	17,531,645
Sales and Use Tax	-	-	-	-	-	-	-	27,874,657	-	-	-	-	-	27,874,657
Other Revenue from Local Sources	14,187,717	-	12,860	396,621	-	108,967	-	473,225	-	-	3,799,779	-	53,245	19,032,414
Revenue from Intermediary Sources	708,970	-	-	-	-	-	-	-	-	-	-	-	-	708,970
Other Financing Sources	-	-	-	-	-	678,402	-	-	-	-	-	-	-	678,402
General Long-Term Debt Proceeds	-	-	-	-	-	-	-	75,855,507	-	-	-	-	-	75,855,507
Proceeds from Fixed Asset Disposition	13,742	-	200,399	-	-	-	-	-	-	-	-	-	-	214,141
Transfers In	-	-	-	-	-	-	-	-	12,631,366	-	-	677,879	-	13,309,245
Total Revenues	384,197,792	10,136,078	7,192,581	1,276,380	3,005,962	1,046,508	-	104,262,635	12,631,366	17,531,645	3,799,779	677,879	53,245	545,811,850
Expenditures														
Instruction	250,737,832	4,028,921	100,000	270,265	3,150,265	176,890	-	-	-	-	-	-	-	258,464,173
Student Support Services	21,330,587	329,719	-	-	-	-	-	-	-	-	-	-	-	21,660,306
Instructional Staff Support	13,493,103	-	-	-	-	-	-	-	-	-	-	-	-	13,493,103
General Administration	5,608,501	890,963	-	-	-	-	-	-	-	-	-	-	-	6,499,464
Building Administration	19,109,637	261,864	-	-	-	-	-	-	-	-	-	-	-	19,371,501
Business and Central Administration	12,097,062	-	-	-	-	-	-	-	-	-	-	-	-	12,097,062
Plant Operation & Maintenance	34,985,860	2,091,282	2,084,933	-	-	-	-	-	-	-	-	-	-	39,162,075
Student Transportation	10,058,262	1,452,108	768,934	-	-	-	-	-	-	-	-	-	-	12,279,304
Non-Instructional Expenditures	619,414	482,405	973	839,499	-	-	-	-	16,885,187	3,804,319	-	47,399	-	22,679,195
Facilities Acquisition and Construction	-	-	4,838,104	251,955	-	37,997	-	37,505,838	-	-	-	-	-	42,633,894
Debt Service	-	-	-	-	-	-	-	-	12,631,366	-	-	-	-	12,631,366
Other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	12,631,366
AEA Support	13,086,762	-	-	-	-	-	-	-	-	-	-	-	-	13,086,762
Transfers Out	677,879	-	-	-	-	-	(3,812)	12,631,366	-	-	-	-	-	13,305,433
Total Expenditures	381,804,898	9,537,262	7,792,944	1,361,719	3,150,265	214,887	(3,812)	50,137,205	12,631,366	16,885,187	3,804,319	-	47,399	487,363,638
Excess of Revenues over Expenditures	2,392,894	598,816	(600,363)	(85,339)	(144,303)	831,621	3,812	54,125,430	0	646,458	(4,540)	677,879	5,846	58,448,212
Beginning Fund Balance	74,034,580	4,075,545	9,142,993	295,385	1,848,620	3,506,501	(3,812)	78,556,741	0	3,048,895	(264,480)	(677,879)	217,639	173,780,728
Ending Fund Balance	\$ 76,427,474	\$ 4,674,361	\$ 8,542,630	\$ 210,046	\$ 1,704,317	\$ 4,338,122	\$ -	\$ 132,682,171	\$ -	\$ 3,695,353	\$ (269,020)	\$ -	\$ 223,485	\$ 232,228,940

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
SUMMARY ALL FUNDS**

FISCAL YEAR 2013 ACTUAL

	GENERAL	SPECIAL REVENUE					CAPITAL PROJECTS		DEBT SERVICE	ENTERPRISE				TOTAL	
		MANAGEMENT	PPEL	PERL	ACTIVITY	TRUST	LOCAL OPTION	STATEWIDE PENNY		FOOD & NUTRITION	CHILD CARE	PRESCHOOL	OTHER		
Revenues															
Property Taxes	\$ 96,592,291	\$ 9,563,794	\$ 6,597,829	\$ 830,381	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 113,584,295
Utility Replacement Tax	3,652,571	361,762	223,362	31,410	-	-	-	-	-	-	-	-	-	-	4,269,105
Mobile Home Taxes	105,263	10,426	6,437	905	-	-	-	-	-	-	-	-	-	-	123,031
State Foundation Aid	174,578,921	-	-	-	-	-	-	-	-	-	-	-	-	-	174,578,921
Instructional Support State Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Flow Through	3,926,903	-	-	-	-	-	-	-	-	-	-	-	-	-	3,926,903
Teacher Quality Act	20,833,805	-	-	-	-	-	-	-	-	-	-	-	-	-	20,833,805
Universal 4 Year Old Preschool	3,342,557	-	-	-	-	-	-	-	-	-	-	-	-	-	3,342,557
Other State Sources	11,281,013	3,743	2,324	-	-	-	-	-	-	-	-	-	-	-	11,287,080
Chapter I Grants	12,272,208	-	-	-	-	-	-	-	-	-	-	-	-	-	12,272,208
Other Federal Sources	25,577,058	-	454	-	-	-	-	-	-	-	-	-	-	-	25,577,512
Tuition/Transportation Fees	6,219,856	-	-	-	-	-	-	-	-	-	-	-	-	-	6,219,856
Earnings on Investments	342,613	-	6,495	-	-	(54,092)	56	81,248	-	-	-	-	-	-	376,320
Student Activities	54,250	-	-	-	2,838,891	21,410	-	-	-	-	-	-	-	-	2,914,551
Nutrition Program Sales	-	-	-	-	-	-	-	-	-	16,531,688	-	-	-	-	16,531,688
Sales and Use Tax	-	-	-	-	-	-	-	27,364,977	-	-	-	-	-	-	27,364,977
Other Revenue from Local Sources	12,195,857	-	90,430	472,600	-	153,498	-	300,245	-	-	3,465,978	-	62,250	-	16,740,858
Revenue from Intermediary Sources	540,171	-	-	-	-	-	-	-	-	-	-	-	-	-	540,171
Other Financing Sources	-	-	-	-	-	668,203	-	-	-	-	-	-	-	-	668,203
General Long-Term Debt Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds from Fixed Asset Disposition	11,492	-	96,156	-	-	-	-	-	-	-	-	-	-	-	107,648
Transfers In	-	174,805	-	-	-	-	-	7,624	12,158,244	-	-	-	-	-	12,340,673
Total Revenues	371,526,828	10,114,530	7,023,487	1,335,296	2,838,891	789,019	56	27,754,094	12,158,244	16,531,688	3,465,978	-	62,250	-	453,600,361
Expenditures															
Instruction	241,179,221	4,163,315	100,213	343,526	2,911,346	201,955	-	-	-	-	-	-	-	-	248,899,576
Student Support Services	20,309,171	368,113	-	-	-	-	-	-	-	-	-	-	-	-	20,677,284
Instructional Staff Support	12,199,079	-	-	-	-	-	-	-	-	-	-	-	-	-	12,199,079
General Administration	4,411,926	914,054	-	-	-	-	-	-	-	-	-	-	-	-	5,325,980
Building Administration	18,767,628	373,222	-	-	-	-	-	-	-	-	-	-	-	-	19,140,850
Business and Central Administration	9,148,792	-	15,843	-	-	-	-	-	-	-	-	-	-	-	9,164,635
Plant Operation & Maintenance	30,961,440	1,783,581	1,392,522	-	-	-	-	-	-	-	-	-	-	-	34,137,543
Student Transportation	9,324,703	1,078,363	773,022	-	-	-	-	-	-	-	-	-	-	-	11,176,088
Non-Instructional Expenditures	501,879	341,937	810	897,636	-	-	-	-	-	15,857,523	3,589,844	-	32,247	-	21,221,876
Facilities Acquisition and Construction	-	-	3,137,619	67,699	-	828,671	18,477	49,409,711	-	-	-	-	-	-	53,462,177
Debt Service	-	-	-	-	-	-	-	-	12,158,244	-	-	-	-	-	12,158,244
Other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
AEA Support	12,235,407	-	-	-	-	-	-	-	-	-	-	-	-	-	12,235,407
Transfers Out	174,805	-	-	-	-	-	7,624	12,158,244	-	-	-	-	-	-	12,340,673
Total Expenditures	359,214,051	9,022,585	5,420,029	1,308,861	2,911,346	1,030,626	26,101	61,567,955	12,158,244	15,857,523	3,589,844	-	32,247	-	472,139,412
Excess of Revenues over Expenditures	12,312,777	1,091,945	1,603,458	26,435	(72,455)	(241,607)	(26,045)	(33,813,861)	-	674,165	(123,866)	-	30,003	-	(18,539,051)
Beginning Fund Balance	61,721,803	2,983,600	7,539,535	268,950	1,921,075	3,748,107	22,233	112,370,602	-	2,374,730	(140,614)	(677,879)	187,636	-	192,319,778
Ending Fund Balance	\$ 74,034,580	\$ 4,075,545	\$ 9,142,993	\$ 295,385	\$ 1,848,620	\$ 3,506,500	\$ (3,812)	\$ 78,556,741	\$ -	\$ 3,048,895	\$ (264,480)	\$ (677,879)	\$ 217,639	\$ -	\$ 173,780,727

Fund Balances

A fund balance is equal to the excess of a fund's assets over its liabilities and reserves. A fund balance may be either negative or positive depending on the current activities of the fund. The funds listed below are actively managed by the district:

Fund Category	Fund Type	DMPS Fund Account(s)
Governmental Funds	Operating	<ul style="list-style-type: none"> • General Fund
	Special Revenue	<ul style="list-style-type: none"> • Management • PPEL • PERL • Student Activity • Governmental Trusts
	Capital Projects	<ul style="list-style-type: none"> • Local Option Sales Tax – LOST (Schools First) * • Statewide Penny – SWP (Students First)
	Debt Service	<ul style="list-style-type: none"> • Debt Service
Proprietary Funds	Enterprise	<ul style="list-style-type: none"> • Food & Nutrition • Childcare • Preschool ** • Home Building • Student Auto Body • Wellness Center ***
	Internal Service	<ul style="list-style-type: none"> • Self-Insurance • Risk Management • Print Shop • COLLAGE
Fiduciary Funds	Trust	<ul style="list-style-type: none"> • Private Purpose Trust Funds

*Completed in FY 2013

**Eliminated in FY 2014

***No activity since FY 2014

Governmental Funds - Operating Fund (i.e. the General Fund)

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
GENERAL FUND SUMMARY**

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Property Taxes	\$ 96,592,291	\$ 100,276,865	\$ 97,111,250	\$ 104,749,978
Utility Replacement Tax	3,652,571	3,229,819	3,202,102	3,733,960
Mobile Home Taxes	105,263	91,764	103,168	103,800
State Foundation Aid	174,578,921	186,285,458	193,792,532	196,073,000
AEA Flow Through	3,926,903	3,342,557	3,920,501	4,303,416
Teacher Quality Act:				
Teacher Salary Supplement	17,202,513	17,815,306	18,694,313	18,906,688
Teacher Quality Professional Development	2,164,707	2,339,580	2,339,585	2,363,619
Early Intervention Supplement	1,466,585	1,519,093	1,641,810	1,683,417
Universal 4 Year Old Preschool	3,342,557	3,920,501	4,303,416	4,346,450
Other State Sources	11,281,013	13,876,564	14,428,435	23,224,994
Title I Grants	12,272,208	8,813,125	11,000,000	11,000,000
Other Federal Sources	25,577,058	21,179,701	21,121,365	18,597,967
Tuition/Transportation Fees	6,219,856	6,358,760	6,160,004	5,832,000
Earnings on Investments	342,613	219,691	220,000	220,000
Student Activities	54,250	18,578	20,000	20,000
Other Revenue from Local Sources	12,195,857	14,187,717	13,148,145	12,840,000
Revenue from Intermediary Sources	540,171	708,970	543,000	545,000
Proceeds from Fixed Asset Disposition	11,492	13,742	15,000	15,000
Total Revenues	371,526,828	384,197,792	391,764,626	408,559,289
Expenditures				
Instruction	241,179,221	250,737,832	257,232,630	259,442,525
Student Support Services	20,309,171	21,330,587	21,757,199	22,192,343
Instructional Staff Support	12,199,079	13,493,103	13,762,965	24,168,224
General Administration	4,411,926	5,608,501	5,720,671	5,835,084
Building Administration	18,767,628	19,109,637	19,491,830	19,881,667
Business and Central Administration	9,148,792	12,097,062	12,339,003	12,585,783
Plant Operation & Maintenance	30,961,440	34,985,860	35,685,577	36,399,289
Student Transportation	9,324,703	10,058,262	10,259,427	10,464,616
Non-Instructional Expenditures	501,879	619,414	631,801	638,119
AEA Support	12,235,407	13,086,762	13,829,063	13,967,354
Transfers Out	174,805	677,879	-	-
Total Expenditures	359,214,051	381,804,898	390,710,166	405,575,004
Excess of Revenues over Expenditures	12,312,777	2,392,894	1,054,460	2,984,285
Beginning Fund Balance	61,721,803	74,034,580	76,427,474	77,481,934
Ending Fund Balance	\$ 74,034,580	\$ 76,427,474	\$ 77,481,934	\$ 80,466,220

Governmental Funds - Special Revenue Funds

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
MANAGEMENT FUND SUMMARY**

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Property Taxes	\$ 9,563,794	\$ 9,766,335	\$ 12,462,970	\$ 8,137,000
Utility Replacement Tax	361,762	352,935	446,006	286,000
Mobile Home Taxes	10,426	13,264	10,584	7,000
Other State Sources	3,743	3,544	3,751	4,000
Total Revenues	9,939,725	10,136,078	12,923,311	8,434,000
Expenditures				
Instruction	4,163,315	4,028,921	4,466,855	4,460,000
Student Support Services	368,113	329,719	365,559	365,000
General Administration	914,054	890,963	987,809	986,000
Building Administration	373,222	261,864	290,328	290,000
Plant Operation & Maintenance	1,783,581	2,091,282	2,318,599	2,315,000
Student Transportation	1,078,363	1,452,108	1,609,949	1,607,000
Non-Instructional Expenditures	341,937	482,405	534,841	534,000
Total Expenditures	9,022,585	9,537,262	10,573,940	10,557,000
Excess of Revenues over Expenditures	917,140	598,816	2,349,371	(2,123,000)
Transfer In	174,805	-	-	-
Beginning Fund Balance	2,983,600	4,075,545	4,674,361	7,023,732
Ending Fund Balance	\$ 4,075,545	\$ 4,674,361	\$ 7,023,732	\$ 4,900,732

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
PPEL FUND SUMMARY

	FY 2013	FY 2014	FY 2015	FY 2016
	Actual	Actual	Re-estimated	Budget
Revenues				
Property Taxes	\$ 6,597,829	\$ 6,728,152	\$ 6,853,940	\$ 6,951,203
Utility Replacement Tax	223,362	219,745	235,941	234,865
Mobile Home Taxes	6,437	6,356	6,995	7,236
Other State Sources	2,324	2,201	2,132	2,200
Federal Sources	454	16,572	58,428	-
Earnings on Investments	6,495	6,296	4,400	4,400
Other Revenue from Local Sources	90,430	12,860	75,000	350,000
Proceeds from Fixed Asset Disposition	96,156	200,399	-	-
Total Revenues	7,023,487	7,192,581	7,236,835	7,549,904
Expenditures				
Instruction	100,213	100,000	100,000	100,000
Business and Central Administration	15,843	-	-	-
Plant Operation & Maintenance, Technology	1,392,522	2,084,933	2,861,700	1,950,000
Student Transportation	773,022	768,934	783,526	800,000
Non-Instructional Expenditures	810	973	1,000	1,000
Facilities Acquisition and Construction	3,137,619	4,838,104	5,549,000	5,204,000
Total Expenditures	5,420,029	7,792,944	9,295,226	8,055,000
Excess of Revenues over Expenditures	1,603,458	(600,363)	(2,058,391)	(505,096)
Beginning Fund Balance	7,539,535	9,142,993	8,542,630	6,484,239
Ending Fund Balance	\$ 9,142,993	\$ 8,542,630	\$ 6,484,239	\$ 5,979,143

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
PERL FUND SUMMARY

	FY 2013	FY 2014	FY 2015	FY 2016
	Actual	Actual	Re-estimated	Budget
Revenues				
Property Taxes	\$ 830,381	\$ 847,964	\$ 844,291	\$ 875,188
Utility Replacement Tax	31,410	30,902	31,534	32,043
Mobile Home Taxes	905	893	900	923
Other Revenue from Local Sources	472,600	396,621	454,983	475,000
Total Revenues	1,335,296	1,276,380	1,331,708	1,383,154
Expenditures				
Instruction	343,526	270,265	351,897	358,935
Non-Instructional Expenditures	897,636	839,499	852,374	869,421
Facilities Acquisition and Construction	67,699	251,955	115,944	200,000
Total Expenditures	1,308,861	1,361,719	1,320,215	1,428,356
Excess of Revenues over Expenditures	26,435	(85,339)	11,493	(45,202)
Beginning Fund Balance	268,950	295,385	210,046	221,539
Ending Fund Balance	\$ 295,385	\$ 210,046	\$ 221,539	\$ 176,336

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
STUDENT ACTIVITY FUND SUMMARY

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Student Activities	\$ 2,838,891	\$ 3,005,962	\$ 3,126,200	\$ 3,282,511
Total Revenues	2,838,891	3,005,962	3,126,200	3,282,511
Expenditures				
Instruction	2,911,346	3,150,265	3,070,000	3,225,000
Total Expenditures	2,911,346	3,150,265	3,070,000	3,225,000
Excess of Revenues over Expenditures	(72,455)	(144,303)	56,200	57,511
Beginning Fund Balance	1,921,075	1,848,620	1,704,317	1,760,517
Ending Fund Balance	\$ 1,848,620	\$ 1,704,317	\$ 1,760,517	\$ 1,818,028

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
COMBINED GOVERNMENTAL TRUST FUNDS SUMMARY

	FY 2013	FY 2014	FY 2015	FY 2016
	Actual	Actual	Re-estimated	Budget
Revenues				
Earnings on Investments				
Interest	\$ 1,301	\$ 1,402	# \$ 1,659	\$ 1,659
Dividends	77,499	59,619	40,000	40,000
Change in Fair Market Value	(132,892)	185,765	-	-
Student Activities	21,410	12,354	10,000	10,000
Other Financing Sources	668,203	678,402	564,907	550,000
Donations	153,498	108,967	50,000	50,000
Total Revenues	789,020	1,046,508	666,566	651,659
Expenditures				
Instruction	201,955	176,890	90,000	90,000
Facilities Acquisition and Construction	828,671	37,997	750,000	750,000
Total Expenditures	1,030,626	214,887	840,000	840,000
Excess of Revenues over Expenditures	(241,606)	831,621	(173,434)	(188,341)
Beginning Fund Balance	3,748,107	3,506,501	4,338,122	4,164,688
Ending Fund Balance	\$ 3,506,501	\$ 4,338,122	\$ 4,164,688	\$ 3,976,347

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

GOVERNMENTAL TRUST: EXPENDABLE TRUST - SMOUSE FUND

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Earnings on Investments				
Interest	\$ 980	\$ 1,119	\$ 1,415	\$ 1,415
Dividends	77,499	59,619	40,000	40,000
Change in Fair Market Value	(132,892)	185,765	-	-
Other Financing Sources	668,203	678,402	564,907	550,000
Total Revenues	613,790	924,904	606,322	591,415
Expenditures				
Instruction	27,854	27,535	20,000	20,000
Facilities Acquisition and Construction	828,671	37,997	750,000	750,000
Total Expenditures	856,525	65,532	770,000	770,000
Excess of Revenues over Expenditures	(242,735)	859,372	(163,678)	(178,585)
Beginning Fund Balance	3,307,413	3,064,678	3,924,050	3,760,372
Ending Fund Balance	\$ 3,064,678	\$ 3,924,050	\$ 3,760,372	\$ 3,581,787

Fund Name: David W. Smouse Trust Fund

Description: In 1931, this trust was endowed by David W. Smouse to help establish the Smouse Opportunity School for children with physical disabilities and sensory handicaps. This fund generates money for equipment and the improvement of the Smouse School.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

GOVERNMENTAL TRUST: EXPENDABLE TRUST - STUDENT RELATED FUNDS

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Earnings on Investments				
Interest	\$ 309	\$ 276	\$ 238	\$ 238
Student Activities	21,410	12,354	10,000	10,000
Donations	153,498	108,967	50,000	50,000
Total Revenues	175,217	121,596	60,238	60,238
Expenditures				
Instruction	174,101	149,355	70,000	70,000
Total Expenditures	174,101	149,355	70,000	70,000
Excess of Revenues over Expenditures	1,116	(27,759)	(9,762)	(9,762)
Beginning Fund Balance	429,150	430,266	402,508	392,745
Ending Fund Balance	\$ 430,266	\$ 402,508	\$ 392,745	\$ 382,983

Description: This fund includes money generated and donated at individual school buildings with the investment earnings to be used for scholarships for graduating students or expenses designated by the donor. The following is a list of the trusts and donations contained in this fund and their FY 2014 balances:

Alber Library	\$279	Hiatt Auditorium	\$304	North Golf Outing	\$1,505
Bishop	\$3,543	Hillis Business Partner	\$41	North Miscellaneous	\$6,852
Callanan Art Trust	\$1	Hoover 1970	\$66	NHS Stadium	(\$1,622)
Carver Charitable Trust	\$78	Hoover Drama	\$299	NW Stadium	(\$121)
Culver Science	\$394	Jackson	\$678	D. Peterson	\$2,923
East Golf Outing	\$44,976	P. Jefferson	\$956	Henry Peterson	\$68,699
East High Fire	\$19,377	Jensen	\$238	Roosevelt Class of 1961	\$2,342
East Memory Spiral	\$1,767	Tina Jensen	0	Roosevelt Foundation	(\$30)
District Wide Incentives	\$6,105	John Connors Music	\$1,455	Roosevelt Trust	\$948
Fidelity	\$5,748	Knapp Memorial	\$1	Roosevelt 1938	\$5,380
Findley John Deere Credit	\$293	Krame	\$53	Showers	\$1,347
Gail Doss	\$18	Library Support	\$59,035	Spevak	(\$7,084)
Garton Private Donation	\$18	Lincoln Golf Outing	\$31,780	Smouse Aquarium Tank	\$49
Gilcrest	\$2	HS M Link	\$56,963	Toybrary	\$1,537
Grubb Alumni	\$80,252	Miller	\$4	Tronik	\$112
GW Carver Art	\$2,2002	Nat'l Wildlife	\$192	Wilson	\$1,978
Hentges	\$530	Neeson Library	\$39		

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

GOVERNMENTAL TRUST: PERMANENT TRUST - WEGENKE FUND

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Earnings on Investments				
Interest	\$ 11	\$ 6	\$ 6	\$ 6
Total Revenues	11	6	6	6
Expenditures				
Instruction	-	-	-	-
Total Expenditures	-	-	-	-
Excess of Revenues over Expenditures	11	6	6	6
Beginning Fund Balance	9,342	9,353	9,359	9,365
Ending Fund Balance	\$ 9,353	\$ 9,359	\$ 9,365	\$ 9,370

Fund Name: The Gary Wegenke Endowment For Educational Equity

Description: This trust was created June 11, 1998 to honor former Superintendent Gary Wegenke for his 10 years of devoted service to Des Moines Public Schools. Its purpose is to support programs, training, research, and other activities that promote educational equity for students. At this time, the use of earnings has not been determined, but possibilities include educational grants and scholarships designed to reflect Dr. Wegenke's devotion to meeting the needs of a diverse learning population.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

GOVERNMENTAL TRUST: PERMANENT TRUST - FUND FOR EXCELLENCE FOUNDATION

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Earnings on Investments				
Interest	\$ 2	\$ 1	\$ 1	\$ 1
Total Revenues	2	1	1	1
Expenditures				
Instruction	-	-	-	-
Total Expenditures	-	-	-	-
Excess of Revenues over Expenditures	2	1	1	1
Beginning Fund Balance	2,200	2,204	2,205	2,206
Ending Fund Balance	\$ 2,202	\$ 2,205	\$ 2,206	\$ 2,207

Fund Name: Fund for Excellence Foundation

Description: The original Fund for Excellence was dissolved in 1996. Since then, this fund has been used for the Marilyn Miller Memorial Trust, as well as other outside grants. Traditionally, most of the proceeds generated by this fund have been used to promote teacher education.

Governmental Funds - Capital Projects Funds

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
LOCAL OPTION SALES TAX (LOST) FUND SUMMARY**

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Earnings on Investments	\$ 56	\$ -	\$ -	\$ -
Sales and Use Tax	-	-	-	-
Other Revenue From Local Sources	-	-	-	-
Transfers in	-	-	-	-
Total Revenues	56	-	-	-
Expenditures				
Facilities Acquisitions and Construction	18,477	-	-	-
Transfers Out	7,624	(3,812)	-	-
Total Expenditures	26,101	(3,812)	-	-
Excess of Revenues over Expenditures	(26,045)	3,812	-	-
Beginning Fund Balance	22,233	(3,812)	-	-
Ending Fund Balance	\$ (3,812)	-	-	-

The Local Option Sales Tax funding was replaced by the Statewide Penny funding.
Fund completed in FY 2013.

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
STATEWIDE PENNY (SWP) FUND SUMMARY

	FY 2013	FY 2014	FY 2015	FY 2016
	Actual	Actual	Re-estimated	Budget
Revenues				
Earnings on Investments	\$ 81,248	\$ 59,246	\$ 76,445	\$ 76,500
Sales and Use Tax	27,364,977	27,874,657	28,142,484	29,772,792
Other Revenue from Local Sources	300,245	473,225	284,000	225,000
General Long-Term Debt Proceeds	-	75,855,507	-	0
Proceeds from Fixed Asset Disposition	-	-	-	0
Transfers In	7,624	-	-	0
Total Revenues	27,754,094	104,262,635	28,502,929	30,074,292
Expenditures				
Facilities Acquisition and Construction	49,409,711	37,505,838	42,000,000	42,000,000
Other Financing Uses	-	-	-	-
Transfers Out	12,158,244	12,631,366	18,062,619	18,067,757
Total Expenditures	61,567,955	50,137,205	60,062,619	60,067,757
Excess of Revenues over Expenditures	(33,813,861)	54,125,430	(31,559,690)	(29,993,465)
Beginning Fund Balance	112,370,602	78,556,741	132,682,171	101,122,481
Ending Fund Balance	\$ 78,556,741	\$ 132,682,171	\$ 101,122,481	\$ 71,129,016

Governmental Funds - Debt Service Fund

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
DEBT SERVICE FUND SUMMARY**

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Transfers In	\$ 12,158,244	\$ 12,631,366	\$ 18,062,619	\$ 18,067,757
Total Revenues	12,158,244	12,631,366	18,062,619	18,067,757
Expenditures				
Debt Service	12,158,244	12,631,366	18,062,619	18,067,757
Total Expenditures	12,158,244	12,631,366	18,062,619	18,067,757
Excess of Revenues over Expenditures	-	-	-	-
Beginning Fund Balance	-	-	-	-
Ending Fund Balance	-	-	-	-

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
DEBT SERVICE FUND SUMMARY

	2010 SWP Revenue Bonds			2012 SWP Revenue Bonds			2013 SWP Revenue Bonds			2014 SWP Revenue Bonds			DEBT SERVICE RECAP		
	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total
2011	1,640,000	4,313,500	5,953,500										2,180,000	4,334,020	6,514,020
2012	2,590,000	3,418,000	6,008,000										2,590,000	3,418,000	6,008,000
2013	2,685,000	3,288,500	5,973,500	3,125,000	3,059,744	6,184,744							5,810,000	6,348,244	12,158,244
2014	2,780,000	3,154,250	5,934,250	3,330,000	2,751,000	6,081,000	485,000	131,116	616,116				6,595,000	6,036,366	12,631,366
2015	2,885,000	3,015,250	5,900,250	3,430,000	2,617,800	6,047,800	425,000	298,045	723,045	3,105,000	2,286,524	5,391,524	9,845,000	8,217,619	18,062,619
2016	2,985,000	2,871,000	5,856,000	3,530,000	2,480,600	6,010,600	440,000	285,295	725,295	3,400,000	2,075,862	5,475,862	10,355,000	7,712,757	18,067,757
2017	3,110,000	2,721,750	5,831,750	3,650,000	2,339,400	5,989,400	455,000	272,095	727,095	3,490,000	2,032,002	5,522,002	10,705,000	7,365,247	18,070,247
2018	3,250,000	2,566,250	5,816,250	3,755,000	2,193,400	5,948,400	470,000	253,895	723,895	3,600,000	1,981,048	5,581,048	11,075,000	6,994,593	18,069,593
2019	3,400,000	2,403,750	5,803,750	3,870,000	2,043,200	5,913,200	490,000	235,095	725,095	3,720,000	1,913,728	5,633,728	11,480,000	6,595,773	18,075,773
2020	3,560,000	2,233,750	5,793,750	3,990,000	1,888,400	5,878,400	505,000	220,395	725,395	3,850,000	1,828,540	5,678,540	11,905,000	6,171,085	18,076,085
2021	3,720,000	2,055,750	5,775,750	4,125,000	1,728,800	5,853,800	530,000	195,145	725,145	3,875,000	1,723,820	5,598,820	12,250,000	5,703,515	17,953,515
2022	3,900,000	1,869,750	5,769,750	4,280,000	1,563,800	5,843,800	555,000	168,645	723,645	4,000,000	1,599,432	5,599,432	12,735,000	5,201,627	17,936,627
2023	4,095,000	1,674,750	5,769,750	4,435,000	1,392,600	5,827,600	575,000	151,995	726,995	4,145,000	1,455,832	5,600,832	13,250,000	4,675,177	17,925,177
2024	4,300,000	1,470,000	5,770,000	4,595,000	1,215,200	5,810,200	590,000	134,745	724,745	4,310,000	1,293,762	5,603,762	13,795,000	4,113,707	17,908,707
2025	4,520,000	1,255,000	5,775,000	4,770,000	1,031,400	5,801,400	610,000	116,455	726,455	4,480,000	1,120,070	5,600,070	14,380,000	3,522,925	17,902,925
2026	4,755,000	1,029,000	5,784,000	4,955,000	840,600	5,795,600	630,000	96,630	726,630	4,670,000	932,806	5,602,806	15,010,000	2,899,036	17,909,036
2027	5,000,000	791,250	5,791,250	5,145,000	642,400	5,787,400	650,000	75,525	725,525	4,870,000	730,594	5,600,594	15,665,000	2,239,769	17,904,769
2028	5,270,000	541,250	5,811,250	5,350,000	436,600	5,786,600	675,000	52,775	727,775	5,090,000	509,010	5,599,010	16,385,000	1,539,635	17,924,635
2029	5,555,000	277,750	5,832,750	5,565,000	222,600	5,787,600	695,000	27,800	722,800	5,335,000	266,216	5,601,216	17,150,000	794,366	17,944,366
	\$ 70,000,000	\$ 40,950,500	\$ 110,950,500	\$ 71,900,000	\$ 28,447,544	\$ 100,347,544	\$ 8,780,000	\$ 2,715,651	\$ 11,495,651	\$ 61,940,000	\$ 21,749,246	\$ 83,689,246	\$ 61,940,000	\$ 21,749,246	\$ 83,689,246

On March 1, 2010, the District issued revenue bonds in the amount of \$70,000,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.

On May 8, 2012, the District issued revenue bonds in the amount of \$71,900,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.

On December 30, 2013, the District issued revenue bonds in the amount of \$8,780,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.

On May 1, 2014, the District issued revenue bonds in the amount of \$61,940,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET

FOOD & NUTRITION FUND SUMMARY

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
State Sources	\$ 136,092	\$ 144,760	\$ 166,960	\$ 174,140
Federal Sources	13,457,321	14,402,430	16,907,052	17,252,303
Nutrition Program Sales	2,950,693	2,978,746	2,154,135	2,154,252
Capital Contributions	(12,418)	5,709	-	-
Total Revenues	16,531,688	17,531,645	19,228,147	19,580,694
Expenditures				
Non-Instructional Expenditures	15,857,523	16,885,187	18,916,378	19,438,750
Total Expenditures	15,857,523	16,885,187	18,916,378	19,438,750
Excess of Revenues over Expenditures	674,165	646,458	311,769	141,944
Beginning Fund Balance	2,374,730	3,048,895	3,695,355	4,071,924
Ending Fund Balance	\$ 3,048,895	\$ 3,695,355	\$ 4,071,924	\$4,213,868

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
CHILDCARE FUND SUMMARY

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Revenue from Local Sources	\$ 3,465,978	\$ 3,799,779	\$ 3,800,000	\$ 3,950,000
Total Revenues	3,465,978	3,799,779	3,800,000	3,950,000
Expenditures				
Non-Instructional Expenditures	3,589,844	3,804,319	3,640,000	3,680,000
Total Expenditures	3,589,844	3,804,319	3,640,000	3,680,000
Excess of Revenues over Expenditures	(123,866)	(4,540)	160,000	270,000
Beginning Fund Balance	(140,614)	(264,480)	(269,020)	(109,020)
Ending Fund Balance	\$ (264,480)	\$ (269,020)	\$ (109,020)	\$ 160,980

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
PRESCHOOL FUND SUMMARY

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Revenue from Local Sources	\$ -	\$ -	\$ -	\$ -
Transfers In	-	677,879	-	-
Total Revenues	-	677,879	-	-
Expenditures				
Non-Instructional Expenditures	-	-	-	-
Total Expenditures	-	-	-	-
Excess of Revenues over Expenditures	-	677,879	-	-
Beginning Fund Balance	(677,879)	(677,879)	-	-
Ending Fund Balance	\$ (677,879)	-	-	-

The district eliminated the Preschool Fund through a permanent General Fund transfer with the approval of the district School Board and the state School Budget Review Committee.
Fund eliminated in FY 2014.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
HOME BUILDING FUND SUMMARY**

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Revenue from Local Sources	\$ -	\$ -	\$ -	\$ 50,000
Total Revenues	-	-	-	50,000
Expenditures				
Non-Instructional Expenditures	-	2,305	40,000	17,000
Total Expenditures	-	2,305	40,000	17,000
Excess of Revenues over Expenditures	-	(2,305)	(40,000)	33,000
Beginning Fund Balance	120,326	120,326	118,021	78,021
Ending Fund Balance	\$ 120,326	\$ 118,021	\$ 78,021	\$ 111,021

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

STUDENT AUTO BODY / MECHANIC FUND SUMMARY

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Revenue from Local Sources	\$ 52,397	\$ 53,159	\$ 40,000	\$ 40,000
Total Revenues	52,397	53,159	40,000	40,000
Expenditures				
Non-Instructional Expenditures	25,992	45,094	30,000	30,000
Total Expenditures	25,992	45,094	30,000	30,000
Excess of Revenues over Expenditures	26,405	8,065	10,000	10,000
Beginning Fund Balance	37,742	64,147	72,212	82,212
Ending Fund Balance	\$ 64,147	\$ 72,212	\$ 82,212	\$ 92,212

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
WELLNESS CENTER FUND SUMMARY

	<u>FY 2013</u> <u>Actual</u>	<u>FY 2014</u> <u>Actual</u>	<u>FY 2015</u> <u>Re-estimated</u>	<u>FY 2016</u> <u>Budget</u>
Revenues				
Revenue from Local Sources	\$ 9,853	\$ 86	\$ -	\$ -
Total Revenues	9,853	86	-	-
Expenditures				
Non-Instructional Expenditures	6,255	-	-	-
Total Expenditures	6,255	-	-	-
Excess of Revenues over Expenditures	3,598	86	-	-
Beginning Fund Balance	29,568	33,166	33,252	33,252
Ending Fund Balance	\$ 33,166	\$ 33,252	\$ 33,252	\$ 33,252

The district's Wellness Center was closed effective 6/30/2013.
Funds to be expended by 6/30/16

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET

SELF INSURANCE FUND SUMMARY

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Employee benefits deductions	\$ 53,607,969	\$ 55,501,760	\$ 57,637,214	\$ 57,671,800
Total Revenues	53,607,969	55,501,760	57,637,214	57,671,800
Expenditures				
Claims and related costs	48,352,032	50,070,423	57,824,580	60,500,000
Total Expenditures	48,352,032	50,070,423	57,824,580	60,500,000
Excess of Revenues over Expenditures	5,255,937	5,431,337	(187,366)	(2,828,200)
Beginning Fund Balance	9,187,166	14,443,103	19,874,440	19,687,074
Ending Fund Balance	\$ 14,443,103	\$ 19,874,440	\$ 19,687,074	\$ 16,858,874

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

RISK MANAGEMENT FUND SUMMARY

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Revenue from local sources	\$ 793,775	\$ 900,437	\$ 941,324	\$ 950,000
Total Revenues	793,775	900,437	941,324	950,000
Expenditures				
Operations	802,911	819,741	930,587	940,000
Total Expenditures	802,911	819,741	930,587	940,000
Excess of Revenues over Expenditures	(9,136)	80,696	10,737	10,000
Beginning Fund Balance	86,108	76,972	157,668	168,405
Ending Fund Balance	\$ 76,972	\$ 157,668	\$ 168,405	\$ 178,405

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
PRINT SHOP FUND SUMMARY**

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Revenue from local sources	\$ 257,710	\$ 253,883	\$ 260,000	\$ 270,000
Total Revenues	257,710	253,883	260,000	270,000
Expenditures				
Operations	285,043	289,464	298,500	300,000
Total Expenditures	285,043	289,464	298,500	300,000
Excess of Revenues over Expenditures	(27,333)	(35,581)	(38,500)	(30,000)
Beginning Fund Balance	211,688	184,355	148,774	110,274
Ending Fund Balance	\$ 184,355	\$ 148,774	\$ 110,274	\$ 80,274

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
COLLAGE FUND SUMMARY**

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Revenue from local sources	\$ 18,652	\$ 21,608	\$ 23,000	\$ 23,000
Total Revenues	18,652	21,608	23,000	23,000
Expenditures				
Operations	18,283	20,754	22,500	22,500
Total Expenditures	18,283	20,754	22,500	22,500
Excess of Revenues over Expenditures	369	854	500	500
Beginning Fund Balance	(74,716)	(74,347)	(73,493)	(72,993)
Ending Fund Balance	\$ (74,347)	\$ (73,493)	\$ (72,993)	\$ (72,493)

Fiduciary Funds - Trust Funds

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
COMBINED TRUST FUNDS SUMMARY**

	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Revenues				
Donations	\$ 55,505	\$ 6,845	\$ 6,000	\$ 6,500
Investment Income:				
Interest and Dividends	779	621	574	577
Increase (Decrease) in value of investments	611	(123)		
Total Revenues	56,895	7,344	6,574	7,077
Expenditures				
Scholarships	7,350	18,350	14,500	14,500
Total Expenditures	7,350	18,350	14,500	14,500
Excess of Revenues over Expenditures	49,545	(11,006)	(7,926)	(7,423)
Beginning Fund Balance	699,646	749,191	738,185	730,259
Ending Fund Balance	\$ 749,191	\$ 738,185	\$ 730,259	\$ 722,835

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
NON-EXPENDABLE TRUST - HOYT FUND

	FY 2013	FY 2014	FY 2015	FY 2016
	Actual	Actual	Re-estimated	Budget
Revenues				
Donations	\$ -	\$ -	\$ -	\$ -
Investment Income:				
Interest and Dividends	10	9	8	8
Increase (Decrease) in value of investments	-	-	-	-
Total Revenues	10	9	8	8
Expenditures				
Scholarships	-	-	-	-
Total Expenditures	-	-	-	-
Excess of Revenues over Expenditures	10	9	8	8
Beginning Fund Balance	14,388	14,398	14,407	14,415
Ending Fund Balance	\$ 14,398	\$ 14,407	\$ 14,415	\$ 14,424

Fund Name: Cress O. Hoyt Educational Fund

Description: This fund was established on November 19, 1957 to provide an annual scholarship of \$300 to a "worthy boy who needs such help." It was to last for at least 25 years and is now well beyond that timeframe.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

NON-EXPENDABLE TRUST - GENEVIEVE DAHL FUND

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Donations	\$ -	\$ -	\$ -	\$ -
Investment Income:				
Interest and Dividends	246	218	198	198
Increase (Decrease) in value of investments	-	-	-	-
Total Revenues	246	218	198	198
Expenditures				
Scholarships	-	-	-	-
Total Expenditures	-	-	-	-
Excess of Revenues over Expenditures	246	218	198	198
Beginning Fund Balance	338,979	339,267	339,513	339,711
Ending Fund Balance	\$ 339,267	\$ 339,513	\$ 339,711	\$ 339,909

Fund Name: The Genevieve Dahl Trust Fund

Description: In March of 1974, Genevieve Dahl established a trust which was liquidated upon her death in 1989. The terms required that 50% of the proceeds of the trust be given to Des Moines Public Schools to begin a scholarship fund for physically handicapped high school graduates. This fund was established on July 24, 1989.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

NON-EXPENDABLE TRUST - EMPLOYEE DEPENDENT SCHOLARSHIP FUND

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Donations	\$ -	\$ -	\$ -	\$ -
Investment Income:				
Interest and Dividends	10	9	8	8
Increase (Decrease) in value of investments	-	-	-	-
Total Revenues	10	9	8	8
Expenditures				
Scholarships	500	500	500	500
Total Expenditures	500	500	500	500
Excess of Revenues over Expenditures	(490)	(491)	(492)	(492)
Beginning Fund Balance	14,899	14,409	13,918	13,426
Ending Fund Balance	\$ 14,409	\$ 13,918	\$ 13,426	\$ 12,934

Fund Name: DM School Employees' Association Scholarship Fund

Description: This fund was established on September 4, 1984 as a result of the dissolution of the School Employees' Association that had existed since the 1940s. The agreement stipulates that the income be paid annually as a college scholarship to the son or daughter of a full-time employee of Des Moines Public Schools. It is a permanent fund set up on an endowment basis.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

NON-EXPENDABLE TRUST - GABRIEL FUND

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Donations	\$ -	\$ -	\$ -	\$ -
Investment Income:				
Interest and Dividends	40	35	32	32
Increase (Decrease) in value of investments	-	-	-	-
Total Revenues	40	35	32	32
Expenditures				
Scholarships	-	-	-	-
Total Expenditures	-	-	-	-
Excess of Revenues over Expenditures	40	35	32	32
Beginning Fund Balance	54,693	54,733	54,768	54,800
Ending Fund Balance	\$ 54,733	\$ 54,768	\$ 54,800	\$ 54,832

Fund Name: Jennie R. Gabriel Award Trust Fund

Description: This fund was established on November 23, 1959 by the three daughters of Jennie Gabriel in her memory. Jennie and her daughters were graduates of East High School, and this scholarship is directed to one East graduate annually. The individual is to have graduated in the top fifth of his/her class and be college bound. This award is not need-based. As the fund grows, so do its benefits to provide for additional scholarships.

DES MOINES PUBLIC SCHOOLS

2015 - 2016 BUDGET

NON-EXPENDABLE TRUST - MISCELLANEOUS PRIVATE PURPOSE FUNDS

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Donations	\$ 55,505	\$ 6,845	\$ 6,000	\$ 6,500
Investment Income:				
Interest and Dividends	473	350	328	330
Increase (Decrease) in value of investments	611	(123)	-	-
Total Revenues	56,589	7,074	6,328	6,830
Expenditures				
Scholarships	6,850	17,850	14,000	14,000
Total Expenditures	6,850	17,850	14,000	14,000
Excess of Revenues over Expenditures	49,739	(10,776)	(7,672)	(7,170)
Beginning Fund Balance	276,399	326,138	315,362	307,689
Ending Fund Balance	\$ 326,138	\$ 315,362	\$ 307,689	\$ 300,519

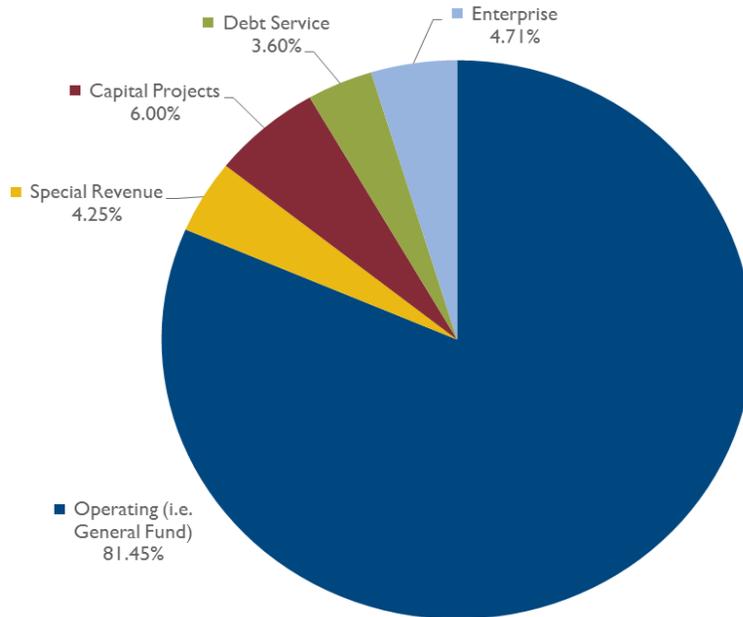
Description: This fund includes money generated and donated at individual school buildings with the investment earnings to be used for scholarships for graduating students or expenses designated by the donor. The following is a list of the trusts and donations contained in this fund and their FY 2014 balances:

Alexander	\$77	Irving	\$55,804	SC Valenti	\$2,842
Briggs	\$45	Johnson	\$363	Scavo	\$3,433
Cline	\$399	Korpel	\$2,492	Stowell	\$1,701
Community Business Education	\$10,057	Langford	\$258	Streyfeller	\$28
Community Service Scholarship	\$99	Lassaux	\$1,118	Tonini	\$5,233
Crise	\$269	Lincoln/Weeks	\$22,456	Vander Linden	\$817
Dukelsky	\$144,171	Masters	\$109	Van Why Tennis	\$22,337
Eckey	\$184	Morrison	\$5,558	West	\$1,299
East Senior	\$1,307	Nassif	\$449	White	\$3,491
Else	\$7	O'Brien	\$506	Yoeman	\$236
Gerberich	\$1,157	Rupnow	\$3,077	Zarnow	\$23,501
Hartung	\$479				

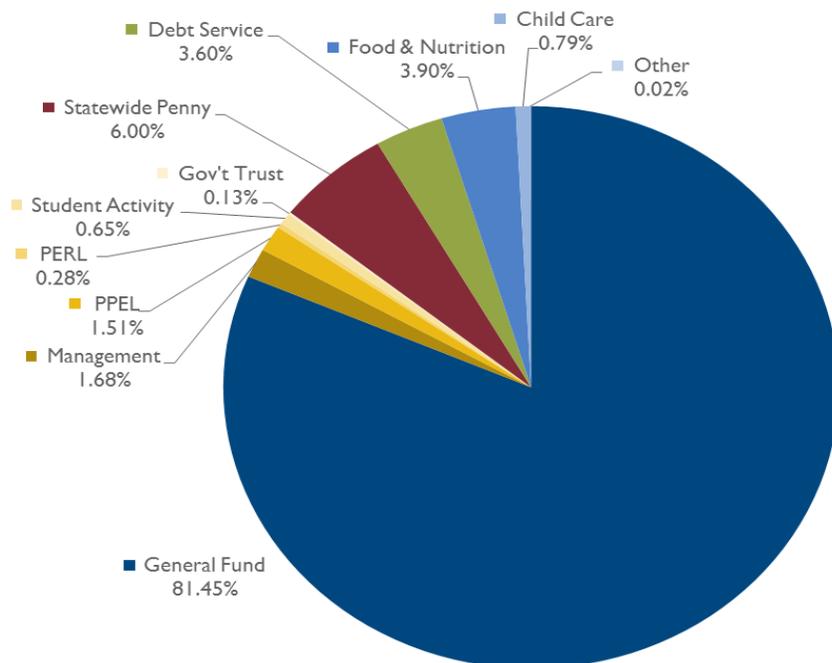
Revenues

District revenues are accounted for in five fund types (Operating, Special Revenue, Capital Projects, Debt Service, and Enterprise). Within these five fund types, the district maintains multiple fund accounts to account for revenues. The graphs below outline all district revenues by fund type and fund account.

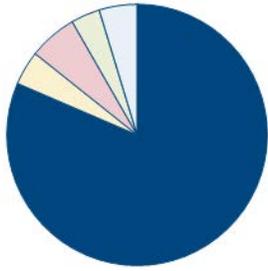
FY 2016 REVENUES: ALL FUNDS BY FUND TYPE



FY 2016 REVENUES: ALL FUNDS BY FUND ACCOUNT



DMPS REVENUE FUNDS: GENERAL FUNDS



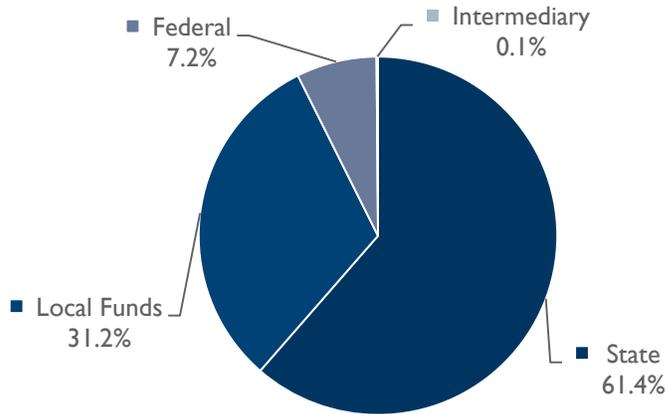
81.45% of Total Revenues

The General Fund is the largest fund in the district and accounts for 81.45% of all revenues received by the district. The sources General Fund of revenue are:

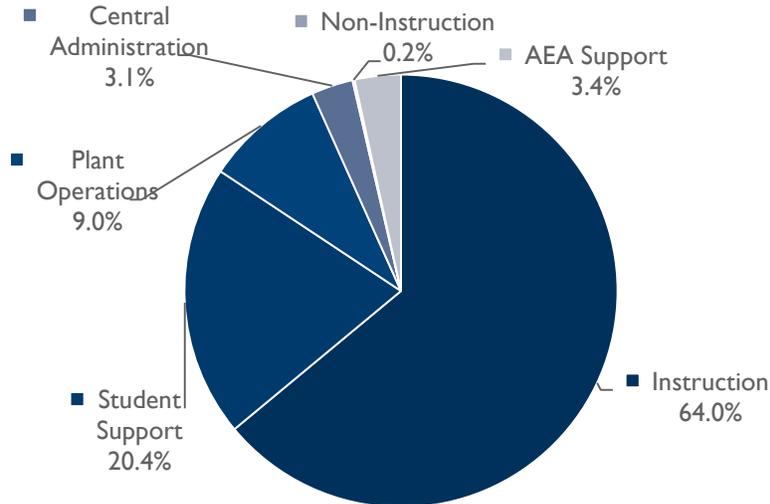
- State Funds
- Local Funds, including Property Tax
- Federal Funds
- Intermediary Sources

General Fund expenditures are classified by function: Instruction, Student Support, Plant Operations, Non-Instruction Expenses, and AEA Support.

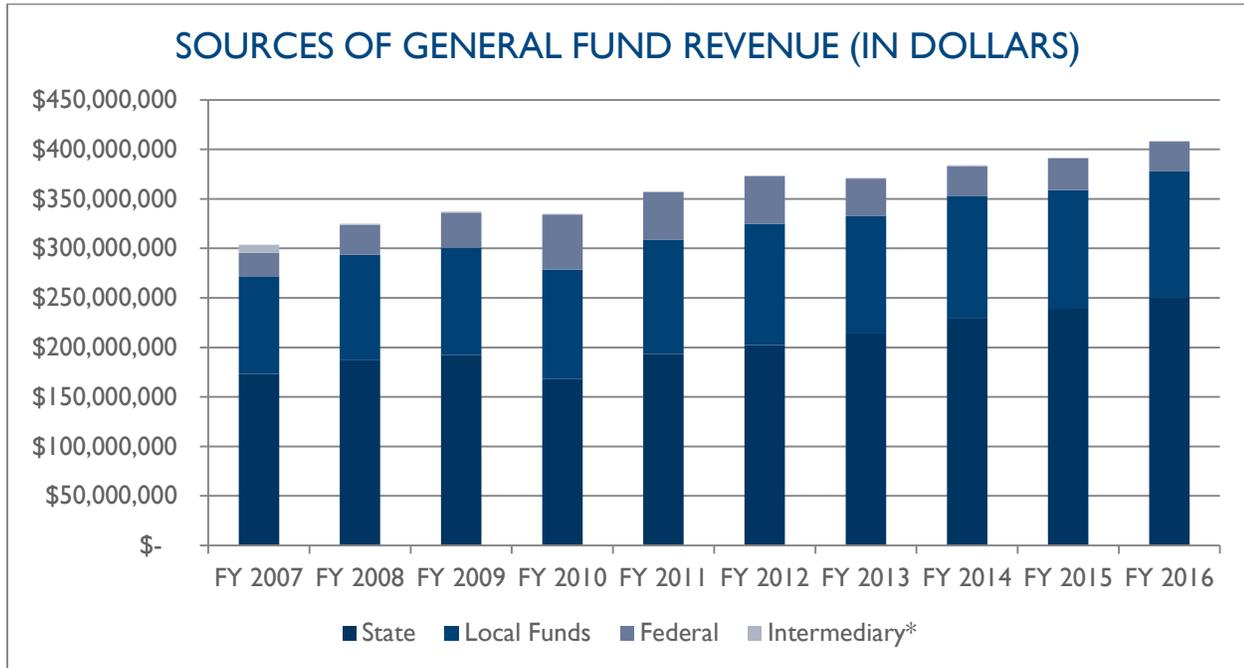
SOURCES OF FY 2016 GENERAL FUND REVENUES



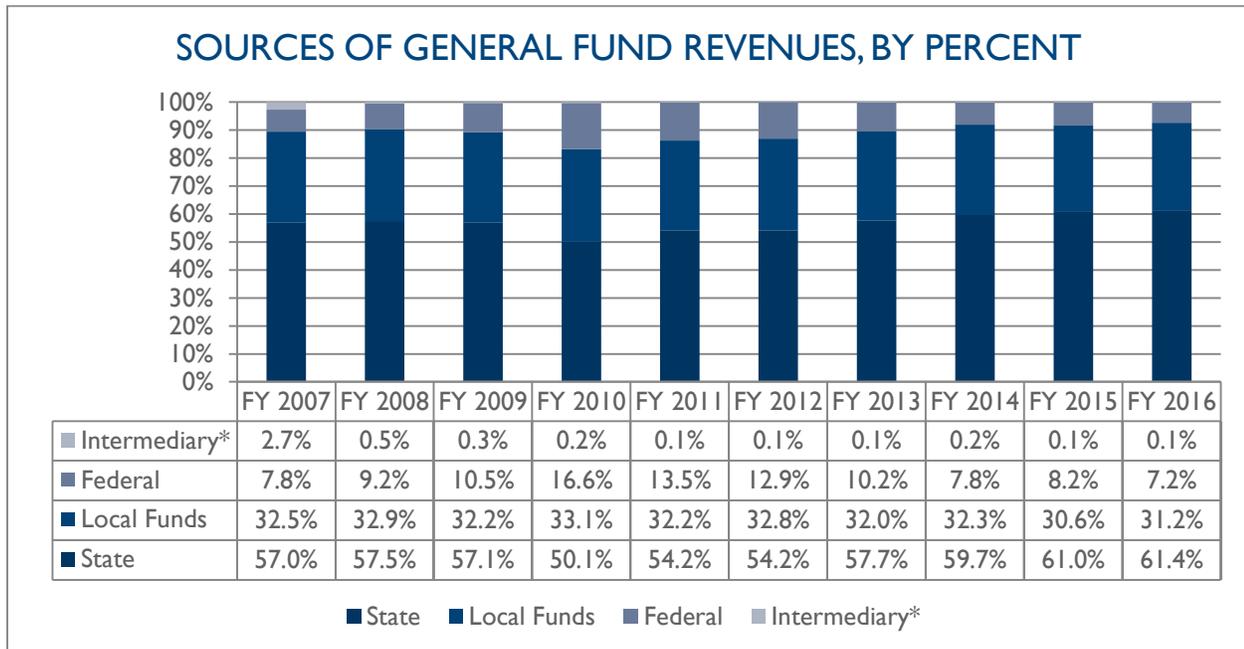
FY 2016 GENERAL FUND EXPENDITURES



Sources of General Fund Revenues, 10 Year Comparison



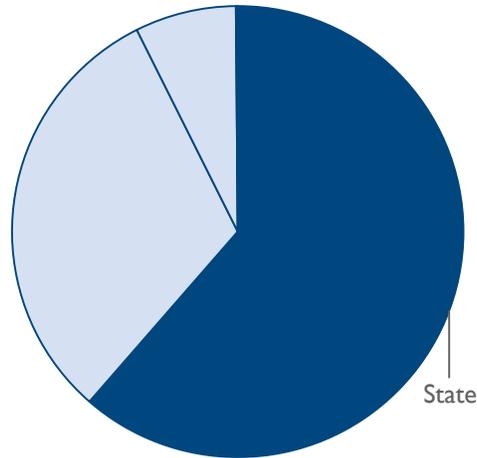
**Some AEA funds were accounted for in Intermediary in FY 2007*



**Some AEA funds were accounted for in Intermediary in FY 2007*

General Fund Source of Revenue: State Funds

GENERAL FUND REVENUES



State funds account for 61.4% of General Fund revenues. State revenues include State Foundation Aid, Teacher Salary Supplement, and Universal Preschool.

State Aid is the single largest source of revenue for the General Fund. State Foundation Aid budgets are based on the initial “Aid & Levy” documents released by the Iowa Department of Education each year in early February. The Aid & Levy projects Foundation Aid based on a per student funding formula which has been in place for years and is administered by the Iowa Department of Education. Property tax rates and subsequent revenues are part of the Aid & Levy and can be adjusted with School Board approval, within limits defined by the State.

The initial Aid & Levy used to develop the 2016 budget utilizes an allowable growth of 1.25%. Final State Foundation Aid will not be determined until the Iowa Department of Education releases the final Aid & Levy in June, coupled with the determination by the Iowa Legislature, which is ongoing as of the beginning of March.

State grants are usually determined in advance, and projections are based on grant documents.

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
GENERAL FUND REVENUES BY SOURCE

STATE

Revenue Source	Description	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Aid and Levy:					
State Foundation Aid	Funding provided by state based on enrollment	\$ 174,578,921	\$ 182,438,006	\$ 193,792,532	\$ 196,073,000
State Supplement Aid - I-time	I-time funding adjustment	-	3,847,452	-	-
Teacher Quality Act:					
Teacher Salary Supplement	Additional teacher compensation	17,202,513	17,815,306	18,694,313	18,906,688
Teacher Quality Professional Development:					
Iowa Core Curriculum Professional Development	PD in core content standards & benchmarks	645,614	697,770	656,168	669,291
Professional Development Supplement	Professional development (PD)	1,519,093	1,641,810	1,683,417	1,694,328
Early Intervention Supplement	K-3 Classroom teachers	2,635,062	2,719,187	2,833,238	2,861,570
Universal 4 Year Old Preschool	10 hour per week preschool programming	3,342,557	3,920,501	4,303,416	4,346,450
AEA Flow Through	Part of budget, but goes directly to AEA	12,235,407	13,086,762	13,829,063	13,967,354
Teacher Leadership Supplement	TLC Program	-	-	-	10,130,000
Shelter Chare Foster Care Aid	SPED foster care	100,667	128,756	100,000	75,000
Shelter Chare Juvenile Home Aid	SPED district court-placed children	33,795	55,379	30,000	30,000
Beg Mentoring Program	Teacher mentoring stipends	238,762	360,100	399,100	-
Vocational Aid	Middle school vocational aid programs	256,090	240,103	240,000	240,000
Non-public Textbook Aid	Flowthrough funds to non-public schools	41,209	43,521	40,000	40,000
Non-public School Transportation Aid	Flowthrough funds to non-public schools	281,739	431,432	275,000	275,000
At Risk Early Elementary K-3	K-3 Classroom teachers and associates	508,695	969,542	1,397,000	1,000,000
Child Development - Age 3-5	Early childhood teachers and associates	302,481	346,126	349,857	300,000
ELL Literacy	Support for ELL learners	-	-	176,935	174,903
Teacher Leader	Teacher Leadership startup costs	-	123,950	-	-
Successful Progression Early Readers	Early grade literacy	-	197,074	282,553	-
Miscellaneous	Military tax credit, before-after school	40,594	36,282	35,000	35,000
Total State Revenues		\$ 213,963,199	\$ 229,099,059	\$ 239,120,592	\$ 250,901,584

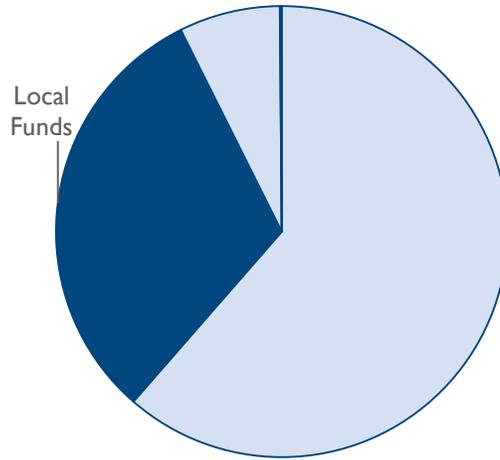
**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET**

STATE AND LOCAL FUNDS: AID & LEVY WORKSHEET

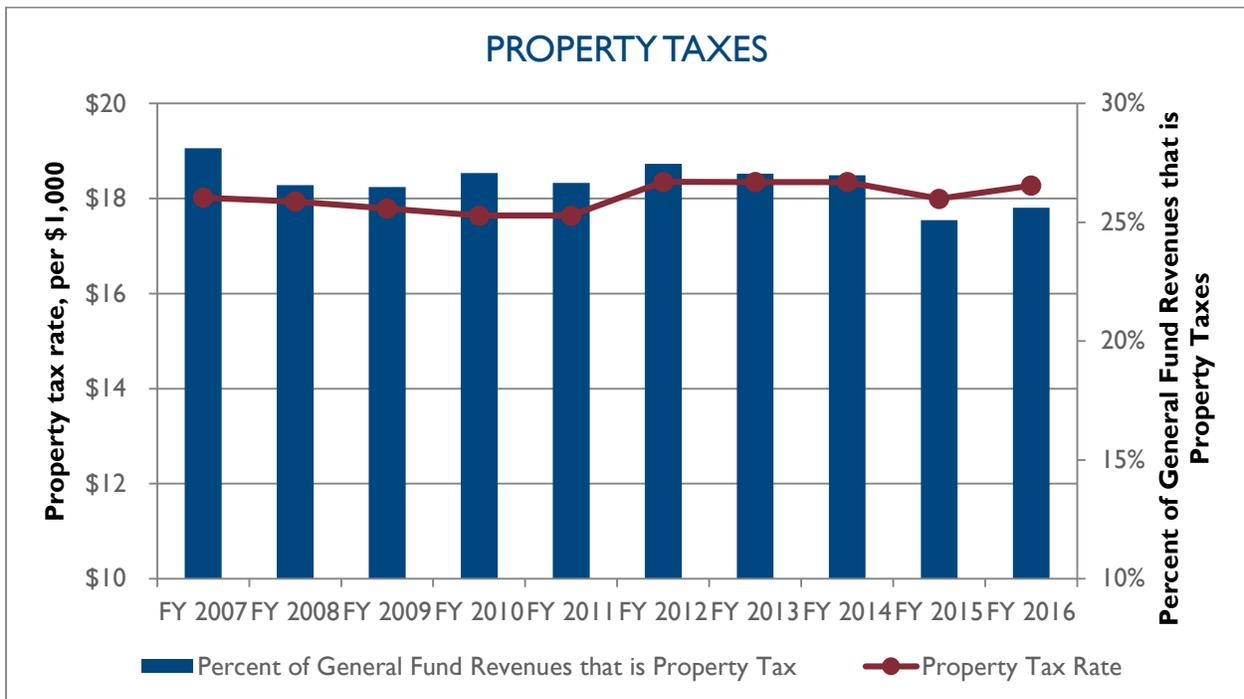
	<u>FY 2015</u>	<u>FY 2016</u>	<u>New Dollars</u>
District Dollars Summary			
Total Combined District Dollars	\$ 307,413,712	\$ 311,370,113	\$ 3,956,401
Less: AEA Flow-through	13,829,063	13,967,354	138,291
Sub-Total District Dollars	<u>293,584,649</u>	<u>297,402,759</u>	<u>3,818,110</u>
Instructional Support	13,032,073	14,406,705	1,374,632
Total District Dollars	<u>306,616,722</u>	<u>311,809,464</u>	<u>5,192,742</u>
Special Weighted Programs			
Special Education	41,535,652	40,959,120	(576,532)
Instructional Support	13,032,073	13,035,212	3,139
Dropout Prevention	10,052,326	10,421,825	369,499
Supplemental Weighting	9,545,315	9,848,751	303,436
Special Program Subtotal	<u>74,165,366</u>	<u>74,264,908</u>	<u>99,542</u>
Gifted and Talented	1,897,522	1,921,241	23,719
Regular Program Dollars	206,649,007	209,106,954	2,457,947
Regular Program Subtotal	<u>208,546,529</u>	<u>211,028,195</u>	<u>2,481,666</u>
Categorical Fund Roll-In			
Teacher Quality Compensation	18,694,313	18,906,688	212,375
Educational Excellence Phase II <i>(included in Teacher Quality Compensation)</i>			
Teacher Quality Professional Development	2,339,585	2,363,619	24,034
Iowa Core Curriculum Professional Development <i>(included in Teacher Quality Professional Development)</i>			
Class Size/Early Intervention Block Grant	2,833,238	2,859,280	26,042
Audit Enrollment Adjustment	<u>-</u>	<u>-</u>	<u>-</u>
Total District Dollars	<u>\$ 306,579,031</u>	<u>\$ 309,422,690</u>	<u>\$ 2,843,659</u>
		Reserved For:	
		Special Education	\$ (576,532)
		Instructional Support	3,139
		Dropout Prevention	369,499
		Supplemental Weighting	303,436
		Teacher Quality Compensation	212,375
		Teacher Quality Professional Development	24,034
		Class Size/Early Intervention Block Grant	26,042
		Total Reserved for Specific Purpose	<u>361,993</u>
		Dollars Remaining After Reservations	2,481,666
Less:			
Local Match - Talented/Gifted & DOP	3,988,235	4,038,088	<u>(49,853)</u>
		Dollars Remaining	<u>\$ 2,431,813</u>

General Fund Source of Revenue: Local Funds, Including Property Taxes

GENERAL FUND REVENUES



The second largest source of General Funds is from local revenues, which comprises 31.2% of General Fund revenues. The primary local revenue source is property taxes, and in FY 2016 property taxes will account for 26.6% of all General Fund revenues. Tax rate changes must be voted on or approved by the School Board.



Per the final Aid & Levy, the district property tax rates for FY 2012 – FY 2015 and the projected FY 2016 (per the preliminary Aid & Levy) are:

District Property Tax Rates	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Total Tax Rate	18.34848	18.34845	18.34842	17.99477	18.27206

(Details on the components of the tax rate are included on the Local Funds: Property Tax Rates schedule.)

The increase in the Tax Rate is due to the uncertainty of the percent of growth in the Supplemental State Aid (known as Allowable Growth) in the State Foundation Aid. To ensure a budget that meets the district’s needs and provides adequate programming for students, the district is proposing a tax rate of 18.27206, which is slightly higher than the tax rate for FY 2015, but lower than the tax rates for FY 2012, 2013, and 2014.

The tax rate is based per \$1,000 of assessed valuation, in most instances, per the Aid and Levy, as determined by the State of Iowa. Using a \$100,000 home as an example, the taxpayer would have the following obligation:

Calculation:	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
$\frac{\$100,000 \text{ home value}}{\$1,000} = 100 \times \text{Annual Tax Rate}$	\$1,834.85	\$1,834.85	\$1,834.85	\$1,799.48	\$1,827.21

Property tax rates will normally only change slightly from year-to-year; therefore, fluctuations in revenue from year-to-year are mainly caused by changes in property valuations. The value of property is established by the county assessor (or the Iowa Department of Revenue) estimating the value of each property, which is called the “assessed value.”

The assessor totals the assessed value in each classification (residential, commercial, industrial, agricultural, or utilities/railroad) and reports it to the county auditor. Each assessor sends the reports, called “abstracts,” to the Iowa Department of Revenue. The abstract shows the total taxable values of all real property in each jurisdiction by classification of property, not by individual property. The state then examines total assessed values and equalizes them. A process called “equalization” is applied every two years to ensure that property values are comparable among jurisdictions and according to law. The state compares the assessors’ abstracts to a “sales assessment ratio study” it has completed independently of the assessors. If the assessment (by property class) is 5% or more above or below the sales ratio study, the state increases or decreases the assessment. There is no sales ratio study for agricultural and industrial property. Equalization occurs on an entire class of property, not on an individual property. Also, equalization occurs on an assessing jurisdiction basis, not on a statewide basis. Equalization is important because it helps maintain equitable assessments among classes of property and among assessing jurisdictions. This contributes to a fairer distribution of state aid, such as aid to schools. It also helps to equally distribute the total tax burden within an area. In addition, an “assessment limitation” is applied every year. This process is commonly called “rollback” and is used to adjust for inflation.

Residential, commercial, and industrial real estate is assessed at 100% of market value, and the assessor must determine the fair market value of the property. To do this, the assessor generally uses three approaches:

- Market Approach: Analyze sales of similar properties that were recently sold, and determine the most probable sales price of the property being appraised.
- Cost Approach: Estimate how much money at current labor and material prices it would take to replace the property with one similar to it. This is useful when no sales of comparable properties exist.
- Income Approach: If the property produces income, such as an apartment or office building, estimate its ability to produce income.

Agricultural real estate is assessed at 100% of productivity and net earning capacity value. The assessor considers the productivity and net earning capacity of the property. Agricultural income as reflected by production, prices, expenses, and various local conditions is taken into account.

The utilities/railroad class of property is assessed at the state level.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
GENERAL FUND REVENUES BY SOURCE**

LOCAL

Revenue Source	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Property Taxes	\$ 84,191,783	\$ 87,736,047	\$ 82,545,688	\$ 88,168,080
Instructional Support Property Tax	12,400,508	12,540,818	12,465,562	12,609,298
Mobile Home Taxes	105,263	91,764	103,168	103,800
Utility Replacement Tax	3,652,571	3,229,819	3,202,102	3,733,960
Commercial & Industrial Replacement	-	-	2,100,000	3,972,600
Subtotal:	<u>100,350,125</u>	<u>103,598,448</u>	<u>100,416,520</u>	<u>108,587,738</u>
Tuition:				
Regular Program - Individuals	29,773	11,191	12,000	12,000
Special Education	2,355,457	2,074,815	1,761,946	1,700,000
Open Enrollment	2,954,018	3,283,016	3,466,058	3,200,000
Sharing Arrangements	344,111	346,206	340,000	340,000
Summer School	20,120	7,104	10,000	10,000
Transportation	516,377	636,428	570,000	570,000
Investment Income	342,613	219,691	220,000	220,000
Textbook Fees	319,743	383,270	350,000	350,000
Rental Fees	80,076	85,586	200,000	200,000
Student Activities	54,250	18,578	20,000	20,000
Contributions and Donations	675,069	741,539	876,175	900,000
United Way of Central Iowa	933,378	1,187,492	1,008,864	1,120,000
Prairie Meadows	504,293	459,281	450,219	450,000
Area Education Agency	7,872,467	8,532,327	8,974,887	8,800,000
Microsoft Agreement	1,013,287	598,369	0	
Refund of Prior Year Expenditures	10,656	217,193	20,000	20,000
Miscellaneous	390,025	1,744,391	1,268,000	1,000,000
Total Local Revenues	<u>\$ 118,765,837</u>	<u>\$ 124,144,925</u>	<u>\$ 119,964,669</u>	<u>\$127,499,738</u>

DES MOINES PUBLIC SCHOOLS

2015 - 2016 BUDGET

LOCAL FUNDS: PROPERTY TAX RATES

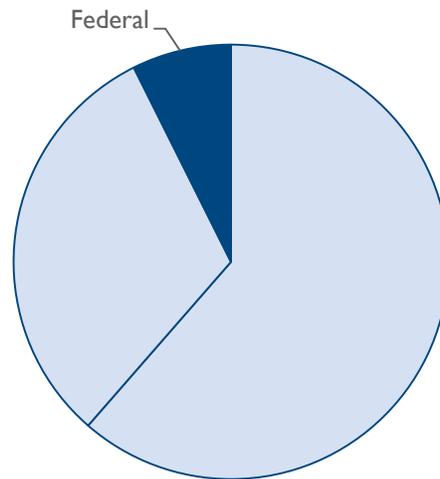
	FY 2013		FY 2014		FY 2015		FY 2016	
	Per Final Aid & Levy		Per Final Aid & Levy		Per Final Aid & Levy		Preliminary Aid & Levy	
Regular Valuation (with Utilities)	\$ 6,405,707,333	-2.31%	\$ 6,557,601,623	2.37%	\$ 6,487,589,438	-1.07%	\$6,482,841,286	-0.07%
TIF Valuation	727,881,500	14.10%	762,130,836	4.71%	703,887,544	-7.64%	692,605,126	-1.60%
Regular and TIF Valuation	\$ 7,133,588,833	-9.00%	\$ 7,319,732,459	2.61%	\$ 7,191,476,982	-1.75%	\$7,175,446,412	-0.22%
	Dollars Generated	Tax Rate	Dollars Generated	Tax Rate	Dollars Generated	Tax Rate	Dollars Generated	Tax Rate
General:								
Regular Program	\$ 63,606,019	9.92959	\$ 64,458,108	9.82952	\$ 62,795,332	9.67930	\$61,829,431	9.53734
Instructional Support	12,400,508	1.93585	12,667,895	1.73065	12,884,005	1.79157	13,035,212	1.81663
Dropout Prevention	9,491,427	1.48171	9,729,244	1.48366	10,052,326	1.54947	10,421,825	1.60759
Cash Reserve	15,062,743	2.35146	17,408,768	2.65475	12,781,004	1.97007	19,224,870	2.96550
Total General	100,560,697	15.69861	104,264,015	15.69858	98,512,667	14.99041	104,511,338	15.92706
Management	9,959,850	1.55484	10,196,021	1.55484	12,387,164	1.90936	8,103,600	1.25000
PPEL:								
Regular	2,354,084	0.33000	2,415,511	0.33000	2,373,187	0.33000	2,367,908	0.33000
Voted	4,494,161	0.63000	4,611,431	0.63000	4,530,630	0.63000	4,520,552	0.63000
Total PPEL	6,848,245	0.96000	7,026,942	0.96000	6,903,817	0.96000	6,888,460	0.96000
PERL	864,770	0.13500	885,276	0.13500	885,300	0.13500	885,300	0.13500
Debt Service	0	0	0	0	0	0	0	0
Total	\$ 118,233,562	18.34844928	\$ 122,372,254	18.34841969	\$ 118,688,948	17.99477	\$120,388,698	18.27206646
	<i>Decrease</i>	<i>(\$0.00003)</i>	<i>Decrease</i>	<i>(\$0.00006)</i>	<i>Decrease</i>	<i>(\$0.35368)</i>	<i>Increase</i>	<i>\$0.27730</i>

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
LOCAL FUNDS: PROPERTY VALUATIONS**

	1/1/2013 FY 2014 - 2015			One Year Change			1/1/2014 FY 2015 - 2016			One Year Change		
	Polk County	Warren County	Total	Polk	Warren	Total	Polk County	Warren County	Total	Polk	Warren	Total
Residential	\$ 3,826,832,853	\$ 55,468,405	\$ 3,882,301,258	1.2%	1.3%	1.2%	\$ 3,938,822,740	\$ 56,733,883	\$ 3,995,556,623	2.9%	2.3%	2.9%
Commercial	2,169,763,473	3,049,215	2,172,812,688	-4.5%	4.3%	-4.5%	2,063,029,059	2,345,850	2,065,374,909	-4.9%	-23.1%	-4.9%
Industrial	158,297,316	0	158,297,316	-5.9%	NA	-5.9%	152,059,768	0	152,059,768	-3.9%	NA	-3.9%
Agricultural	1,921,303	1,156,296	3,077,599	-14.6%	-6.3%	-11.6%	2,033,484	1,251,393	3,284,877	5.8%	8.2%	6.7%
Utilities (WO Gas & Electric)	35,120,984	1,043,663	36,164,647	-10.7%	2.6%	-10.4%	30,224,180	847,857	31,072,037	-13.9%	-18.8%	-14.1%
Railroads	16,232,975	0	16,232,975	-7.9%	NA	-7.9%	15,301,417	0	15,301,417	-5.7%	NA	-5.7%
Total Valuation	6,208,168,904	60,717,579	6,268,886,483	-1.2%	1.3%	-1.2%	6,201,470,648	61,178,983	6,262,649,631	-0.1%	0.8%	-0.1%
Less: Military	14,551,541	324,100	14,875,641	-3.0%	-2.2%	-3.0%	13,912,678	303,728	14,216,406	-4.4%	-6.3%	-4.4%
Plus: Gas & Electric	229,731,889	3,846,707	233,578,596	1.1%	-0.8%	1.1%	230,558,467	3,882,594	234,441,061	0.4%	0.9%	0.4%
Total General Taxable Valuation	6,423,349,252	64,240,186	6,487,589,438	-1.1%	1.2%	-1.1%	6,418,116,437	64,757,849	6,482,874,286	-0.1%	0.8%	-0.1%
TIF Value	703,887,544	0	703,887,544	-7.6%	NA	-7.6%	692,605,126	0	692,605,126	-1.6%	NA	-1.6%
Total Debt & PPEL Taxable Valuation	\$ 7,127,236,796	\$ 64,240,186	\$ 7,191,476,982	-1.8%	1.2%	1.8%	\$ 7,110,721,563	\$ 64,757,849	\$ 7,175,479,412	-0.2%	0.8%	-0.2%

General Fund Source of Revenue: Federal Funds

GENERAL FUND REVENUES



Federal funds are the third largest source of General Fund revenues. In FY 2016, federal funds comprise 7.2% of General Fund revenues. Federal funds include Title funds, Special Education funds, and various grants. In many cases, federal funds and grants cover multiple years and levels of funding, as defined in program and grant documents. Revenue projections are based on documentation and expected additions or discontinuance of specific programs and grants.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
GENERAL FUND REVENUES BY SOURCE**

FEDERAL

Revenue Source	Description	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Title I	Support teachers and parent activities	\$ 12,272,208	\$ 8,813,125	\$ 11,000,000	\$ 11,000,000
Title II	Kindergarten & Middle School math; PD	1,586,569	1,528,160	1,554,727	1,500,000
Title III - ELL/LEP	ELL tutors and after school activities	671,332	669,172	983,011	800,000
Title I School Improvement Funds	Funds for Persistently Low Achieving Schools	4,908,604	1,746,617	668,118	650,000
Title VI Assessment	Assessment materials; ACT	197,795	169,862	155,875	140,000
Special Education IDEA/Part B	Special Education (SPED) support staff	7,736,053	7,318,560	7,614,683	7,500,000
Special Education - Preschool	Preschool SPED support staff	170,942	170,572	193,566	170,000
Special Education - Infants/Disabilities	Birth -3 SPED support staff	187,187	186,156	167,821	186,000
21st Century Community	After School activities	1,231,019	1,512,738	1,400,000	800,000
Advanced Placement	PD & instructional materials for Gifted/Talented	-	52,679	40,000	40,000
American History	PD & instructional materials	18,729	-	-	-
AmeriCorp	Volunteer tutor services	140,214	468,043	600,000	400,000
Basics Grant	Food Service - pick a better snack program	116,964	138,569	138,000	138,000
Carl D. Perkins	HS Vocational tech programs; PD	443,020	522,110	528,527	500,000
Community Development Block Grant	Materials for Home Remodeling program	15,774	8,000	-	-
Early Reading First	Early childhood coaches and liaisons	13,148	-	-	-
Education for Homeless	Funds for homeless children	24,000	38,000	35,000	35,000
Gear Up	MS advisors; afterschool activities; PD	333,173	22,377	-	-
Gear Up Iowa	Middles school tech & PD	465,936	346,080	252,044	252,000
Head Start	Preschool for low income kids	1,566,758	1,508,435	1,612,312	1,612,312
High Cost Fund	SPED	5,510	38,683	25,000	25,000
High School Initiative	Academic support teachers	1,046,315	1,015,857	1,200,000	300,000
i3 Reading Recovery	Training Reading Recovery teachers	-	-	16,870	-
Immigrant Education	Tutoring and PD	164,897	215,533	-	-
Medicaid Direct Billing	SPED nursing service reimbursement	3,284,747	2,612,987	3,000,000	3,000,000
Project Search	SPED job training & internships	-	80,055	80,000	-
Refugee Grant	Tutoring; afterschool activities; PD	190,462	116,021	42,727	-
ROTC	ROTC officers	120,086	120,858	120,000	-
Safe & Supportive Schools	Leadership/poverty training/PBIS at East	53,681	166,702	140,000	-
SAMHSA Project Aware	YMHFA Taining	-	-	49,958	49,655

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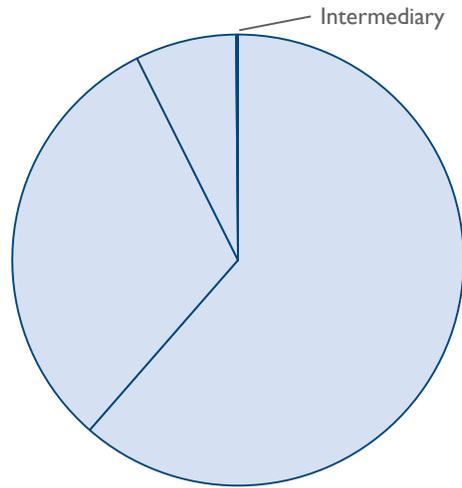
**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
GENERAL FUND REVENUES BY SOURCE**

FEDERAL

Revenue Source	Description	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
School Climate	Climate & culture	-	-	499,808	500,000
School Wellness	Wellness initiatives	-	12,171	-	-
Science Partnership	STEM PD	52,455	-	-	-
Secure our Schools	Security Technology	183,764	116,136	-	-
Smaller Learning Communities	PD, instructional support & technology	548,036	108,426	-	-
Startalk	Arabic summer school program	54,125	163,205	3,318	-
Miscellaneous	Assessment, Tobacco survey	45,763	6,937	-	-
Total Federal Revenues		\$ 37,849,266	\$ 29,992,826	\$ 32,121,365	\$ 29,597,967

General Fund Source of Revenue: Intermediary Funds

GENERAL FUND REVENUES



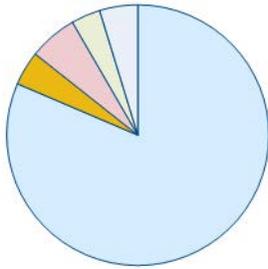
The final, and smallest, source of General Fund revenues comes from intermediary sources. Intermediary sources comprise 0.1% of the district's General Fund revenues. Intermediary sources of revenue are generally received from other local government agencies with fundraising and revenue generation potential that operate between the state and local government levels.

**DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
GENERAL FUND REVENUES BY SOURCE**

INTERMEDIARY

<u>Revenue Source</u>	<u>Description</u>	<u>FY 2013 Actual</u>	<u>FY 2014 Actual</u>	<u>FY 2015 Re-estimated</u>	<u>FY 2016 Budget</u>
Community Betterment	Summer school programs	\$ 9,400	\$ 17,043	\$ 5,000	\$ 5,000
Grants Through Area Education Agency	Special Education	530,771	691,927	538,000	540,000
Total Intermediary Revenues		\$ 540,171	\$ 708,970	\$ 543,000	\$ 545,000

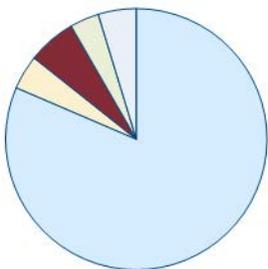
DMPS REVENUE FUNDS: SPECIAL REVENUE



4.25% of Total Revenues

Revenue derived for the Management, PPEL, and PERL funds is based upon the property tax rates per the Aid and Levy. The revenue for the Student Activity Fund is derived from fees and transactions that occur due to student-related activities from groups and organizations such as athletic events, fundraising, and other extracurricular or co-curricular activities. Governmental Trust revenues are derived from the principal and/or interest earned by trusts established to support the district.

DMPS REVENUE FUNDS: CAPITAL PROJECTS

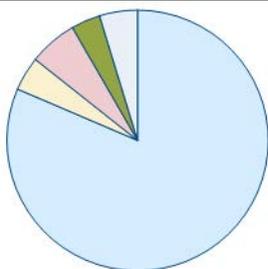


6.00% of Total Revenues

The Capital Projects Fund is funded by a statewide penny sales tax; all funds are used for capital projects. Additionally, revenues for the Capital Projects Fund come from earnings on investments, other revenue from local sources, and general long-term debt proceeds.

Statewide Penny is the second largest fund in the district and accounts for 6.00% of General Fund revenues received by the district in FY 2016.

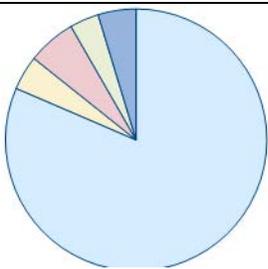
DMPS REVENUE FUNDS: DEBT SERVICE



3.60% of Total Revenues

Proceeds are transferred into the Debt Service Fund from the Statewide Penny Fund pertaining to revenue bonds issued for the Statewide Penny capital projects. The Debt Service Fund accounts for and reports financial resources that are restricted, committed, or assigned to expenditure for principal and interest.

DMPS REVENUE FUNDS: ENTERPRISE



4.71% of Total Revenues

Enterprise Funds rely on fees, donations, and federal grants for funding. Revenue projections in the Enterprise Funds are based on participation levels and fee increase proposals.

Long-Range Financial Plans

Multi-year financial planning can potentially avoid the budgetary cycle of simply putting out the next fire by providing a longer term perspective on what problems are coming and thus preventing or minimizing them. Multi-year budgeting can also end the “us vs. them” dynamic that can plague the budget process. Multi-year planning helps build understanding and consensus for change in the district. The following guidelines from the GFOA steered the development of the district’s long-range financial plans:

Multi-Year Financial Planning Approach

1. Baseline Assessment

- What is the current fiscal/financial condition, and, after careful analysis of revenue and expenditure trends and related budget drivers, what is the fiscal/financial condition likely to be in the future if no policy changes or corrective actions are made?
 - The baselines assessment helps to:
 - Communicate a clear picture of the district’s financial strengths, weaknesses, and potential future with no corrective action.
 - Quantify the impact of key budget drivers.
 - Identify hidden and emerging problems.
 - Provide a framework for addressing intermediate and longer-range considerations in budget discussions.

2. Initiatives Development

- Given this baseline assessment, what initiatives (on both the expenditure and revenue side of the budget) should be pursued, and what are the fiscal implications of those initiatives?
 - The multi-year planning process includes development of a menu of options, generally quantified, that represent the best available approach to achieving and maintaining balance. Approaches would typically involve some (or all) of the following:
 - Workforce strategy
 - Management and productivity initiatives (e.g., transportation, facilities, technology)
 - Program prioritization
 - State legislative agenda
 - Tax rates and cost recovery
 - Debt management

3. Implementation

- What institutional/organizational measures will ensure that initiatives are put in place?
- What performance measures are appropriate to monitor the success of these initiatives, and are the necessary data collections/systems in place?
- Revisit and revise based on results.
 - Once a plan has been adopted and implementation of initiatives has begun, it is important to find practical ways to do the following:

- Measure: “That which gets measured gets done.” What are the performance measures that track the progress made toward implementing an initiative? How do you measure whether the initiative had the desired impact(s)?
- Monitor: What are the most effective way to communicate with staff in charge of implementing changes to discuss challenges, successes and failures? How will those lessons and the progress achieved be communicated?
- Manage: It is okay to change strategies mid-course as the nature of the problem, available resource levels, etc. change. Measurement and monitoring will indicate when those changes are appropriate.

The district has identified several key issues that can affect the budget:

Compensation

Compensation—salaries and benefits—represents 84% of overall expenditures in the General Fund. The issue of compensation has several key components including cost of living for employees, rising health care costs, sustainability of the workforce, and maintaining effective programing. To address this key issue, the district has a multi-faceted approach. For example, the district conducts comprehensive negotiations with employees, conducts extensive training for staff, and is developing a district-wide wellness program.

Supplemental State Aid

For the last several years, the legislature has not established the percent of growth for Supplemental State Aid (also known as “Allowable Growth”) in a timely manner. Consequently, the district has undertaken multiple scenario budget forecasting to identify various contingency plans.

Cost of Goods and Services

The district is focused on finding ways to do more with less and directing funds toward costs that impact students. The district has pursued multiple ways to address rising costs of goods and services including paper reduction strategies, system integration, data analysis, and energy savings.

Financial Health of the District

Maintaining the financial health of the district is accomplished through a variety of factors including: (1) Maintaining a solvency ratio within the recommended guidelines of 5-15%, (2) Following GFOA recommendations of 60 days of cash reserves on hand, (3) Managing the district’s investment portfolio and debt, and (4) Conducting trend/forecast analysis including the various impacts tax rates can have on the district.

Long-term forecasting helps the district budget for areas of operation to implement achieve Student Expectations, while staying within the annual Budget Parameters set by the Board of Directors. The Business & Finance department reviews financial data on daily, monthly, quarterly, and annual basis. If an analysis determines that an initiative is not effective, corrective steps are taken. The Business & Finance department also completes and presents quarterly monitoring reports to the Board to demonstrate the district’s fiscal condition.

The district has devised a General Fund fiscal outlook through FY 2020. The forecast was adjusted after the legislature set Supplemental State Aid (also known as “Allowable Growth”) for FY 2015 and is based on the Governor’s recommendation for FY 2016. The forecasts make the following assumptions for revenues:

- Enrollment to remain flat or slight growth
- Assume the percent of growth for Supplemental State Aid (also known as “Allowable Growth”) is 1.25% for FY 2016, 2.45% for FY 2017, and 2.50% thereafter
- Standard federal programs will remain the same

The forecast also makes the following assumptions for expenditures:

- Historical increases for compensation (state average) will continue
- Overall staffing levels will remain the same
- Modest price increases for goods and services (inflation)

DES MOINES PUBLIC SCHOOLS
FISCAL YEARS 2012 - 2019
GENERAL FUND FORECAST

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
	Actual	Actual	Re-estimated	Budget	Projected	Projected	Projected	Projected
				<i>Assume 1.25% Allowable Growth</i>	<i>Assume 2.45% Allowable Growth</i>	<i>Assume 2.5% Allowable Growth</i>	<i>Assume 2.5% Allowable Growth</i>	<i>Assume 2.5% Allowable Growth</i>
Revenues								
Property Taxes	100,350,125	103,598,448	100,416,520	108,587,738	109,111,000	110,162,000	110,693,000	111,760,000
State Foundation Aid	199,923,760	212,978,066	221,963,084	225,141,697	230,549,000	236,180,000	241,948,000	247,857,000
AEA Flow Through	12,235,407	13,086,762	13,829,063	13,967,354	14,107,000	14,248,000	14,390,000	14,534,000
Other State Sources	1,804,032	3,066,059	3,328,445	1,662,533	2,002,000	2,031,000	2,060,000	2,090,000
Federal Sources	37,849,266	29,992,827	32,121,365	29,597,967	29,190,000	29,642,000	29,835,000	29,835,000
Other Local Sources	18,809,590	20,766,660	19,548,149	18,912,000	19,281,000	19,676,000	19,672,000	19,869,000
Intermediate & Other Sources	554,648	708,970	558,000	560,000	560,000	560,000	560,000	560,000
Total Revenues	371,526,828	384,197,792	391,764,626	398,429,289	404,800,000	412,499,000	419,158,000	426,505,000
Teacher Leadership - Begins Fiscal 2016	-	-	-	10,130,000	10,378,000	10,637,000	10,903,000	11,176,000
TOTAL REVENUES & OTHER SOURCES	371,526,828	384,197,792	391,764,626	408,559,289	415,178,000	423,136,000	430,061,000	437,681,000
Expenditures								
Instruction	241,179,221	250,737,832	257,232,630	259,442,525	263,724,000	269,331,000	273,370,000	278,094,000
Student Support Services	20,309,171	21,330,587	21,757,199	32,322,343	32,969,000	33,628,000	34,301,000	34,987,000
Instructional Staff Support	12,199,079	13,493,103	13,762,965	14,038,224	14,319,000	14,605,000	14,897,000	15,195,000
General Administration	4,411,926	5,608,501	5,720,671	5,835,084	5,952,000	6,071,000	6,192,000	6,316,000
School Administration	18,767,628	19,109,637	19,491,830	19,881,667	20,279,000	20,685,000	21,099,000	21,521,000
Business & Central Administration	9,148,792	12,097,062	12,339,003	12,585,783	12,837,000	13,094,000	13,356,000	13,623,000
Plant Operation & Maintenance	30,961,440	34,985,860	35,685,577	36,399,289	37,127,000	37,870,000	38,627,000	39,400,000
Student Transportation	9,324,703	10,058,262	10,259,427	10,464,616	10,674,000	10,887,000	11,105,000	11,327,000
Total Support Services	105,122,739	116,683,012	119,016,672	131,527,006	134,157,000	136,840,000	139,577,000	142,369,000
Non-Instructional Expenditures	501,879	619,413	631,801	638,119	644,000	650,000	650,000	650,000
AEA Support	12,235,407	13,086,762	13,829,063	13,967,354	14,107,000	14,248,000	14,390,000	14,534,000
Transfers Out	174,805	677,879	-	-	-	-	-	-
TOTAL EXPENDITURES & OTHER USES	359,214,051	381,804,898	390,710,166	405,575,004	412,632,000	421,069,000	427,987,000	435,647,000
Excess Revenues over Expenditures	12,312,777	2,392,894	1,054,460	2,984,285	2,546,000	2,067,000	2,074,000	2,034,000

**DES MOINES PUBLIC SCHOOLS
FISCAL YEARS 2012 - 2019
GENERAL FUND FORECAST**

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget	FY 2017 Projected	FY 2018 Projected	FY 2019 Projected	FY 2020 Projected
Beginning Fund Balance - Unassigned & Assigned	45,507,578	57,196,424	57,136,110	58,190,570	61,174,855	62,220,855	63,287,855	64,361,855
Ending Fund Balance	57,196,424	57,136,110	58,190,570	61,174,855	62,220,855	63,287,855	64,361,855	65,395,855
Solvency Ratio	15.9%	15.4%	15.4%	15.9%	15.9%	15.8%	15.9%	15.9%



SECTION 4

CAPITAL & DEBT

Capital Expenditures

Capital expenditures are funds used by a company to acquire or upgrade physical assets such as property, buildings, or equipment. This type of outlay is made by school districts to maintain or increase the scope of operations. Capital expenditures can include everything from constructing a student drop-off to a building brand new school.

Sources of Capital Funds		
DMPS Fund	Fund-type	Examples of Capital Expenditures
SWP	Major	Construction, renovation
PPEL	Non-major	Routine maintenance of buildings; Bus purchases
Smouse Expendable Trust	Non-major	Renovation and design for Smouse Opportunity School
PERL	Non-major	Purchase of playground equipment

Recurring vs. Nonrecurring Expenses

The district has both recurring and nonrecurring capital expenditures. The manner in which the district determines whether an expenditure is recurring or nonrecurring is dependent upon the nature of the project/item. Below is a general outline of how the district determines whether an expenditure is recurring or nonrecurring:

1. An expenditure that benefits the district for several accounting years is regarded as nonrecurring; an expenditure that benefits the district for only one accounting year is considered recurring.
2. An expenditure that is not incurred repeatedly and regularly is a nonrecurring expenditure, while an expenditure which is incurred routinely is a recurring expenditure. Example: a school bus is not bought routinely (nonrecurring), but oil required to drive it is bought at regular intervals (recurring).
3. An expenditure incurred to improve the district or to increase its cost effectiveness is a nonrecurring expenditure. In contrast, an expenditure incurred to sustain routine operations is considered recurring.
4. An expenditure incurred after buying a second-hand asset to bring it into proper working order is a nonrecurring expenditure.
5. An expenditure incurred on the purchase and installation of a new asset is regarded as a nonrecurring expenditure.
6. An expenditure incurred to extend or make an addition to an existing asset is considered nonrecurring.

The most significant nonrecurring capital expenditures are funded through the Statewide Penny (SWP) fund. Capital expenditures are also funded through PPEL, PERL, and the Smouse Expendable Trust. Capital projects involve major expenditures for land acquisition, construction of new schools, or additions and renovations to existing facilities.

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
CAPITAL EXPENDITURES

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
SWP Total Expenditures				
Facilities Acquisition and Construction				
General Administration	\$ 512,536	\$ 411,816	\$ 443,860	\$ 450,000
Design Costs	2,132,382	1,393,994	1,630,000	2,078,503
Engineering/Inspections	197,425	62,478	96,000	100,000
Construction Costs	44,232,768	32,604,405	36,140,113	37,121,497
Technology Equipment	1,004,726	357,788	500,000	500,000
Furniture	419,986	812,733	820,000	820,000
Computers	170,935	108,684	110,000	110,000
Buildings	-	160,000	1,440,027	-
Abatement	680,406	755,631	800,000	800,000
Miscellaneous	50,921	17,362	20,000	20,000
Other Financing Uses	-	820,947	-	-
Transfers Out	12,158,244	12,631,366	18,062,619	18,067,757
Total SWP Capital Expenditures	61,560,329	50,137,205	60,062,619	60,067,757
PPEL Capital Expenditures				
Instruction				
Music Instruments	100,213	100,000	100,000	100,000
Plant Operation & Maintenance / Technology				
Technology	469,917	482,041	500,000	500,000
Energy Conservation Strategies	249,705	317,020	600,000	250,000
Facilities and Custodial Equipment Replacement	109,988	155,900	100,000	200,000
Vehicles	-	243,876	136,200	175,000
Painting	280,992	339,361	460,000	400,000
Property Leases	67,770	-	-	-
Security Upgrades	168,741	345,619	704,000	100,000
Fencing Replacement	44,651	25,242	37,500	75,000
Flooring Replacement	106,237	175,874	324,000	270,000
Student Transportation Equipment	773,022	768,934	783,526	800,000
Other Financing Uses	810	973	1,000	1,000
Facilities Acquisition and Construction				
Roofing	295,461	739,399	775,000	650,000
Masonry	616,847	1,077,568	1,000,000	1,000,000
Asphalt (Playground) and Concrete Replacement/Repairs	275,188	523,632	400,000	400,000
Emergency Repairs	293,813	16,603	200,000	300,000
Educational Needs	383,068	275,495	375,500	400,000
HVAC Repairs/Upgrades	159,501	114,540	300,000	300,000
Asbestos Abatement	93,552	86,770	204,500	200,000
Contingencies	930,553	2,004,097	2,294,000	1,934,000
Total PPEL Capital Expenditures	5,420,029	7,792,944	9,295,226	8,055,000
Expendable Trust - Smouse Fund Capital Expenditures				
Construction Services	822,756	41,845	750,000	750,000
Equipment	5,915	13,244	-	-
Total Expendable Trust Capital Expenditures	828,671	55,089	750,000	750,000
PERL Capital Expenditures				
Construction Services	57,200	231,710	52,175	135,000
Equipment	10,499	20,246	63,769	65,000
Total PERL Capital Expenditures	67,699	251,956	115,944	200,000
Total Capital Expenditures	\$ 67,876,728	\$ 58,237,194	\$ 70,223,789	\$ 69,072,757

CAPITAL IMPROVEMENTS

Thanks to community support, Des Moines Public Schools has made close to \$500 million in improvements to the district's buildings since the turn of the century, from the renovation of historic structures to the construction of brand new facilities. There has been a concentrated effort to improve and replace existing building equipment, improve energy efficiency, and provide a safe, comfortable environment for students.

Statewide Penny (SWP)

Comprehensive improvements have been made possible primarily through two initiatives: **Schools First**, a local option sales approved by the voters of Polk County in 1999, and **Students First**, funded by the Iowa General Assembly in 2008 through the continuation of the sales tax on a statewide basis (i.e., the Statewide Penny, SWP). SWP created a dedicated source of revenue to support improvements to public schools.

The original Schools First local option sales tax resulted in both new construction and significant, long-overdue improvements to existing school facilities. Schools First renovations yielded positive changes for students, teachers, parents, and neighborhoods across the entire community. In many cases, renovation budgets were augmented with grants (both state and federal), incentives from local utility companies for the use of energy efficient construction systems and materials, revenue from Physical Plant and Equipment Levy (PPEL), and revenue from fund raising activities by individual schools. Under Schools First, 32 buildings were renovated and three new schools were built. The final LOST-funded projects were completed and paid out in FY 2013.

In September 2009, Des Moines voters approved the district's Revenue Purpose Statement for the use of statewide sales tax funds (i.e., Statewide Penny, SWP) for school infrastructure through 2029. The district began receiving Statewide Penny funds to implement the Students First initiative for school renovations in FY 2011. As in years past, in FY 2015, DMPS received the maximum Statewide Average Revenues Per Student, which is calculated based on the projected statewide sales tax receipts, divided by the statewide enrollment. As the vast majority of the district is in Polk County (a retail-heavy county), it is projected that the district will continue to receive the maximum Statewide Average Revenues Per Student. Statewide Penny funding has also been augmented with grants (both state and federal), incentives from local utility companies for the use of energy efficient construction systems and materials, PPEL funds, and fund raising activities by individual schools.

Five Year Plan: Part I—The Superintendent's Facility Advisory Committee recommended DMPS implement a five-year plan with a ten-year vision, representing a back-to-basics approach to facilities improvement, for the first five years of the Students First program. Priorities for SWP expenditures that were established by the Superintendent's Facilities Advisory Committee and approved in the district's Revenue Purpose Statement include:

- Improving safety and security (*e.g., student drop-offs / pick-ups; security equipment*).
- Replacing obsolete, inefficient, or worn-out equipment or systems (*e.g., heating and ventilation equipment; air conditioning*).
- Strategies to reduce costs (*e.g., improvements that reduce energy costs*).
- Upgrading technology infrastructure (*e.g., high speed internet wiring and equipment*).
- Making improvements to enhance research-based student achievement (*e.g., classroom technology*).
- Adjusting to educational program changes (*e.g., preschool expansion*).
- Improving buildings that did not receive major improvements during the Schools First program.

Note: examples include, but are not limited to, the projects in italics

To develop the five year plan, individual projects were weighted using a priority list. The higher the priority, the higher the weighting. To help alleviate potential overcrowding, schools with large enrollment growth and classroom addition needs were placed on the list before other buildings. As part of the planning process, the Chief Operating Officer met with district administration to include an overall district vision in planning and also met with individual building administrators, who had already met with their staff, to develop a needs list for buildings targeted for renovation. Once this list was complete, a five year plan with a ten year vision was established. This initial five year plan was broken into three phases, and FY 2015 is the last year of this initial five-year plan. All Phase 1 and 2 Students First projects are completed. Common projects completed in Phases 1 and 2 of Students First include additions, asbestos abatement, data and communications upgrades, new exterior doors and windows, mechanical/electrical upgrades, security additions, and improved student drop-offs. The chart on the following page outlines the common projects completed. In addition to the common projects outlined in the chart, the following Phase 1 and 2 projects have been completed:

- **Edmunds ES** – New elementary school to replace the original Edmunds building.
- **Brody MS** – Kitchen and restroom improvements; new elevator.
- **McCombs MS** – Bleacher replacement.
- **Merrill MS** – Restroom upgrades.
- **Hoover HS** – Addition for new media center; administrative office improvements; kitchen/cafeteria improvements.
- **Roosevelt HS** – Fine Arts addition: band, vocal, and practice rooms; offices and storage.
- **Central Campus** – Skywalk connection to Central Academy, main entry renovation, first floor renovations (Downtown School), second floor renovations (culinary classrooms, kitchen/cafeteria, and multipurpose room), fire sprinkler, and Downtown School playground.

Statewide Penny – Completed Common Projects (Phases I & 2)									
Building*	Addition	Asbestos abatement	Data and communications	Exterior doors	Exterior windows	Mechanical/electrical	Security	Student drop-off	Parking
Mitchell EC								✓	
Woodlawn EC		✓	✓	✓	✓	✓	✓		✓
Carver ES							✓		
Cattell ES								✓	
Cowles ES		✓	✓	✓	✓	✓	✓	✓	
Findley ES	✓	✓	✓	✓	✓	✓	✓	✓	
Howe ES		✓	✓	✓	✓	✓	✓	✓	
Jefferson ES	✓	✓	✓	✓	✓	✓	✓	✓	
Lovejoy ES	✓	✓	✓	✓	✓	✓	✓	✓	
Madison ES		✓	✓	✓	✓	✓	✓	✓	
Mitchell ES		✓	✓	✓	✓	✓	✓		
Park ES		✓	✓	✓	✓	✓	✓		✓
Park ES 70's wing	✓	✓	✓	✓	✓	✓	✓		
Pleasant Hill ES	✓	✓	✓	✓	✓	✓	✓		
Studebaker ES	✓	✓	✓	✓	✓	✓	✓	✓	
Wright ES		✓	✓	✓	✓	✓	✓		
Brody MS	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hanawalt ES							✓		
Harding MS		✓	✓	✓		✓	✓		
Hiatt MS	✓	✓	✓	✓		✓	✓		
Hoyt MS	✓	✓	✓	✓	✓	✓	✓		
McCombs MS	✓	✓	✓	✓	✓	✓	✓	✓	
Meredith MS		✓	✓	✓	✓	✓	✓		
Merrill MS		✓	✓	✓	✓	✓	✓		
Hoover HS	✓			✓			✓		
Lincoln RAILS HS		✓		✓	✓				
North HS	✓	✓	✓	✓	✓	✓	✓		✓
Central Campus		✓	✓		✓	✓	✓	✓	
Prospect Bldg		✓	✓	✓	✓	✓	✓		

*EC = Education Center, ES = Elementary School, MS = Middle School, HS = High School

DMPS is currently implementing Phase 3 of the Students First initiative. The final Phase 3 project is scheduled to begin in June 2015, and all Phase 3 projects are expected to be completed by October 2016. Phase 3 consists of \$74 million in various projects. To minimize inflationary increases, the Board approved the sale of Revenue Bonds in FY 2014 for Phase 3 projects. The district sold \$8.8 million in bank-qualified bonds in December 2013 and \$70.7 million in non-bank qualified bonds in May 2014.

Statewide Penny – Phase 3 Projects				
Building	Notes	Initial Budget	Start of Design	Projected Completion
Mitchell EC	Student drop off	164,685	Feb 2013	August 2013
Lincoln RAILS HS	Gym Bleacher replacement	165,000	Jan 2014	April 2014
Harding MS	Window replacement	1,026,000	April 2013	June 2014
Lincoln RAILS HS	HVAC upgrade, ADA compliance, Security Upgrades	8,057,500	June 2013	Aug 2014
North HS	Athletic Wing HVAC, ADA compliance, Auditorium Upgrade	1,677,500	Oct 2013	Aug 2014
Casady EC	New building	9,250,000	March 2013	Sept 2014
Merrill MS	Three classroom addition, Elevator, Security Upgrades	1,696,250	April 2013	Oct 2014
Central Campus	4th floor	8,030,000	Oct 2013	Dec 2014
District Wide	Security Upgrades	1,210,000	Jan 2014	Jan 2015
District Wide Admin	HVAC Upgrades	1,100,000	July 2014	April 2015
Hiatt MS	Window Replacement	856,440	Aug 2013	March 2015
Central Campus	New facility for the Aviation Program	3,000,000	July 2014	Aug 2015
McKee EC	HVAC upgrade, Security Upgrades, Parking	5,175,000	March 2014	Aug 2015
Moore ES	HVAC upgrade, Security Upgrades, Gym Addition	6,585,000	Feb 2014	Aug 2015
Perkins ES	Classroom additions	2,000,000	May 2014	Aug 2015
River Woods ES	Remove Mobile Units, Classroom addition, Security Upgrades	1,699,750	March 2014	Aug 2015
Smouse ES*	HVAC upgrade, Security Upgrades	5,490,000	April 2014	Aug 2015
Central Campus	5th Floor	6,682,500	April 2014	Jan 2016
Van Meter HS	HVAC Upgrade, Classroom Walls, Security Upgrade, Addition	6,384,375	April 2014	Aug 2016
Moulton ES	HVAC	3,850,000	June 2015	Oct 2016
Total Phase 3 Projects		74,100,000		

**Includes funding \$1.5 million in funding from the Smouse Trust Fund*



The brand new Jesse Franklin Taylor Education Center was completed in August 2014, replacing the old Casady building. At the request of area residents who approached the School Board, the new center was named to honor the late African American civic leader Jesse Franklin Taylor. Taylor was a longtime resident of the Mondamin Presidential neighborhood and was active on several community boards and commissions. He helped develop the Forest Avenue Library and

the John R. Grubb YMCA. Work on the new building, located in the heart of the Urban Core within the Mondamin Presidential and Chautauqua Park neighborhoods, began in October 2013 and was completed for the 2014-15 school year. The Taylor building was the second brand new facility built in the Urban Core of Des Moines over the past three years, showing a commitment to the entire Des Moines community. When the old Casady building was demolished, several items were donated to Habitat for Humanity ReStore, such as fixtures, wooden doors, hardware, shelves, cabinets, and drawers. The building houses two programs: the Middle School Alternative Center program and early childhood program classrooms. The middle school program has eight classroom and serves students in grades six through nine who are experiencing significant behavioral or emotional difficulties. The program provides academic and intensive social/emotional supports to successfully transition students back to their home schools. The early childhood program has 11 classrooms and provides families with additional preschool choices in Des Moines. Students welcomed the addition of central air conditioning, which the old buildings did not have. The new facility is completely ADA compliant, and automatic fire sprinkler and alarm systems were installed throughout all areas. Site improvements connected new building entrances to new main and staff parking lots. A new playground area was included in the plans and will be used by both the school and the neighborhood. The life expectancy of the new building is projected to be 80 - 100 years.

Also completed for the 2014-15 school year was the addition to Merrill Middle School. On the west side of the building, three new classrooms were added. Those rooms now house Merrill's Spanish language program, a key part of the International Baccalaureate School curriculum. Instead of being shuffled from room to room, students congregate in the west wing, regardless



of their grade or academic level. Each classroom is complete with new technology, enhancing the foreign language learning opportunity. Other improvements include a new door/camera/ intercom system for the main doors (visitors must use the intercom to contact the office in order to gain entry to the building) and a new handicap accessible elevator.



North High School students in the Fine Arts department now have a top-notch space to put on concerts and plays. The North Theater underwent a complete overhaul, improving everything from the seating to the lighting. The new theater has 910 seats and is air conditioned. The space also has professional-grade lighting and sound equipment; these are now 142 lights and four spotlights, where there was once 23. The lighting design is controlled wirelessly via tablet by students learning the craft. During the fall production of *The Addams Family*, the student lighting

director had more than 200 lighting cues to plan and execute. The drama department is able to mic individual actors with wireless microphones, ensuring every patron has the “best seat in the house.”

After Winter Break, students at Scavo High School moved into their new space on the 4th floor of Central Campus. The new location for the alternative high school is centrally located and better positioned to serve students from across the district. The space provides major improvements for alternative and blended programming and improved access to technology. The new space also allows Scavo to function as a “full-service” school. The new site has an expanded on-site daycare and food pantry. In addition, there is a community center in the building with plans for an on-site medical and dental clinic, mental health therapy, and employment coaching.



Other highlights of Phase 3 construction projects in currently progress include renovations at Perkins Elementary, River Woods Elementary, Moore Elementary, Ruby Van Meter High School, and Central Campus 5th floor and construction of the new Aviation facility. Project highlights of the Perkins renovation include security upgrades, additional student restrooms, additional student lockers, and a four classroom addition. Construction began in April 2015, and substantial completion of the project is expected to be ready for the start of the 2015-16 school year. Project highlights of the River Woods renovation include security upgrades, additional student restrooms, and a four classroom addition that will eliminate the need for mobile classrooms at the school. Construction began in September 2014, and substantial completion of the project is expected to be ready for the start of the 2015-16 school year. Project highlights of the Moore renovation include security upgrades, a new playground, a new gymnasium, a new student drop-off, and updated technology infrastructure. Construction began in January 2015, and substantial completion of the project is expected to be ready for the start of the 2015-16 school year. Project highlights of the Ruby Van Meter renovation include security upgrades, a new “front door” configuration, interior walls to eliminate open classrooms, additional changing rooms, improved accessibility for students, mechanical/electrical improvements, and increased natural lighting. Construction began in March 2015, and substantial completion of the project is expected to be ready for the start of the 2015-16

school year. In February 2015, construction began on the 5th floor of Central Campus. Half of the floor will be dedicated for Career & Technology Education programming and will house the Home Building and Paint & Drywall programs. The new space will improve the learning environment for students and provide opportunities for shared resources and access to other Career & Technology programs, as well as improve the security in the area. The other half of 5th floor will be dedicated for district-wide alternative programs, with the space designed for alternative learning. Substantial completion of the work on 5th floor will be concluded by February 2016.

In addition, DMPS is investing \$3 million from SWP cash reserves to relocate the Aviation Program from the Des Moines Airport to the McCombs campus. Des Moines Public Schools' Aviation Engineering Technology Program is one of only three high school programs in the nation certified by the Federal Aviation Administration to teach aircraft maintenance. In fact, the program in Des Moines is the only one of its kind among the nearly 4,000 school districts in the Midwest. The Aviation Program lost its facility lease at the Des Moines Airport and moved to a smaller facility at the airport for the 2014-15 school year. This space is too small to fully accommodate program needs. The district is currently building a new space for the Aviation program on the Central Campus space at the McCombs site. The new facility will be a 25,000-square-foot structure with a paved tarmac area where aircraft can be put in run mode. The hangar and tarmac will both accommodate the five aircraft in the program. Large doors will allow for aircraft to easily move in and out of the hangar. In addition, there will be a power-plant lab to study engines and turbines and an airframe lab to study the skin, structure, controls, etc. A storage area for tools and tool boxes is also included. There will be space for a painting room, welding area, and battery storage. Finally, the space will have four classrooms and a computer lab. The expanded space will enable the district to provide additional FAA-approved coursework and accommodate additional students.

Five Year Plan: Part II — DMPS nearing end of the first cycle of its five year plan for the Students First initiative, and the district has undertaken work to create a new long-range facilities plan. The Superintendent's Facility Advisory Committee had met since 2013, and part of the work of the committee was to develop a new five year plan, beginning with FY 2016. In this work, the committee reviewed the Students First program to date, maintenance and operations data, operational costs, the demographic study, school boundaries, and the district facility needs assessment (Board agenda item 14-039). The plan maintains the priorities established by the Revenue Purpose Statement that was approved by voters. Under the plan, schools will be revisited to provide "like spaces" at all buildings, and flexibility is included in the plan with contingencies to adjust to growth, matching contributions, etc. The plan presented to the Board outlines work that will be completed over the course of the next five years; however, all projects will come back to the Board individually for review and approval. Under the plan, approximately \$30 million will be spent each year. Over the course of the five years, more than 60 facilities will be impacted by the new five year plan.

SWP – New Projected Five Year Plan						
Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Elementary Schools						
Brubaker	Security	✓				
	Exterior School Sign	✓				
	Additional Parking					✓
Capitol View	Security			✓		
	Exterior school sign			✓		
Carver	Security		✓			
	Additional Entrance	✓				
Cattell	Security	✓				
	Site improvements		✓			
	Exterior school sign	✓				
	HVAC upgrades	✓				
	Additional classrooms		✓			
Cowles	Kitchen remodel			✓		
	Multipurpose room addition			✓		
	Elevator			✓		
	Exterior school sign			✓		
Downtown	Security	✓				
	Security	✓				
Findley	Café addition	✓				
	Additional parking	✓				
Garton	Playground Surfacing			✓		
Greenwood	Exterior school sign	✓				
	Security	✓				
	Walk-in cooler installation				✓	
Hanawalt	Exterior school sign			✓		
	Security			✓		
	Café acoustics	✓				
	Student drop-off			✓		
Hillis	Exterior school sign	✓				
Greenwood	Exterior school sign	✓				
	Security	✓				
	Walk-in cooler installation				✓	

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Hanawalt	Exterior school sign			✓		
	Security			✓		
	Café acoustics	✓				
	Student drop-off			✓		
Hillis	Exterior school sign	✓				
Howe	Gym addition				✓	
	Elevator				✓	
	Security	✓				
	Restroom upgrades			✓		
	Exterior school sign		✓			
	Renovation of pedestrian bridge				✓	
Hubbell	Exterior school sign		✓			
	HVAC upgrade - boiler replacement		✓			
	Security			✓		
Jackson	Exterior school sign			✓		
	Gym addition			✓		
Jefferson	Multipurpose room addition					✓
	Exterior school sign					✓
	Student drop-off					✓
King	Exterior school sign		✓			
	Kitchen equipment				✓	
Lovejoy	Gym/kitchen addition				✓	
	Exterior school sign				✓	
Madison	Gym addition			✓		
	Exterior school sign		✓			
	Move office to front entrance	✓				
	Restroom fixture upgrades				✓	
	Walk-in cooler installation		✓			
McKinley	Exterior school sign	✓				
	Playground surfacing				✓	
	Gym acoustics		✓			
	HVAC upgrade	✓				

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Monroe	Exterior school sign	✓				
	Auditorium upgrade					✓
	Security	✓				
Morris	Site improvements				✓	
	Exterior school sign	✓				
	Security	✓				
	Walk-in cooler installation				✓	
Moulton	Site improvements				✓	
	Exterior school sign	✓				
	Security	✓				
	Student drop-off	✓				
	Walk-in cooler installation					✓
Oak Park	Exterior school sign	✓				
	Security	✓				
	Gym acoustics					✓
	Student drop-off					✓
Park Ave	Elevator		✓			
	Exterior school sign		✓			
	Student drop-off		✓			
	Auditorium seating					✓
	Flooring renovation				✓	
	Restroom upgrades					✓
	Renovation of pedestrian bridge				✓	
Phillips	Exterior school sign	✓				
	Hallway and office lighting upgrade	✓				
	Terrazzo refresh	✓				
Pleasant Hill	Exterior school sign					✓
	Café addition					✓
	Gym acoustics					✓
River Woods	Walk-in cooler installation					✓
Samuelson	Exterior school sign		✓			
Smouse	Flooring					

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
South Union	Exterior school sign	✓				
	Security	✓				
Stowe	Additional parking					✓
	Retaining wall			✓		
	Exterior school sign	✓				
Studebaker	Cafe addition				✓	
	Exterior school sign			✓		
Walnut Street	Renovate 5th floor	✓				
	Renovate 6th floor					✓
Willard	Exterior school sign	✓				
	Acoustics in gym		✓			
	Acoustics in library and computer room		✓			
	Security	✓				
Windsor	Exterior school sign	✓				
	Acoustics in gym					✓
	Security	✓				
	Renovation of pedestrian bridge				✓	
Wright Hill	Cafe addition/kitchen		✓			
	Security		✓			
	Exterior school sign					✓
Middle Schools						
Brody	Exterior school sign	✓				
	Security	✓				
	Auditorium renovation			✓		
	Family Consumer Sciences upgrade				✓	
	Science upgrades				✓	
	Interactive projectors	✓				

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Callanan	Exterior school sign		✓			
	Security		✓			
	Lighting upgrade in halls	✓				
	Family Consumer Sciences upgrade			✓		
	Science upgrades			✓		
	Interactive projectors	✓				
	Auditorium renovation - Seats and systems, ADA					✓
	Gym floor refinish			✓		
	Lower level hallway acoustics	✓				
	Storm sewer installation				✓	
	HVAC upgrade of '90s addition	✓				
	Upgrading exterior lighting (LED)	✓				
Goodrell	Exterior school sign		✓			
	Interactive projectors	✓				
	Security		✓			
	Auditorium renovation			✓		
	Upgrading exterior lighting (LED)		✓			
Harding	Exterior school sign		✓			
	Interactive projectors	✓				
	Auditorium upgrades			✓		
	Exterior lighting upgrade	✓				
	Security	✓				
	Family Consumer Sciences upgrade					✓
	Science upgrades					✓
Hiatt	Exterior school sign		✓			
	Family Consumer Sciences upgrade				✓	
	Science upgrades				✓	
	Interactive projectors	✓				
	Auditorium ADA upgrades			✓		

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Hoyt	Exterior school sign	✓				
	Cafe panel wall					✓
	Expand Nurse office		✓			
	Family Consumer Sciences upgrade				✓	
	Science upgrades				✓	
	Upgrading exterior lighting (LED)		✓			
McCombs	Exterior school sign			✓		
	Security			✓		
	Cafeteria expansion			✓		
	Kitchen boiler replacement				✓	
	Family Consumer Sciences upgrade				✓	
	Science upgrades				✓	
	Interactive projectors	✓				
	Upgrading exterior lighting (LED)			✓		
Meredith	Exterior school sign			✓		
	Storm sewer extension to include intakes on south side				✓	
	Security			✓		
	Interactive projectors	✓				
	Family Consumer Sciences upgrade					✓
	Science upgrades					✓
	Upgrading exterior lighting (LED)		✓			
Merrill	Exterior school sign				✓	
	Auditorium renovation - Seats and systems					✓
	Student drop-off on Grand				✓	
	Music room acoustics					✓
	Interactive projectors	✓				
	Family Consumer Sciences upgrade				✓	
	Science upgrades				✓	
	Upgrading exterior lighting (LED)	✓				

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Weeks	Exterior school sign		✓			
	Security		✓			
	Auditorium renovation - Seats and systems, ADA					✓
	Interactive projectors	✓				
	Upgrade science rooms				✓	
	Upgrade facility consumer science rooms				✓	
	Redesign old wood shop to appropriate classrooms			✓		
	Upgrading exterior lighting (LED)	✓				
	Expand student drop-off on Park	✓				
High Schools						
East	Gym flooring replacement					✓
	Security		✓			
	Interactive projectors		✓			
	Window replacement in courtyards and Industrial Arts areas		✓			
	Wrestling facility/multipurpose building		✓			
	Family Consumer Science upgrades			✓		
	HVAC upgrades	✓				
	Industrial Technology upgrades			✓		
	Pool upgrades				✓	
	Upgrading exterior lighting (LED)	✓				
	Upgrade auditorium					✓

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Hoover	Auditorium upgrade		✓			
	Vocal, band, orch classroom upgrades			✓		
	Exterior school sign	✓				
	Student pickup lane			✓		
	Security		✓			
	Pool upgrades			✓		
	Family Consumer Sciences upgrade					✓
	Science upgrades					✓
	Art room upgrades				✓	
	Interactive projectors		✓			
	Upgrading exterior lighting (LED)		✓			
Lincoln	Parking lot replacement					✓
	Auditorium upgrade	✓				
	Security		✓			
	Pool upgrades			✓		
	HVAC upgrade	✓				
	Interactive projectors	✓				
	Replace dishwashing machine				✓	
Lincoln RAILS	Auditorium upgrade					✓
	Science room upgrades				✓	
	Family Consumer Science upgrades					✓
	Upgrading exterior lighting (LED)	✓				
North	Pool upgrades				✓	
	Science room upgrades				✓	
	Family Consumer Science upgrades				✓	
	Interactive projectors	✓				
	Gym moving door replacement			✓		
	Auditorium balcony seating replacement			✓		
	Upgrade exterior lighting (LED)	✓				

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Roosevelt	Auditorium upgrade	✓				
	Security	✓				
	Pool upgrades				✓	
	Science room upgrades					✓
	Family Consumer Science upgrades					✓
	Gym Floor replacement				✓	
	Interactive projectors	✓				
Special Education and District-Wide Programs						
Central Campus	Renovate lowest level		✓			
	Interactive projectors		✓			
	Security				✓	
	Gym HVAC upgrade	✓				
	Upgrading exterior lighting (LED)	✓				
Central Academy	Window replacement north building	✓				
	Interactive projectors		✓			
	Parking garage renovation		✓			
	HVAC upgrade		✓			
	Upgrading exterior lighting (LED)	✓				
Central Ag Lab	Replace mobile classrooms			✓		
Smouse ES	Pool upgrade					✓
	Upgrading exterior lighting (LED)					✓
Van Meter HS	Upgrading exterior lighting (LED)			✓		
	Waterproofing (major)		✓			
	Pool upgrade				✓	
Auxiliary						
Mann	HVAC, Elevator, Window Replacement, Remove Mobile Units	✓				
McKee EC	Exterior school sign			✓		
	Upgrading exterior lighting (LED)	✓				
Mitchell EC	Exterior school sign		✓			
	Security		✓			
Woodlawn EC	Exterior school sign		✓			
	Security		✓			

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Building	Notes	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
CNC	HVAC upgrade	✓				
Operations	HVAC upgrade	✓				
	Trench drains in warehouse			✓		
Prospect	Upgrading exterior lighting (LED)	✓				
	Upgrade fuel storage				✓	
Walker Street	Remove mobiles		✓			
	Security	✓				
	HVAC upgrade		✓			
	Upgrading exterior lighting (LED)		✓			
Welcome Center	Parking					
	Upgrading exterior lighting (LED)		✓			

Physical, Plant, and Equipment Levy (PPEL)

PPEL funds are used for purposes such as energy improvements, payment of energy and QZAB notes, building repairs and improvements, musical instruments, ADA compliance, security upgrades, property acquisition, buses, abatement of hazardous materials, emergency repairs, telecommunications equipment, technology, and purchases of vehicles and other large equipment.

The district forecasts a repair and maintenance schedule by building a five-year (minimum) district-wide cycle for flooring, masonry, painting, paving, and roofing projects. In addition to the forecasted paving needs by school, the district also allocates an additional \$100,000 per year for emergency paving repairs. Painting costs are budgeted for a total of \$400,000 per year for the entire district, rather than per school. There is not a set schedule for emergency, HVAC, asbestos abatement, contingency, and other projects; repairs and maintenance for these areas are completed as the need arises. The district allocates a specific amount to these categories each fiscal year; the amount takes into account previous expenses. Finally, \$800,000 is budgeted each year to buy new busses.

PPEL – Projected Five Year Plan						
Building	Category	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Elementary Schools						
Capitol View	Masonry		50,000			
Carver	Masonry		75,000			
	Painting			✓		
Cattell	Painting	✓				
Cowles	Masonry		150,000			
	Paving	50,000				
Garton	Masonry		100,000			
	Paving			✓		
Greenwood	Roofing			200,000		
Hanawalt	Masonry	250,000				
	Paving		100,000			
Hillis	Painting				✓	
Howe	Flooring		50,000			
	Roofing				150,000	
Hubbell	Masonry		250,000			
	Painting	✓				
Jackson	Roofing					100,000
Jefferson	Roofing				250,000	
King	Masonry			50,000		
	Painting				✓	
	Roofing					150,000
Lovejoy	Flooring		30,000			
	Masonry				150,000	
Madison	Masonry			150,000		
Moore	Roofing			300,000		
Morris	Masonry				100,000	
Moulton	Flooring			100,000		
	Masonry				250,000	
Oak Park	Masonry			300,000		
	Roofing	200,000				
Park Ave	Flooring				60,000	50,000
	Paving	50,000				

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Building	Category	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Perkins	Masonry	100,000		250,000		
River Woods	Masonry					50,000
Samuelson	Masonry					50,000
	Painting				✓	
South Union	Masonry		100,000			100,000
	Painting		✓			
	Painting				✓	
Stowe	Painting	✓				
Studebaker	Flooring				50,000	
	Roofing			175,000		
Willard	Flooring					100,000
Windsor	Painting			✓		
Wright	Flooring			100,000		
	Masonry	50,000				
	Painting		✓		✓	
Middle Schools						
Brody	Flooring	100,000				
	Painting	✓				
Callanan	Flooring			50,000		
Goodrell	Painting			✓		
Hiatt	Flooring	70,000	70,000			
McCombs	Paving					175,000
Meredith	Flooring			35,000		
Merrill	Masonry			50,000		
	Painting		✓			
Weeks	Masonry			200,000		
High Schools						
East	Flooring		60,000			
	Masonry	300,000				
	Painting		✓			
	Roofing	200,000				
Hoover	Masonry	270,000				
	Paving				125,000	

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Building	Category	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Lincoln	Flooring		15,000			
	Masonry		200,000			
	Painting				✓	
	Paving	150,000		150,000		
Lincoln RAILS	Paving	50,000	150,000			
North	Flooring	100,000				
	Paving				125,000	
Roosevelt	Flooring				50,000	
	Paving					75,000
Special Education and District-Wide Programs						
Central Academy	Flooring				50,000	
Central Campus	Paving			100,000		
Van Meter HS	Painting	✓				
Auxiliary						
McKee EC	Roofing	250,000				
Mitchell EC	Roofing		380,000			
Woodlawn EC	Roofing					300,000
Central Nutrition	Painting	✓				
Dean	Roofing				250,000	
Prospect	Masonry	30,000				
	Roofing		280,000			
District-Wide Repairs	Paving	100,000	100,000	100,000	100,000	100,000
	Painting	400,000	400,000	400,000	400,000	400,000
Total per Fiscal Year		2,720,000	2,560,000	2,710,000	2,110,000	1,650,000

Total per Category	Flooring	270,000	225,000	285,000	210,000	150,000
	Masonry	1,000,000	925,000	1,000,000	500,000	200,000
	Painting	400,000	400,000	400,000	400,000	400,000
	Paving	400,000	350,000	350,000	350,000	350,000
	Roofing	650,000	660,000	675,000	650,000	550,000

Expendable Trust – Smouse Fund

The Smouse Trust was endowed by David W. Smouse in 1931 to help establish the Smouse Opportunity School for children with physical disabilities and sensory handicaps. As an expendable trust, both the principal and interest earned can be used. Renovations planned for Smouse include: upgrading HVAC and mechanical/electrical systems, adding intruder locks, providing classroom enhancements, and adding technology. The renovation is scheduled to be complete for the start of the 2015-16 school year.

Expendable Trust – Smouse Fund				
Building	Notes	Initial Budget	Start of Design	Projected Completion
Smouse ES*	HVAC, Mechanical and electrical upgrades, Intruder locks, Classroom enhancement, Technology	5,490,000	April 2014	Aug 2015

*Includes funding \$4 million in funding from the Statewide Penny Fund

Public Education and Recreation Levy (PERL)

The PERL fund accounts for transactions related to school playgrounds and recreational activities within the district, including Community Education programming. All capital expenditures from the PERL fund are for playgrounds. Typically, the district has approximately \$200,000 per year in PERL funds that are used on playground improvements. In the five year plan for PERL, schools are identified; however, only the current and next fiscal year projects are fully identified and planned.

PERL – Current and Projected 5 Year Playground Plan						
Building	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Hanawalt		45,000				
Hubbell				50,000		
Lovejoy			20,000			
Madison	60,000					
Monroe			50,000			
Moore		65,000				
Oak Park					50,000	
Perkins	10,000					
River Woods		45,000				
Studebaker			20,000			
Taylor	45,000					
Willard				40,000		
Windsor						20,000
Total per Fiscal Year	115,000	200,000	110,000	90,000	50,000	20,000

Impact of Capital Investments

Ongoing expenses for existing and new mechanical and control systems are paid for out of the General or Special Revenue funds. For example, installation of a new elevator requires regular maintenance and inspection; the installation of grease interceptors necessitates quarterly pumping and cleaning; and CO2 sensors must be calibrated quarterly. Capital improvements have necessitated additional training for personnel, but there has not been an impact on FTE. While these improvements have resulted in recurring maintenance costs, they have also improved the health and safety of the school building environment.

CREATING CENTERS FOR 21ST CENTURY LEARNING

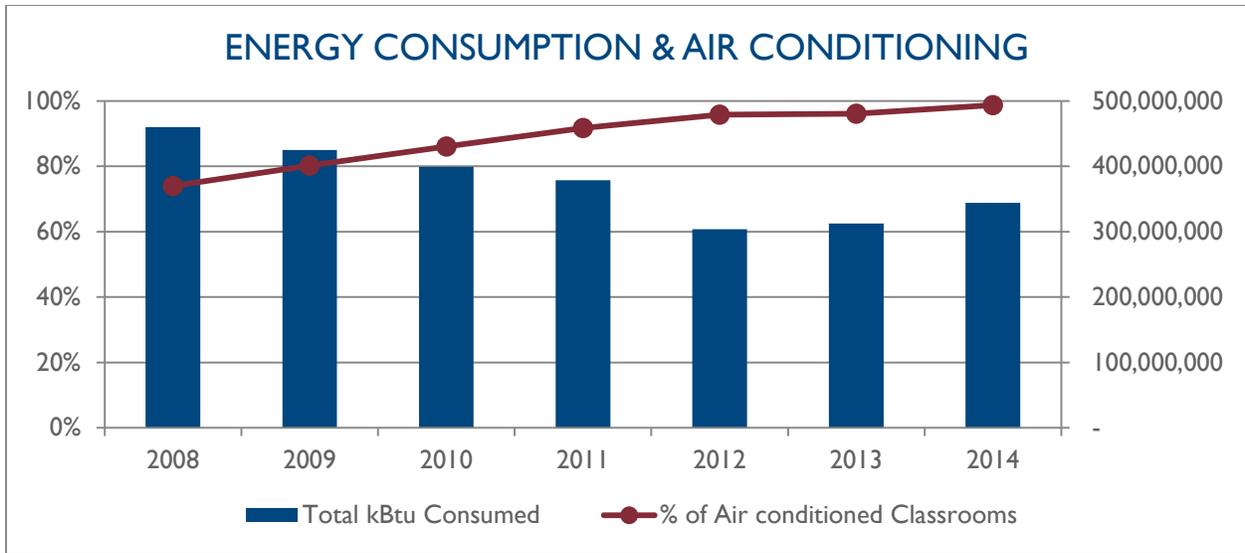


Renovations and capital investments are bringing improvements—both large and small—to schools in every neighborhood in Des Moines. And that means improvements in the quality of education for students. From the construction of new schools to the renovation of historic structures to a wide array of facility upgrades, capital investments are helping ensure every school building in Des Moines is prepared for education in the 21st century. The basics-first approach of the Students First program means

all students have access to the essentials: new windows and doors, safer drop-off areas for students, updated lighting, improved technology capabilities, air conditioning, and upgraded mechanical and electrical systems. Highlights of the impact capital investments have had in the district are included below.

Air Conditioning Increased

In Iowa, the lack of air conditioning can create dangerous conditions due to extreme heat situations. Early dismissal of classes due to heat will soon be a thing of the past as district nears its goal of 100% air-conditioned classrooms. These mechanical and electrical upgrades not only provide for more comfortable and efficient classrooms, but the increased and improved ventilation also provides for healthier spaces in which students learn. While the number of air conditioned classrooms has increased, energy consumption by the school district has decreased dramatically since 2008. The following graph shows the increased percentage of air conditioned classrooms in Des Moines compared to the decrease in energy usage.



Open Classrooms Eliminated

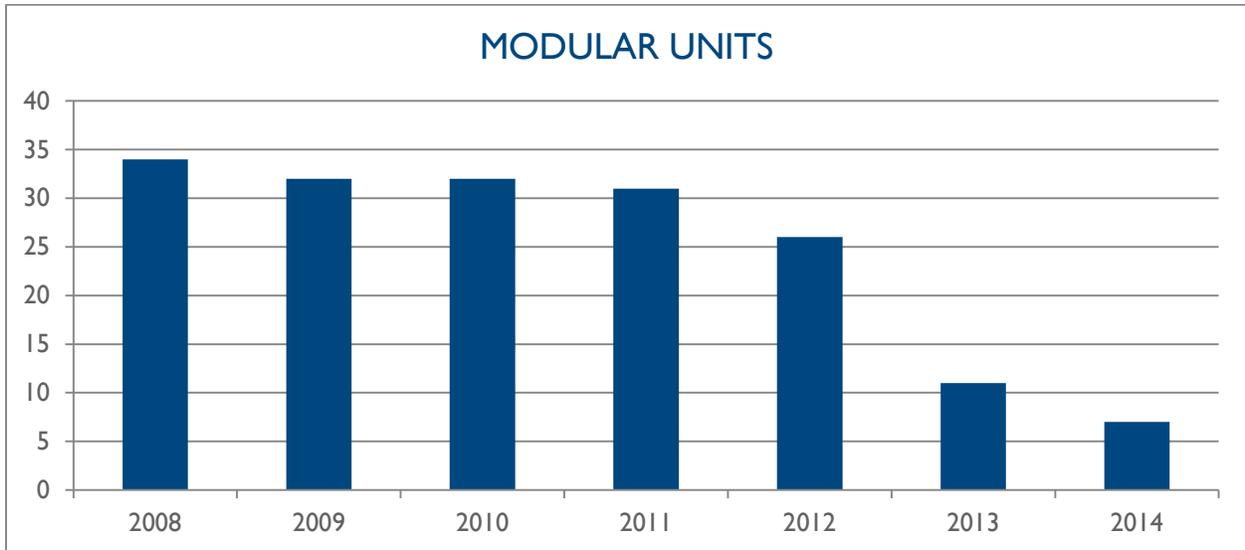
“Open classrooms” were a popular trend in education in the 1970s, and many schools built during that time adopted the open classroom philosophy. However, it was soon realized that such schools were distracting for teachers and students alike. For the past 30 years, schools have created ad-hoc walls from bookcases and other available materials. Renovation projects in Des Moines have created more traditional, yet modern, classrooms at schools which were originally “open,” giving students and teachers a better learning environment with fewer disruptions to classes. The photo on the left shows an elementary classroom with makeshift walls, compared to the bright, airy classrooms in Edmunds building shown on the right.



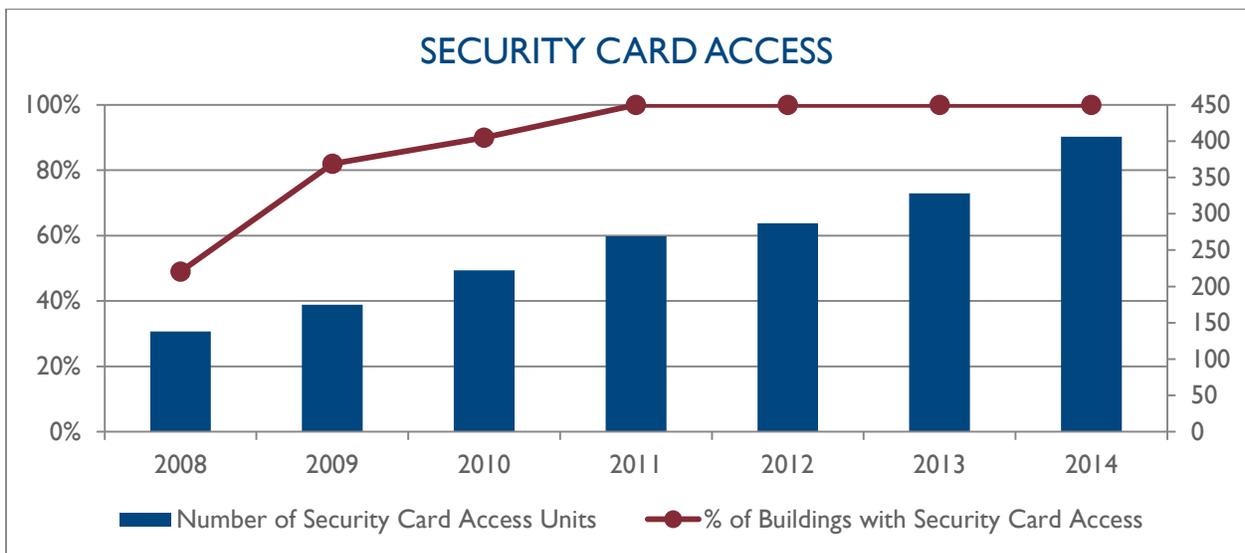
Safety and Security Measures

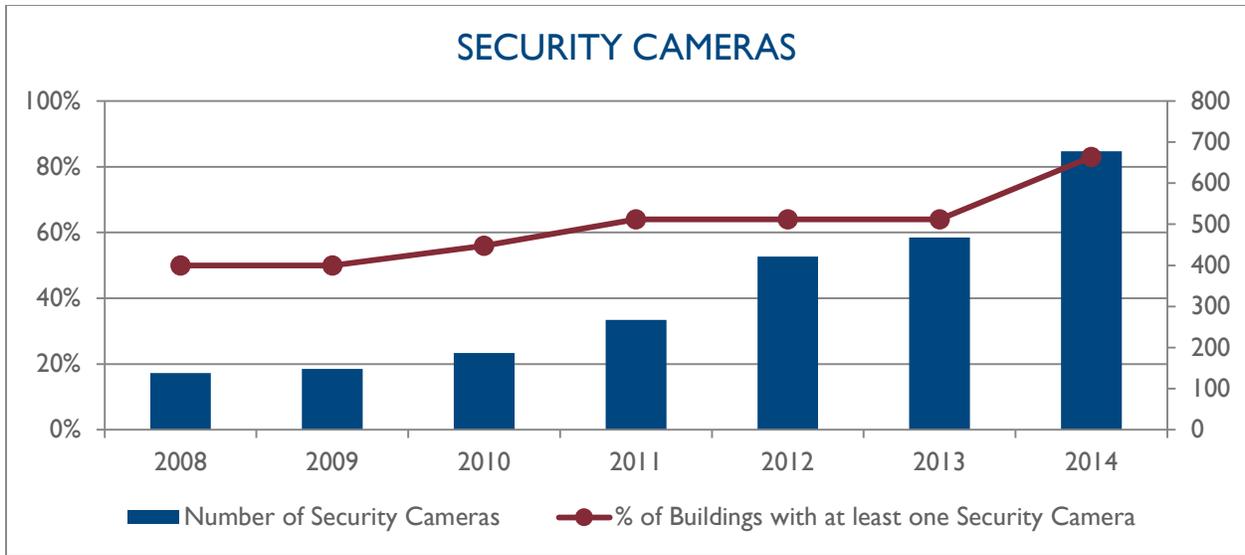
The safety and security of students and staff was a top priority identified by the Superintendent’s Facilities Advisory Committee. True to that goal, renovation projects have put safety and security front and center in both the renovation of existing buildings and the construction of new schools. For example, the use of modular classrooms has been reduced. Temporary buildings used as modular classrooms create two issues. First, students must leave the school building to attend class,

creating a potential security issue. Second, modular units are inefficient to heat and cool, making them more expensive to operate than a typical classroom. Des Moines Public Schools has reduced the number of modular units used from 34 units in 2008 to seven units in 2014.



Other examples of security measures implemented include new secure entrances, intruder locks for classrooms, access control systems at all schools, and a four-fold increase in the number of security cameras. The following graphs show the recent increases in the number of card security access points and security cameras throughout the school district.





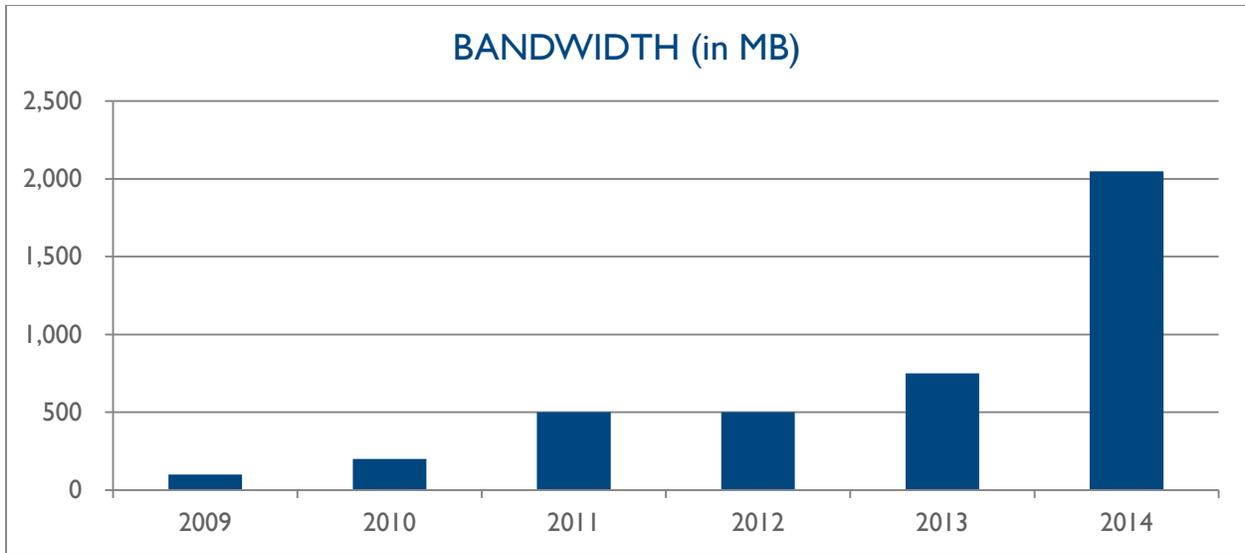
Technology Improved

With each passing year, technology plays a bigger and bigger role in the work of teachers and the education of students. For example, more than 20,000 computers and 4,500 tablets are used in Des Moines Public Schools.

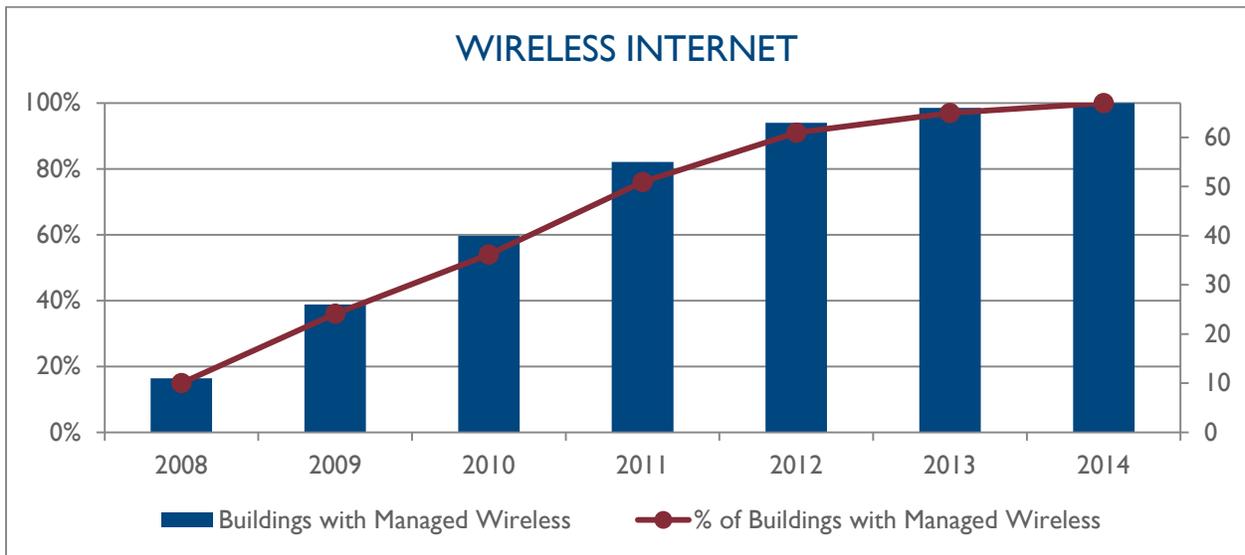


Consequently, the improved use of and access to technology has been a major component of the district’s recent capital investments. Technology upgrades have included infrastructure, wireless and hard wired systems, IP phone and PA systems, and updated teacher computers and student labs.

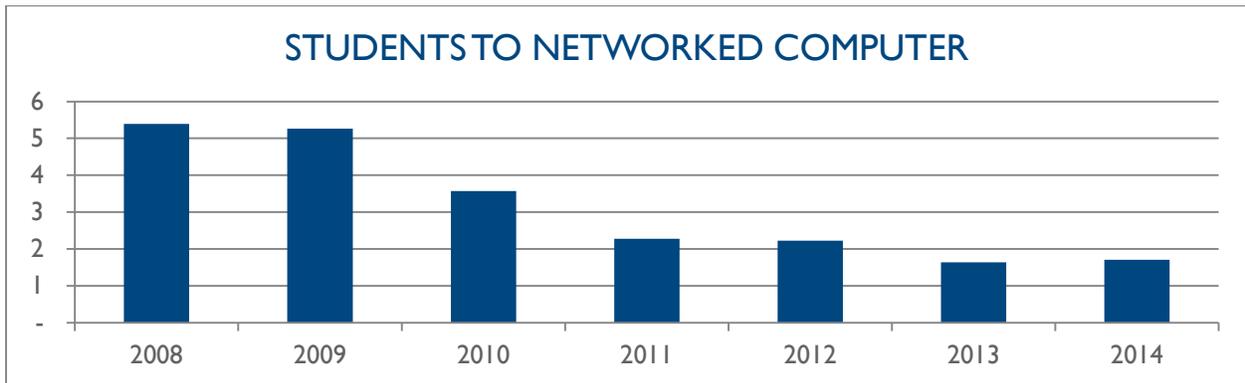
DMPS has been able to take steps to upgrade the district’s network infrastructure and equipment for current and future needs. Making the network more efficient brings a wide range of benefits to the district, including improved communication, data sharing, and cost savings. The district is preparing to increase bandwidth capacity to 10 GB (10,000 MB), which will provide a faster, more reliable network across the school district. This is a vital component to implementing additional technology in the classrooms. Ultimately, a stronger network—coupled with additional devices—will allow students to participate in online assessments as a part of Core Curriculum requirements. The following graph shows the expansion of bandwidth in DMPS. In FY 2014, behind-the-scenes work resulted in district bandwidth exceeding 2GB.



DMPS achieved 100% managed wireless capacity in all building. Managed wireless enables the entire network to be managed from a single station, rather than having to physically go to or log into each device. In addition, buildings have been saturated with the latest wireless technologies that will allow up to 30 wireless devices per classroom, preparing schools for future 1:1 computer or tablet initiatives.



New technology is paid for out of multiple funds, including General Fund, Activity Fund, Child Care Funds, Federal Funding, Food Service Fund, Microsoft Settlement, PERL Fund, PPEL Fund, SWP Fund, Special Education, and State Categorical funds. The district has placed one computer lab per elementary school, two labs per middle school, and up to three labs per high school, in addition to providing a laptop for every teacher. The graph below shows the positive impact on the computer to student ratio in Des Moines Public Schools.



IMPROVED BUILDING EFFICIENCIES & ENVIRONMENTAL STEWARDSHIP

Schools are the center of a community, affording opportunities to model energy efficiency practices and to provide quality education and learning environments for students, staff, and the community. Managers in commercial and institutional facilities use the phrase “triple bottom line” to describe an initiative’s impact on building occupants, the environment, and an organization’s finances. For Des Moines Public Schools, students, energy efficiency, and environmental stewardship are top of mind for managers before, during, and after every building renovation and system upgrade undertaken.

Energy Conservation

The Students First program pushed the district to develop and implement efficiencies district-wide, from micro strategies regarding personal habits to macro strategies such as forward-thinking construction methods. At the micro level, personal appliances (e.g. mini-fridges) have been removed, lights and computers are turned off when not used, and each school has an energy plan.

At the macro level, the school district has tackled numerous renovations and mechanical and electrical upgrades. While it takes dedication and hard work to modify historic structures into efficient energy models, DMPS is committed to accomplishing this goal and strives to be an environmental leader. One of the first steps the district takes before starting these projects is benchmarking energy use. Benchmarking has helped identify the poorest energy-performing schools, enabling the district to target the most inefficient buildings first.

Energy efficiency is a priority for capital investment projects, and ENERGY STAR designation is one of the goals of every major renovation project. With the average age of buildings exceeding 60 years, DMPS is committed to improving energy efficiency through equipment and system upgrades.

Through aggressive bonding measures, the district has been able to accelerate renovation plans and is nearing the end of major construction/renovation projects. However, DMPS is committed to a continuous process of improvement and is unwilling to become stagnant, particularly in the areas of energy management and conservation. Consequently, is revisiting schools to re-evaluate overall building system effectiveness and implement smaller conservations projects.

Lighting: During major renovation projects, lighting voltage was upgraded in buildings. The inefficient lighting infrastructure of T12 lighting was replaced with high-efficient T8 and T5 lighting. In FY 2015, DMPS purchased 90,000 25-watt T8 lamps to replace 32-watt lamps in 28 facilities. This switch will result in an estimated annual savings of more than one million kilowatt hours of electricity, with an annual financial savings of approximately \$135,000. Last year, DMPS began transitioning to the exclusive use of ENERGY STAR-certified LED lighting on all district building exteriors, these lights can last up to 25 times longer than incandescent bulbs. Elementary schools were completed in Spring 2014; secondary schools and other district-operated buildings will be completed by Spring 2015. In addition to using less light, more area is illuminated, increasing security for the building. On average, electricity consumption for retrofitted lighting has been reduced by more than 50%. The photos below show before (L) and after (R) the switch at King.



DMPS also began transitioning to ENERGY STAR-rated LED lighting in auditoriums and completed two auditorium projects in 2014. The two completed projects are brighter, but use 75% and 80% less energy.



Building Envelope: The district also focuses on upgrading the envelope of a building to improve energy efficiency: replacing single-pane windows with double-pane glazed windows and low-efficient doors with doors with internal insulation and weather stripping. As shown in the pictures below, the windows installed at Lincoln RAILS are a better aesthetic look and are more efficient. In addition, by increasing the square footage of glass, more natural light is allowed in classrooms.



1st Floor: Old Windows 2nd Floor: New Windows



Increased Natural Light

Replacing old doors has a tremendous impact on a building’s energy loss and impacts the district’s overall energy consumption. The image below shows the impact replacing old, inefficient doors (L) at Lincoln RAILS with new, efficient door (R) has on energy loss.



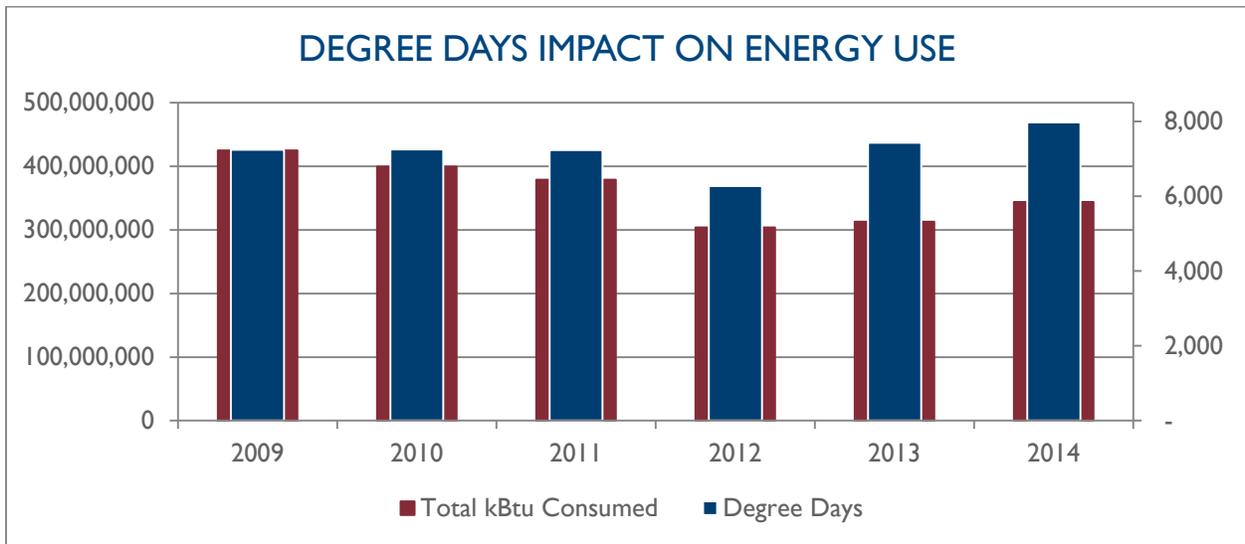
The district also takes advantage of natural light to decrease use of artificial lights. Studies show that increasing natural light and appropriately lit schools can positively impact children’s health and their ability to learn. By reducing energy requirements, natural light offers an environmentally-friendly way to reduce costs. At Jefferson, sky lights were added to the library to increase the amount of natural light in the large space.

HVAC: Heating, Ventilation, and Air Conditioning: The district has aggressively replaced mechanical systems in schools in buildings. Where possible, a building's heating and cooling systems are retrofitted with geothermal systems, replacing traditional boiler systems (L). When a geothermal system is not feasible, outdated boilers are replaced with energy-efficient ones (R).

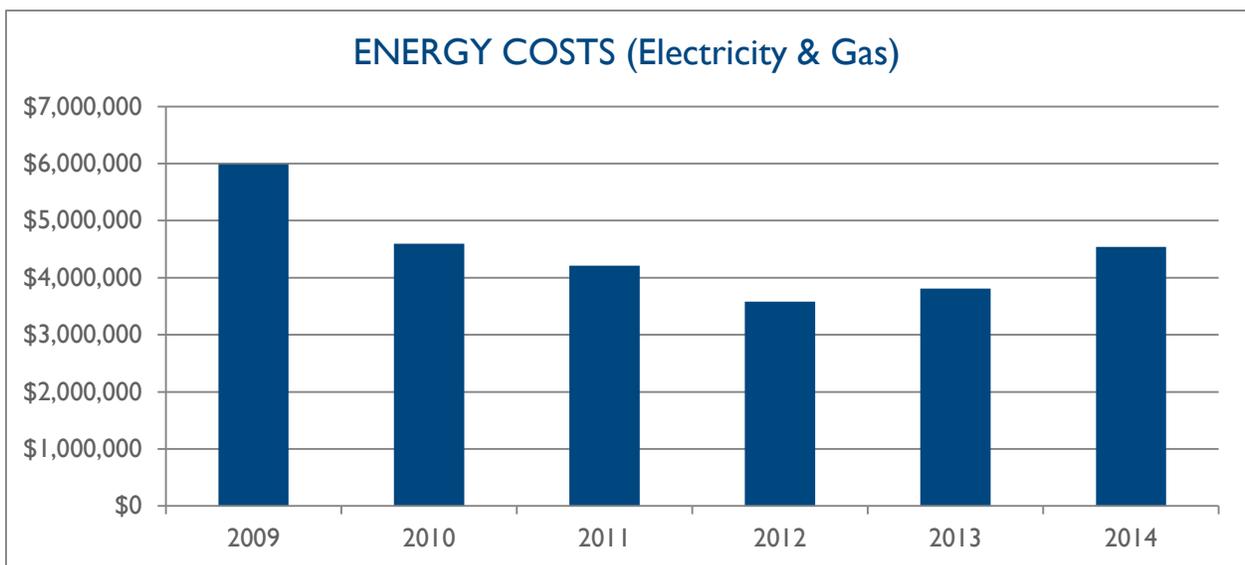


Another key component to the district's HVAC upgrades is building controls, particularly replacing pneumatic controls with direct-digital-control (DDC) technology, which has allowed the district to create temperature set points, set back temperatures for unoccupied periods, and implement staggered equipment startup to avoid peak demand charges. The new controls tie into the district's building-automation system, which allows the district to take control of equipment that previously was controlled at the building level. The building automation system allows the district to schedule equipment to run when needed and cycle off when not needed. The district is also able to implement a 2-3 degree set back at night and over weekends to save energy. In addition, some ventilation equipment can be shut down during times when classrooms are unoccupied.

While energy use increased in FY 2014 compared to FY 2012, the district experienced an unusually mild FY 2012 and had an unusually low number of total degree days. Total degree days include both heating and cooling degree days, which are a comparison of average daily temperatures to a set standard (65° F). A simple way to state this is that the colder it is, the greater the number of heating degree days the district will have. The warmer it is, the greater the number of cooling degree days the district will have. In FY 2012, the district had an unusually *low* number of degree days, FY 2013 was a *typical* degree day year, and FY 2014 was a *high* degree day year.



The building renovations, mechanical and electrical upgrades, and change in habits undertaken by district have resulted in positive outcomes. Over the past several years, the district has substantially reduced its utilities costs and energy consumption. The cumulative energy savings have allowed the district to direct more funding toward educational programming. Compared to the baseline in 2009, the district has avoided an average of \$1.8 million per year on energy costs.



DMPS was recognized as an ENERGY STAR Partner of the Year in 2015 for the fourth year in a row. The district was also recognized as a Climate Communications Partner in 2015; this was the second year in a row DMPS received this honor. In addition to ENERGY STAR recognitions from the EPA, the district also received the designation of a “District of Distinction” from *District Administration* for its work to reduce energy usage through the Students First program.

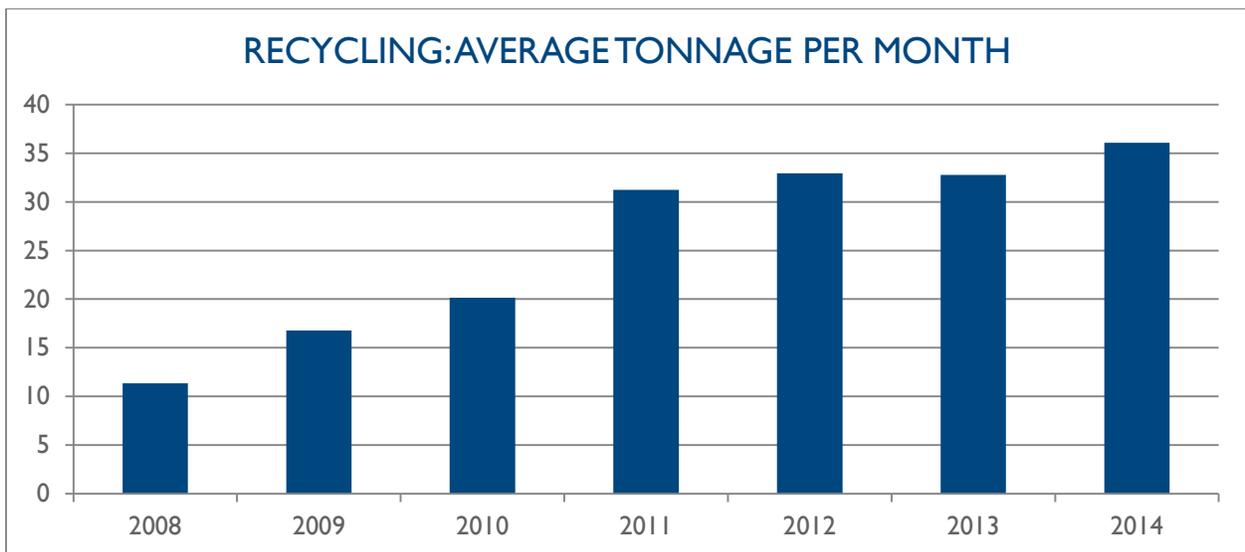
Environmental Stewardship

The district also leads by example on environmental issues. For example, water retention is built into every renovation plan the district undertakes. Every plan includes storm water retention ponds to capture excess run off and maintain it on site. DMPS has also implemented rain gardens in many of the renovation projects over the past few years.

In addition, the district has taken various steps to decrease landfill waste and increase recycling efforts:

- Implementing single stream recycling and purchasing additional classroom and large recycling containers for each school.
- Reducing the size of the waste receptacles and increasing the size of recycling receptacles for several schools.
- Implementing milk carton recycling.
- Recycling florescent bulbs in all district buildings and all light ballasts when replaced. When major lighting upgrades are completed, the district works hard to make sure all recyclable materials are recycled and not sent to landfill.
- Collecting and disposing of all chemicals from science labs and maintenance areas according to regulations.
- Scrapping out metal from broken desks and other furniture.

These measures have decreased the amount of solid waste that is taken to landfills.



Debt

The district does not have any general obligation debt, nor does the district have any plans to issue general obligation debt in the future. Through difficult financial times and economic uncertainty, the district has been able to manage without having to issue general obligation debt. This is a testament to the discipline of the district to continue to improve the educational environment without sacrificing long-term financial resources.

The Iowa legislature enacted a statewide one-cent sales tax to benefit school districts across Iowa in 2008, and the governor signed it into law that same year. A Revenue Purpose Statement indicating how this funding could be used by the district was approved by voters on September 9, 2009. In most cases, a district incurs long-term debt for capital projects, and the amounts are often sizable. One of the priorities of the Revenue Purpose Statement was to introduce money-saving strategies, and one strategy enacted by the district has been the sale of revenue bonds to minimize the impact of inflation on renovation and construction budgets. This strategy saves money by getting ahead of the cost of inflation, accelerating the projects schedule, and supporting jobs in the construction trades. There are several options for financing capital projects that have both pros and cons:

Type of Financing	Applications	Positive Points	Negative Points
Pay As You Go Pay for projects with current, recurring revenues during the life of the project.	Recurring expenses or small projects.	No interest issuance costs; lesser demands on management's time and shorter period necessary to initiate projects.	Not normally feasible for larger projects; possible slow timeframe in completing projects; Current users paying to benefit future users.
Lease/Lease Purchases Rental payments over time, may include an option to buy.	Small and medium projects (equipment/rolling stock).	Low issuance costs on small routine financing; no pledge of taxing power; fast availability.	Interest rates higher than if taxing power is pledged; potentially no equity interest in the asset.
Installment Purchases Purchases over time with a security pledged in the property; same as certificate participation.	Small and medium projects (equipment/rolling stock); construction financing, in some cases.	Low issuance costs on small routine financing; no pledge of taxing power; fast availability.	Interest rates higher than if taxing power is pledged; high issuance costs and great time demands on complex financings.

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Type of Financing	Applications	Positive Points	Negative Points
General Obligation Bonds Faith and credit financings; requires preparation of offering statements and bond ratings.	Medium and large projects.	Lowest interest rate, flexible terms; no restrictive covenants involved; requires voter approval, thereby confirming public support.	Issuance costs higher than short-term type of financial, but lower than revenue bonds; simpler than complex negotiated financings; requires time and expenses for voter approval of referendum.
Revenue Bonds Pledge of designated revenues; requires preparation of complex offerings statements, bond ratings, and feasibility studies.	Large projects.	No faith and credit pledged; voter approval not required.	High interest and issuance costs; restrictive covenants usually involved, great demands on management's time, funds not readily available.
Capital Reserves Fund The setting aside of current revenues for future needs.	Any size project and in combination with any other financing, especially for funding depreciation.	Interest income earned while funds accumulate; no issuance costs.	Current users pay for the benefits of future users.

A bond credit rating assesses the credit worthiness of governmental debt issues and is a financial indication to potential investors of debt securities. Bond credit ratings are assigned by credit rating agencies such as Standard & Poor's, Fitch, and Moody's.

Standard & Poor's top four rating categories (AAA, AA, A, BBB) are generally regarded as eligible for bank investment (AAA is the highest rating). An obligation rated AA+ differs from the highest-rated obligations only slightly. The obligor's capacity to meet its financial commitment on the obligation is very strong. An obligation rated A+ is somewhat more susceptible to the adverse effects of changes in circumstances and economics conditions than obligations in higher-rated categories; however, the obligor's capacity to meet its financial commitment on the obligation is still strong.

Fitch Duff & Phelps uses a rating system very similar to that of Standard & Poor's. "+" or "-" may be appended to ratings by Fitch to denote relative status within a major rating category. Fitch also considers the historical and prospective financial condition, quality of management, operating performance of the issuer and of any guarantor, any special features of a specific issue or guarantee, the issue's relationship to other obligations of the issuer, as well as the likelihood of developments in the economic and political environment that might affect the issuer's financial strength and credit quality.

Moody's bond ratings range from Aaa (highest quality) to C (lowest quality) for long term obligations. Moody's applies numerical modifiers 1-high, 2-mid, 3-low in each generic rating classification from Aa to Caa.

The bond rating process is a comprehensive analysis of the district's financial practices and performances (past and current). Forecasts of future performance and projected long-term planning practices are also reviewed. The following data is typically requested and analyzed by the bond rating agencies:

Board & District Management Goals & Objectives	
Major employers in the Des Moines area	Strategic planning
Contingency planning / healthy reserve balances	Local economic climate
Budget documents / performance to budget	Major programs
Trends of demographic / economic information	Financial policies and procedures
Projections of future performance	Major initiatives
Capital improvement program	Financial audits

Des Moines Public schools has maintained excellent ratings for many years. The district's bond ratings as of March 26, 2014 are:

	Standard & Poor's	Fitch Duff & Phelps	Moody's
General obligation bonds	n/a	n/a	n/a
Revenue bonds	A+	n/a	n/a

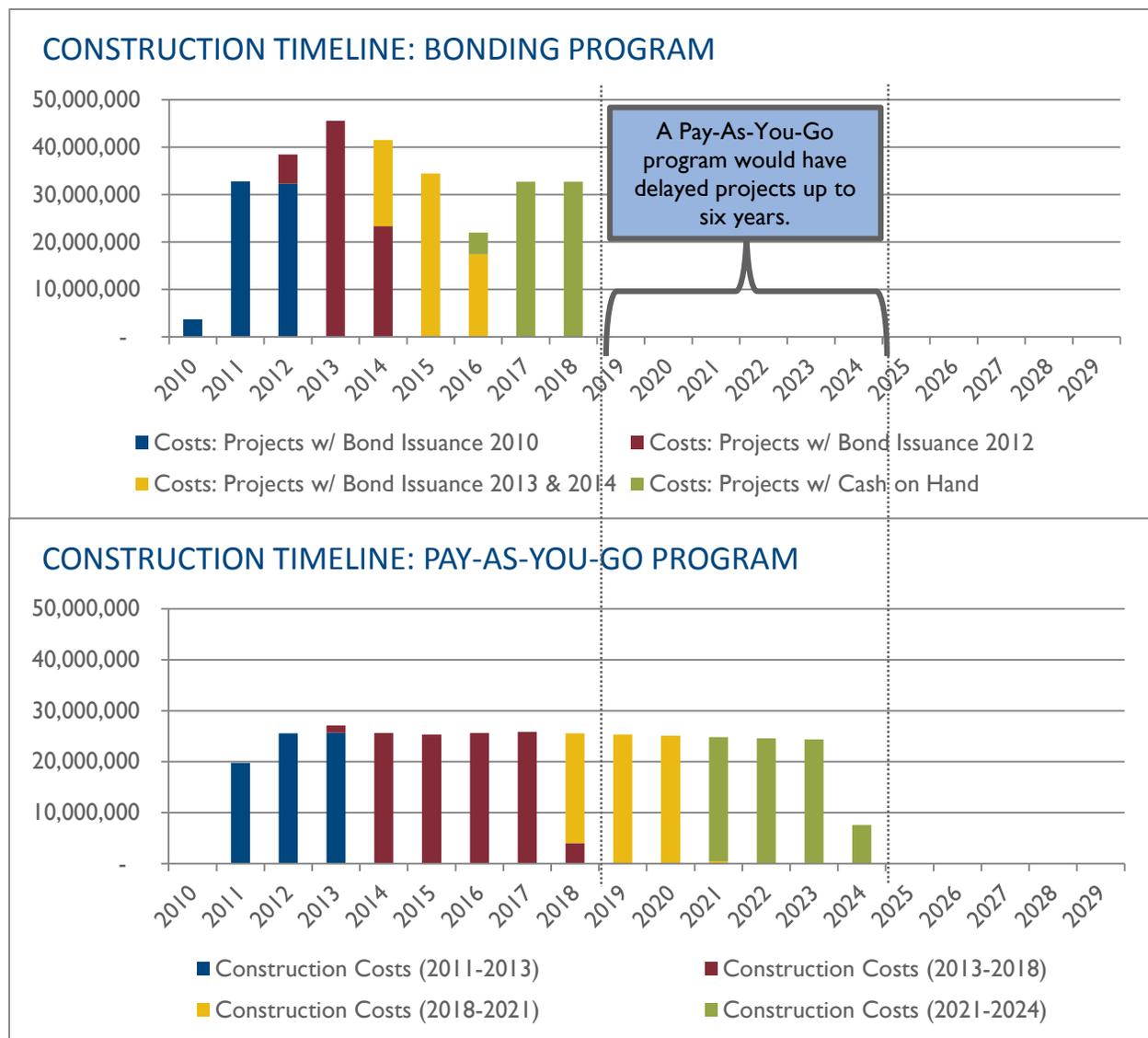
Des Moines Public Schools aggressively bonded ahead for the Students First program. The School Board approved the sale of \$70 million in Sales Tax Revenue Bonds in March 2010, a second round for \$71.9 million in March 2012, a third round in December 2013 for \$8.8 million, and a fourth round in May 2014 for \$61.9 million.

Issuing revenue bonds allows DMPS to complete more school projects, while saving tax dollars, and provides additional opportunities to students as quickly as possible, while at the same time getting the most "bang for the buck" from tax dollars. Issuing revenue bonds—paid for by the revenue from the statewide sales tax, not property taxes—has allowed DMPS to:

- Minimize inflationary increases on a portion of the construction program.
- Add flexibility to the construction schedule.
- Develop the most optimal construction plan.
- Lock up a portion of the revenue stream for debt service (and/or projects).
- Move up projects to benefit students earlier.
- Lock in projects at a borrowing cost lower than the average inflationary factor.
- Continue the plan created by the Superintendent's Facilities Advisory Committee.
- Continue to provide operational efficiencies that will have a direct impact on the general fund in the form of reduced energy costs.

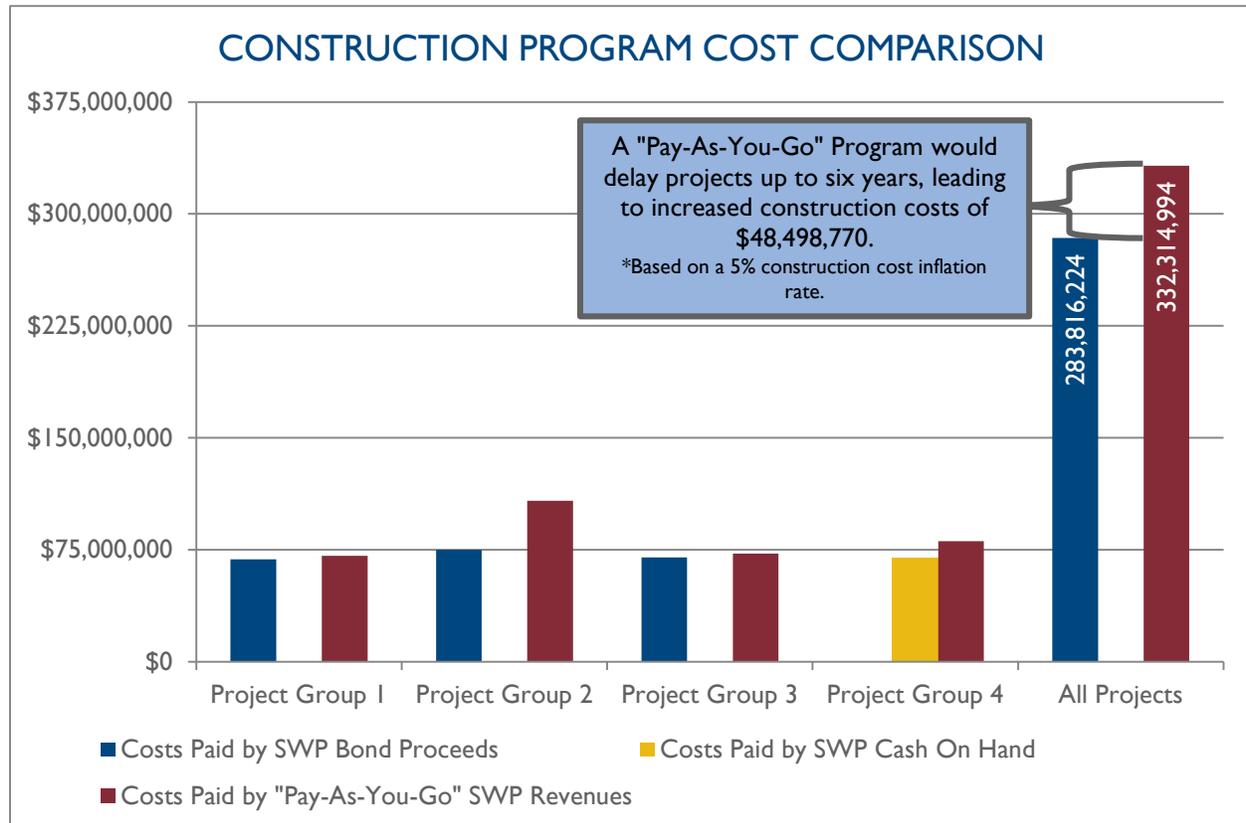
There are two critical areas in which revenue bonds serve as a major benefit to completing school infrastructure projects: *project timing* and *construction cost savings*.

Project Timing: Revenue bonds allow the school district to leverage future Statewide Penny revenues to complete projects today. Several years ago, DMPS completed construction and renovation projects on a pay-as-you-go basis. While that was a fine slogan, it tied district's hands by limiting spending to only the renovation revenues received each year. This annual revenue constraint required the district to delay projects. As illustrated in the graphs below, the Bonding Program will allow the district to complete construction projects up to six years faster than if they would have been financed through a pay-as-you-go approach. Projections indicate that through pay-as-you-go, the projects that will be completed in 2018 using SWP Revenue Bonds and SWP Cash-On-Hand would not have been completed until 2024.



Construction Cost Savings: In addition to improving project timing, the Bonding Program also impacts construction costs. Each year a construction project is delayed, overall construction costs increase. Industry literature suggests construction costs have increased up to 7% just in the past year. However, to be conservative, this analysis assumes a 5% projected construction cost inflation rate for each year a project is delayed.

As illustrated in the graph below, total construction costs will be approximately \$48,498,770 less when financed through revenue bonds and cash-on-hand.



The total outstanding bond debt at the end of FY 2015 will be approximately \$186,140 million, consisting of revenue bonds. Beginning in December 2010 and continuing through June 2029, principal and interest payments will be made on these debts. As required by Iowa law, funds are transferred from the SWP and PPEL funds to the Debt Service Fund to make principal and interest payments as they come due.

There is no legal debt limit on revenue bonds, only a coverage requirement limitation that is set as part of the issuing resolution.

The district utilizes a parity test to determine what the current revenues will yield within the coverage requirements. The current coverage requirement for the district's sales tax bonds is at least

1.25 times. This means the revenues must be at least 125% of the maximum annual debt service in any upcoming year.

The district performed the following calculation to determine the district is within the coverage requirement:

FY 2014 Estimated Sales Tax Revenues = \$28,305,521
 2014 Maximum Annual Debt Service = \$18,626,480
 Current Debt Service Coverage = 1.52 times

Given the fact that the district is well within the current coverage requirement, there are not any anticipated issues in meeting the coverage requirement on either a current or ongoing basis.

Debt service includes only principal and interest on bonded indebtedness. The debt service category includes amounts paid by the district directly, as well as those paid on behalf of the district by the county or city. Many districts have both types. This category does not include principal or interest payments on notes, which are usually issued for shorter terms and for more immediate purposes.

Debt Limit

Article XI, Section 3 of the Iowa Constitution limits the amount of debt outstanding at any time of any county, municipality, or other political subdivision to no more than 5% of the actual value of all taxable property within the corporate limits, as taken from the last certified state and county tax list. The debt limit for the district for 2014 (most recent) is as follows:

Net Valuation for Debt Limit Purposes	\$10,923,315,289
Legal Debt Limit of 5%	0.05
Legal Debt Limit	\$546,165,764
Less: General Obligation Debt Subject to Limit	(\$0) †
Less: District's School Infrastructure Sales, Services, and Use Tax Bonds	\$195,985,000 †
Net Debt Limit	\$350,180,764

† It has not been determined whether or not the district's School Infrastructure Sales, Services, and Use Tax Bonds do or do not count against the constitutional debt limit; therefore, the district included it above for presentation purposes. If these are not counted, the net debt limit would be \$546,165,764.

**DES MOINES PUBLIC SCHOOLS
2015 - 2017 BUDGET
DEBT SERVICE FUND SUMMARY**

	FY 2013 Actual	FY 2014 Actual	FY 2015 Re-estimated	FY 2016 Budget
Revenues				
Transfers In	12,158,244	12,631,366	18,062,619	18,067,757
Total Revenues	12,158,244	12,631,366	18,062,619	18,067,757
Expenditures				
Debt Service	12,158,244	12,631,366	18,062,619	18,067,757
Total Expenditures	12,158,244	12,631,366	18,062,619	18,067,757
Excess of Revenues over Expenditures	-	-	-	-
Beginning Fund Balance	-	-	-	-
Ending Fund Balance	-	-	-	-

DES MOINES PUBLIC SCHOOLS
2015 - 2016 BUDGET
DEBT SERVICE FUND SUMMARY

	2010 SWP Revenue Bonds			2012 SWP Revenue Bonds			2013 SWP Revenue Bonds			2014 SWP Revenue Bonds			DEBT SERVICE RECAP		
	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total	Principal	Interest	Total
2011	1,640,000	4,313,500	5,953,500										2,180,000	4,334,020	6,514,020
2012	2,590,000	3,418,000	6,008,000										2,590,000	3,418,000	6,008,000
2013	2,685,000	3,288,500	5,973,500	3,125,000	3,059,744	6,184,744							5,810,000	6,348,244	12,158,244
2014	2,780,000	3,154,250	5,934,250	3,330,000	2,751,000	6,081,000	485,000	131,116	616,116				6,595,000	6,036,366	12,631,366
2015	2,885,000	3,015,250	5,900,250	3,430,000	2,617,800	6,047,800	425,000	298,045	723,045	3,105,000	2,286,524	5,391,524	9,845,000	8,217,619	18,062,619
2016	2,985,000	2,871,000	5,856,000	3,530,000	2,480,600	6,010,600	440,000	285,295	725,295	3,400,000	2,075,862	5,475,862	10,355,000	7,712,757	18,067,757
2017	3,110,000	2,721,750	5,831,750	3,650,000	2,339,400	5,989,400	455,000	272,095	727,095	3,490,000	2,032,002	5,522,002	10,705,000	7,365,247	18,070,247
2018	3,250,000	2,566,250	5,816,250	3,755,000	2,193,400	5,948,400	470,000	253,895	723,895	3,600,000	1,981,048	5,581,048	11,075,000	6,994,593	18,069,593
2019	3,400,000	2,403,750	5,803,750	3,870,000	2,043,200	5,913,200	490,000	235,095	725,095	3,720,000	1,913,728	5,633,728	11,480,000	6,595,773	18,075,773
2020	3,560,000	2,233,750	5,793,750	3,990,000	1,888,400	5,878,400	505,000	220,395	725,395	3,850,000	1,828,540	5,678,540	11,905,000	6,171,085	18,076,085
2021	3,720,000	2,055,750	5,775,750	4,125,000	1,728,800	5,853,800	530,000	195,145	725,145	3,875,000	1,723,820	5,598,820	12,250,000	5,703,515	17,953,515
2022	3,900,000	1,869,750	5,769,750	4,280,000	1,563,800	5,843,800	555,000	168,645	723,645	4,000,000	1,599,432	5,599,432	12,735,000	5,201,627	17,936,627
2023	4,095,000	1,674,750	5,769,750	4,435,000	1,392,600	5,827,600	575,000	151,995	726,995	4,145,000	1,455,832	5,600,832	13,250,000	4,675,177	17,925,177
2024	4,300,000	1,470,000	5,770,000	4,595,000	1,215,200	5,810,200	590,000	134,745	724,745	4,310,000	1,293,762	5,603,762	13,795,000	4,113,707	17,908,707
2025	4,520,000	1,255,000	5,775,000	4,770,000	1,031,400	5,801,400	610,000	116,455	726,455	4,480,000	1,120,070	5,600,070	14,380,000	3,522,925	17,902,925
2026	4,755,000	1,029,000	5,784,000	4,955,000	840,600	5,795,600	630,000	96,630	726,630	4,670,000	932,806	5,602,806	15,010,000	2,899,036	17,909,036
2027	5,000,000	791,250	5,791,250	5,145,000	642,400	5,787,400	650,000	75,525	725,525	4,870,000	730,594	5,600,594	15,665,000	2,239,769	17,904,769
2028	5,270,000	541,250	5,811,250	5,350,000	436,600	5,786,600	675,000	52,775	727,775	5,090,000	509,010	5,599,010	16,385,000	1,539,635	17,924,635
2029	5,555,000	277,750	5,832,750	5,565,000	222,600	5,787,600	695,000	27,800	722,800	5,335,000	266,216	5,601,216	17,150,000	794,366	17,944,366
	\$ 70,000,000	\$ 40,950,500	\$ 110,950,500	\$ 71,900,000	\$ 28,447,544	\$ 100,347,544	\$ 8,780,000	\$ 2,715,651	\$ 11,495,651	\$ 61,940,000	\$ 21,749,246	\$ 83,689,246	\$ 61,940,000	\$ 21,749,246	\$ 83,689,246

On March 1, 2010, the District issued revenue bonds in the amount of \$70,000,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.

On May 8, 2012, the District issued revenue bonds in the amount of \$71,900,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.

On December 30, 2013, the District issued revenue bonds in the amount of \$8,780,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.

On May 1, 2014, the District issued revenue bonds in the amount of \$61,940,000 to be paid out of the statewide penny sales tax revenues. These bonds will be paid in full by 2029.



SECTION 5

DEPARTMENTAL INFORMATION

Personnel

Des Moines Public Schools is central Iowa's seventh largest employer with more than 4,800 FTE teachers and other employees.

Largest Des Moines Area Employers			
Rank	Employer	Product or Service	Employees
1	Wells Fargo & Co	Financial services, home mortgage	14,500
2	Hy-Vee Food Stores, Inc.	Retail grocery and drugstore chain	7,500
3	Mercy Medical Center – Des Moines	Healthcare	7,055
4	State of Iowa (Polk County)	State Government	6,247
5	Unity Point Health - Des Moines	Healthcare	6,435
6	Principal Financial Group	Financial services	6,184
7	Des Moines Public Schools	Public Education	4,806 FTE
8	Nationwide	Insurance	4,282
9	John Deere	Agricultural machinery, GPS/ag equipment software, consumer financial services	3,089
10	DuPont Pioneer	Crop inputs for worldwide agribusiness	3,000

Sources: Greater Des Moines Partnership *Major Employers*, April 2015; Iowa Department of Administrative Services April 2015

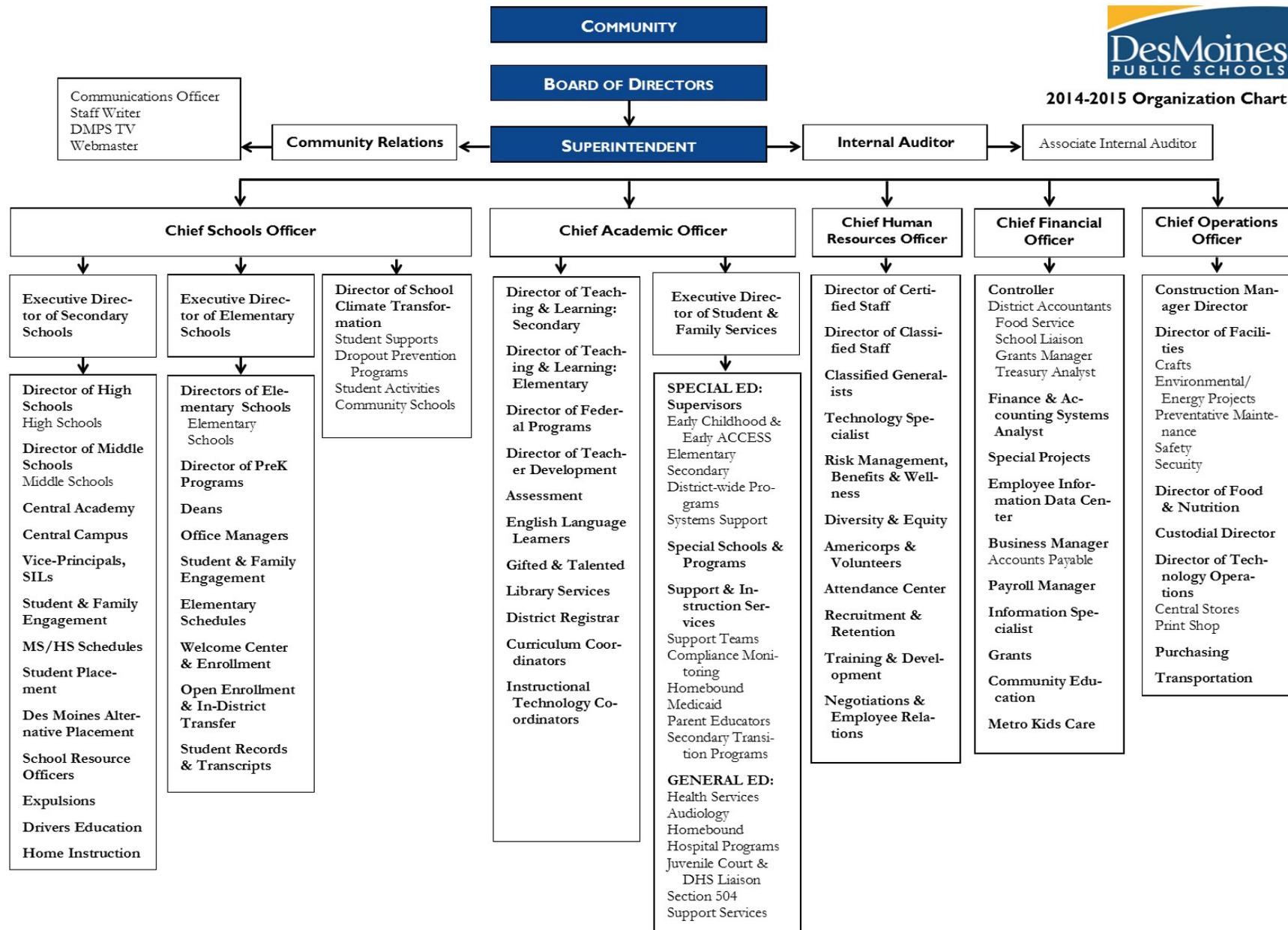
Largest Des Moines Area Governmental Employers			
Rank	Employer	Service	Employees
1	State of Iowa (Polk County)	State Government	6,316
2	Des Moines Public Schools	Public Education	4,730 FTE
3	City of Des Moines	City Government	1,554
4	Polk County	County Government	1,204

Sources: Iowa Department of Administrative Services April 2015; City of Des Moines 2014 CAFR; and Polk County 2014 CAFR

ORGANIZATION CHART



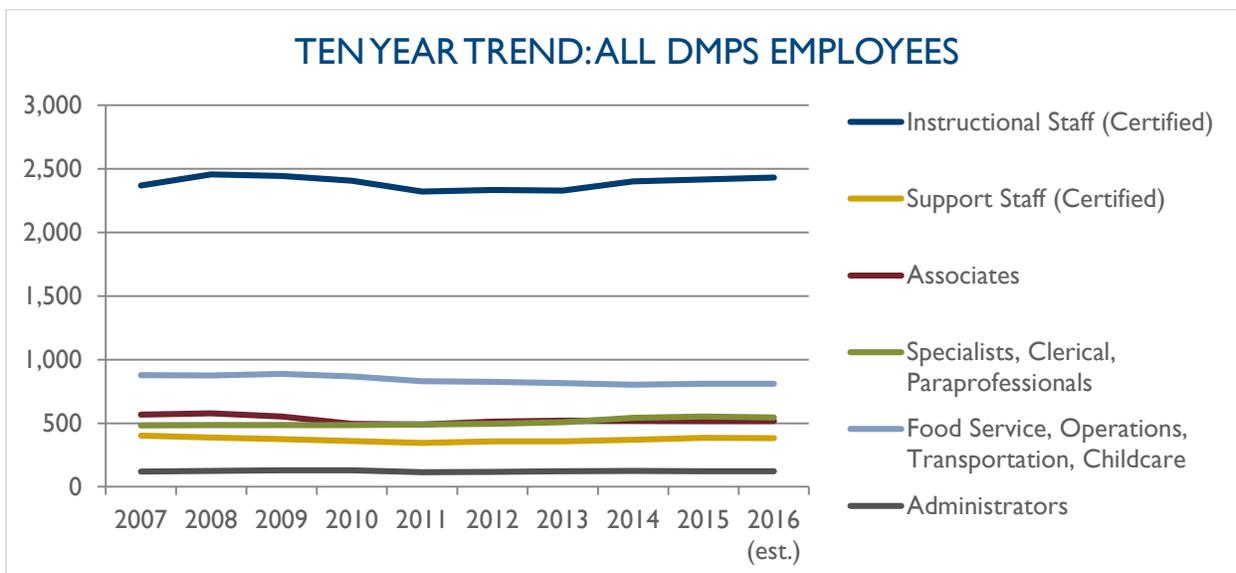
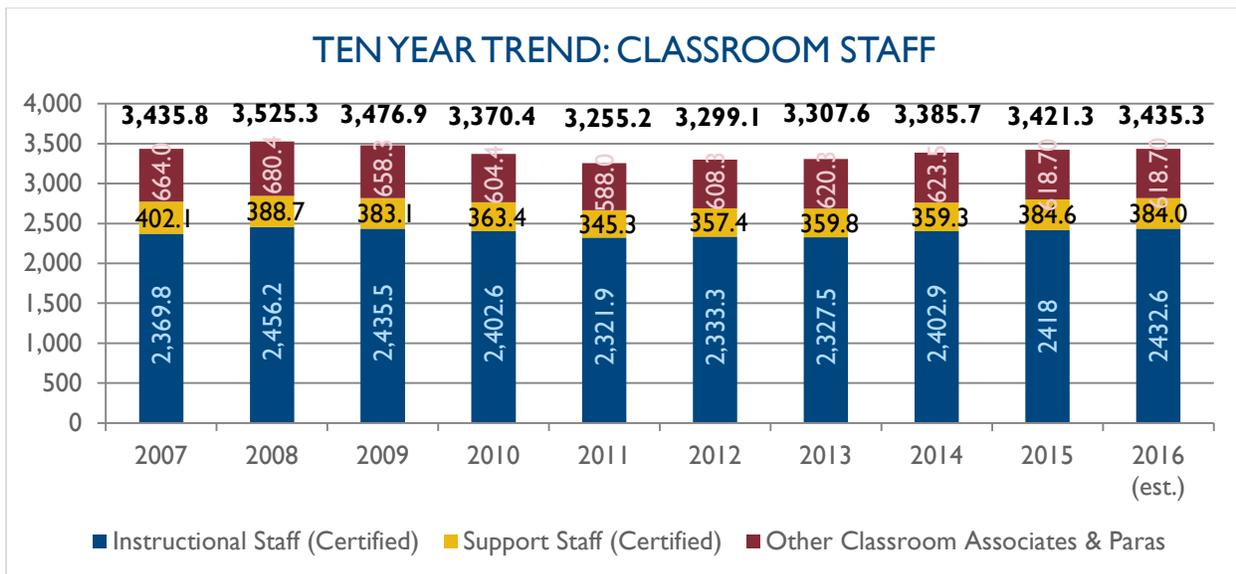
2014-2015 Organization Chart



TEN YEAR EMPLOYMENT TREND

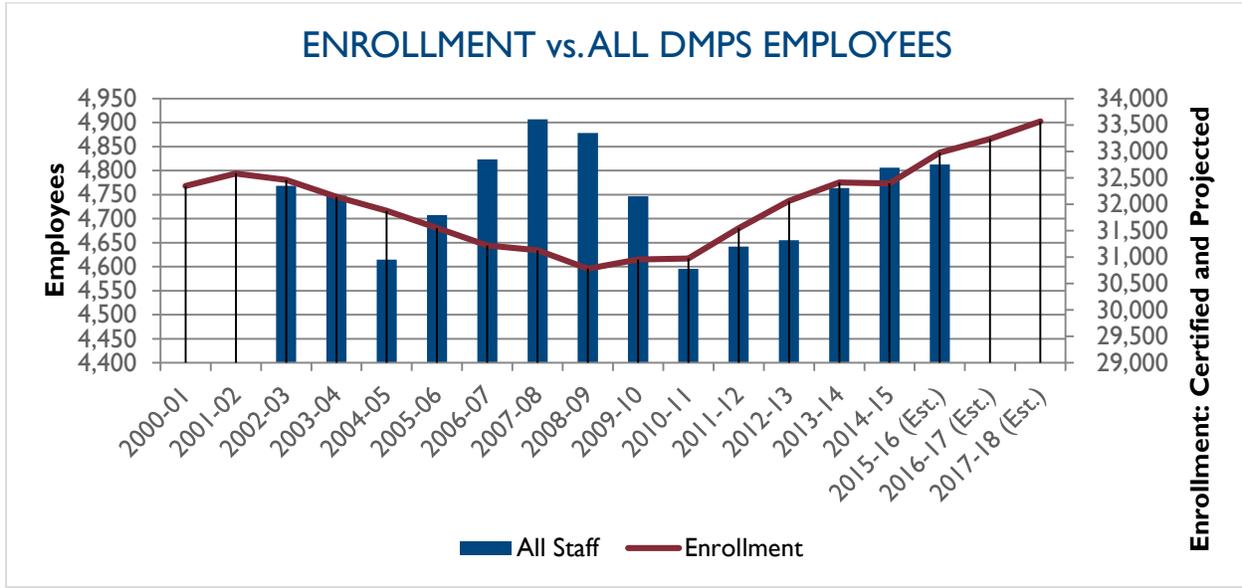
Economic Crisis and Response

During the first 14 years of the 21st century, our country faced tremendously difficult economic times. The Des Moines community was dramatically affected by a deep global, national, state, and local economic crisis. The impact on this district could be seen in falling interest rates on short-term investments and low rates of Allowable Growth in State Foundation Aid followed by across-the-board state budget cuts. During this time, classroom staffing remained relatively steady through a combination of ARRA funding, support staff reductions, and program eliminations.

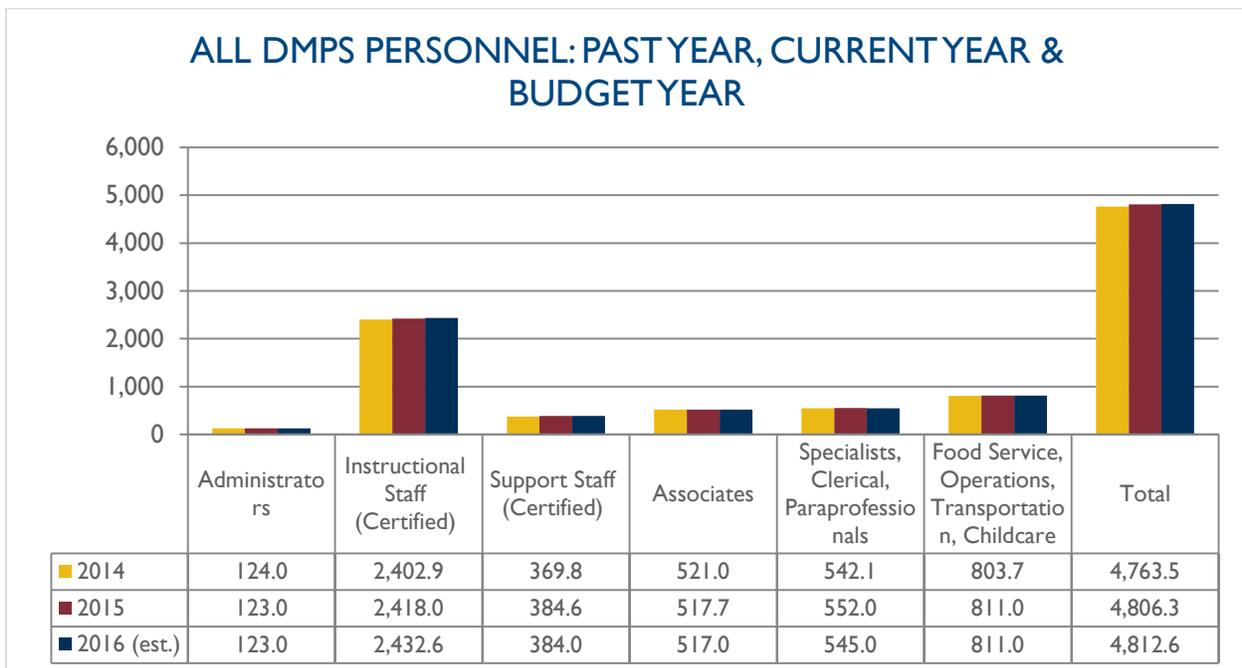


Enrollment and Staffing

After the turn of the century, peak enrollment occurred in FY 2002, followed by eight years of declining enrollment. Staffing cuts necessitated by the economic downturn ultimately aligned the district's staffing with actual enrollment. Since 2011, DMPS has seen an increase in enrollment, bucking the trend in urban districts nationwide. In fact, the Iowa Department of Education is projecting that the district's enrollment will surpass the FY 2002 peak in the next few years.



PERSONNEL: PAST YEAR, CURRENT YEAR, AND BUDGET YEAR



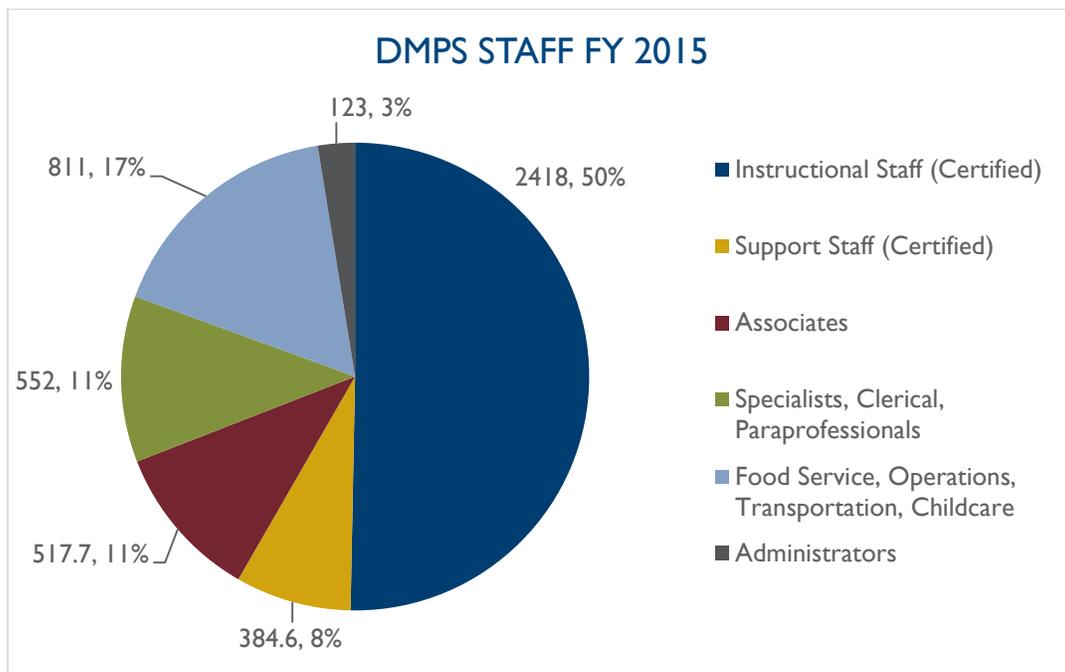
DMPS Employee Schedule	2014	2015	2016 (Est.)
Administrators			
Central Office	36.0	37.0	37.0
Elementary Schools	37.0	37.0	37.0
Middle Schools	21.0	20.0	20.0
High Schools	22.0	20.0	20.0
Special Schools	8.0	9.0	9.0
Administrators	123.0	123.0	123.0
Instructional Staff (Certified)			
Classroom teachers	1,555.0	1,563.7	1,553.7
ELL	88.8	91.0	95.0
Head Start	13.5	14.0	14.0
Home Instruction	6.0	6.0	6.0
Preschool	38.5	34.0	34.0
Special Ed teachers	509.3	499.4	500.0
Title I, Rdg, Math, Instruct Coaches	187.8	208.9	228.9
Float	4.0	1.0	1.0
Instructional Staff (Certified)	2,402.9	2,418.0	2,432.6
Support Staff (Certified)			
Counselors	58.4	63.0	63.0
Dean of Students	14.5	4.6	4.0
Gifted and Talented	11.0	15.0	15.0
Library/Media specialists	2.0	2.0	2.0
Mentor Teachers	10.5	14.5	18.0
Non-classroom teachers	58.3	71.5	70.0
Nurses	57.7	58.4	58.0
Special Ed consultants	31.0	31.0	34.0
Special Ed support	126.4	121.6	120.0
Support Staff (Certified)	369.8	384.6	384.0
Associates			
Central Office	11.8	13.4	13.0
Elementary Schools	222.0	216.3	216.0
Middle Schools	61.0	57.0	57.0
High Schools	46.6	46.5	46.0
Special Schools	180.2	184.5	185.0
Associates	521.0	517.7	517.0

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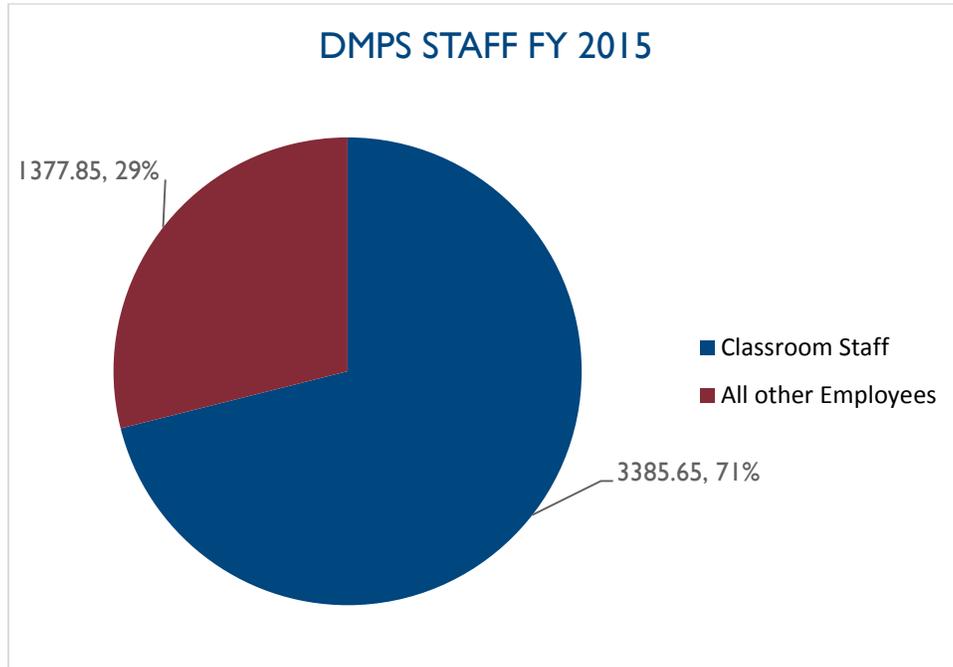
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Specialists, Clerical, Paraprofessionals			
Central Office	206.5	230.0	230.0
Elementary Schools	124.4	119.5	120.0
Middle Schools	65.6	66.2	66.0
High Schools	124.1	113.0	106.0
Special Schools	21.5	23.3	23.
Specialists, Clerical, Paraprofessionals	542.1	552.0	545.0
Food Service, Operations, Transportation, Childcare			
Central Office	344.9	367.4	368.0
Elementary Schools	221.1	216.5	220.0
Middle Schools	99.5	90.6	90.0
High Schools	124.9	120.6	120.0
Special Schools	13.3	12.9	13.0
Food Service, Operations, Transportation, Childcare	803.7	811.0	811.0
Total	4,763.5	4,806.3	4,812.6

Of the more than 4,800 FTE employees of Des Moines Public Schools in FY 2015, the largest employee groups were certified instructional staff (i.e., teachers) and operations staff (i.e., food service, custodial, transportation, and childcare) at 50% and 17% of the workforce, respectively.



Classroom staff (which encompasses certified instructional, certified support, and other classroom associates and paraprofessionals) comprises 71% of all DMPS employees.



In 2012, the district contracted with the Council of the Great City Schools, the nation’s primary coalition of large urban school systems, to study staffing levels in the district and determine whether they were appropriate. Among the findings, the report revealed that the district had a higher number of total staff per student and a higher number of teachers per student than the median Council district or district with at least 15,000 students, but a lower number of total staff — and a lower number of teachers — compared to districts of similar size. Given the district’s low number of school and central administrators, teachers make up a higher percentage of the total district staff than all of the selected comparison districts except one. The full report can be found at <http://www.dmschools.org/wp-content/uploads/2011/11/12-040-CGCS-Staffing-.pdf>.

In FY 2012, the district implemented student-based formulas to allocate funding according to enrollment of students and student types.

The idea behind student-based allocation is that instead of allocating staff and paying their costs, the district would simply allocate these dollar amounts to each school based on its mix of students. Ideally, the system targets sum funds to certain pupil types according to their different educational needs and the cost to provide services. Every year, as the mix of students at each school changes, so does the allocation, according to the formulas...

In some cases, the district computes the dollar amount by student types in terms of “weights,” reflecting an added percentage increment on top of the base regular education amount. The student types receiving additional “weight” depend on the district but should specify characteristics of students, not programs or services. Districts may find that students who are poor or who have limited English proficiency may require extra funding, but the districts don’t designate participation in a language immersion program or in a magnet school as student characteristic... Student characteristics may include:

- Poverty
- Limited English proficiency
- Disability
- Grade level
- Vocationally bound
- Gifted
- Other vulnerable students (homeless, transient, adjudicated, etc.)”

--Margeurite Rosa and Suzanne Simburg, 2013

The funding formula has impacted how staffing decisions are made, and schools across the district are staffed systematically according to student enrollment and composition.

Classroom Staff

Since FY 2001, the district has added 211 FTE positions. More than half of those FTE positions were for classroom staff (certified instruction, certified support, and classroom associates and paraprofessionals). The district is projecting that classroom staff levels will be maintained for FY 2015.

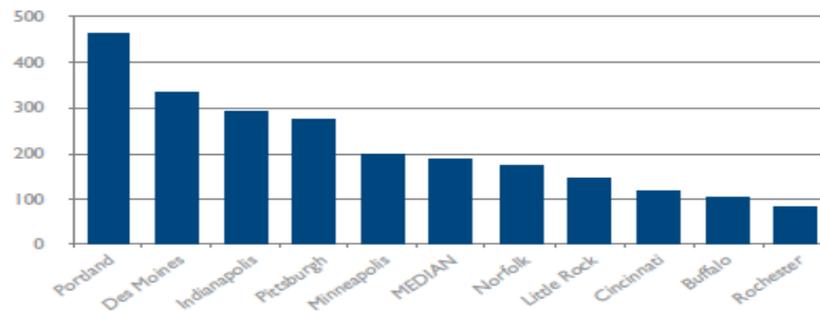
District Administration

According to the staffing study conducted by the Council of Great City Schools:

It appears that the Des Moines Public Schools is somewhat understaffed compared to other major urban school systems across the country. This understaffing was specific to the number of administrators and support staff—particularly at the central office level. The district has less district administrators and support staff per student and a lower percentage of its staff devoted to district administration than the median of Council district, district with at least 15,000 students, and selected comparison district of similar size.”

--Council of Great City Schools, Staffing Levels in Des Moines Public Schools (2012).

**Students per District Administrator and Support Staff Member
In Des Moines and Selected Other School Districts
2009-2010 (FY 2010)**



Source: Staffing Levels in Des Moines Public Schools, Council of the Great City Schools, 2012

Demographic Characteristics of Comparison Districts					
	Portland	Des Moines	Indianapolis	Pittsburgh	Minneapolis
Enrollment	43,673	31,463	33,372	27,945	34,441
% Black	14	17	55	57	38
% Hispanic	15	21	16	1	18
% ELL	11	14	12	1	21
% FRPL	45	61	83	74	65
	Norfolk	Little Rock	Cincinnati	Buffalo	Rochester
Enrollment	34,011	25,837	33,449	34,526	32,516
% Black	38	68	67	56	64
% Hispanic	18	8	2	15	22
% ELL	21	7	3	9	9
% FRPL	65	70	62	77	85

The district filled two administrator positions in FY 2014 that were vacant in FY 2013: Chief Schools Officer and Chief Human Resources Officer. The district filled the vacant Chief Academic Officer position in FY 2015. In addition, the Executive Director of Learning Services was reorganized/incorporated into the Chief Schools Officer position. The district is now fully staffed at the Chief level.

Through the Wallace grant initiative, the district will now have four Directors for Elementary Schools, compared to historically only having two. This will allow the span of control for each elementary school Directors to be 10 schools, instead of 19. Combined with the Directors for of High Schools and Middle Schools, the structure provides much-needed district support for elementary secondary schools. Strengthening the role principal supervisors—the Elementary, Middle, and High School Directors—will enable them to focus on providing instructional leadership support to principals in a transformative effort to improve student achievement. The district also hired a Human Resources Director of Classified Staff and a Human Resources Director of Teaching & Learning in FY 2015.

The district also undertook a number of non-administrator staffing changes within administration/central office departments in FY 2015. These changes will address identified needs in the district, including safety, facilities rental, and wellness.

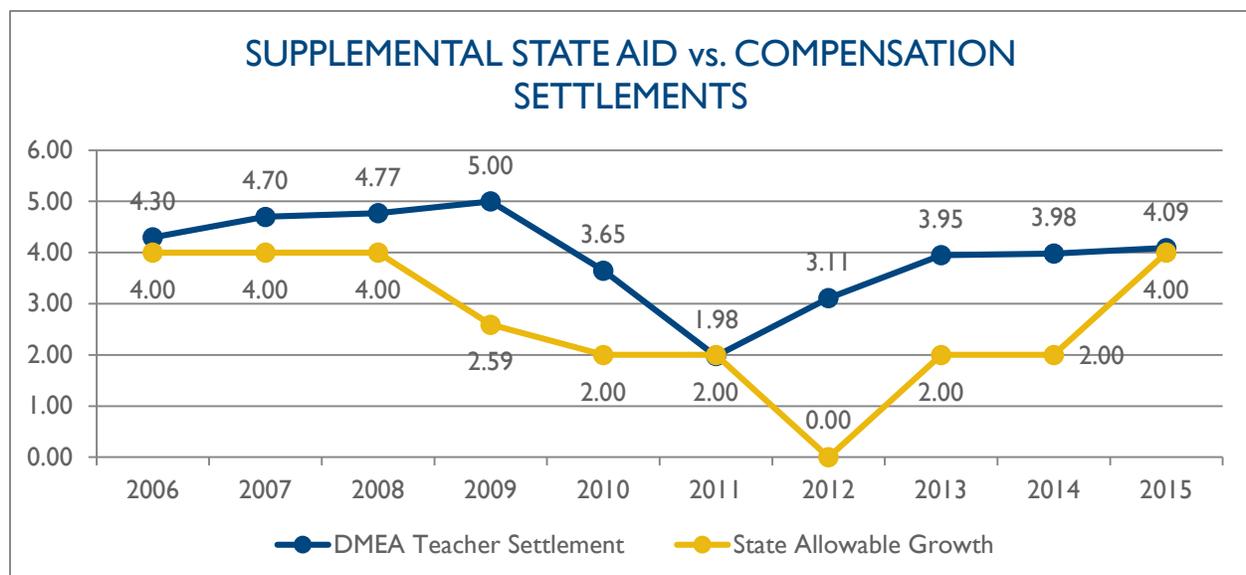
In addition to the staffing position changes described above, the district undertook major departmental evaluations and reorganizations to address evolving needs. During FY 2015, the district engaged the Council of Great City Schools to review the Student and Family Services department. The district plans to incorporate their recommendations during FY 2016, which will further align this department with the overall district mission. The Human Resources department is taking steps to focus on recruitment, hiring, evaluation, and retention of employees through reorganization efforts. Over time, through attrition and additional professional development, the district will likely continue to reduce the total HR staff, while improving performance and adding functions. The department will have a continued focus on internal communications, equity, and diversity, and will implement a comprehensive training and development function for all employee groups. To enable the Human Resources department to focus on the recruitment, hiring, evaluation, and retention of employees, a new structure was added to the Business & Finance department. This new structure, the Employee Information Data Center, now manages the input of all employee data/information into the district's financial system to ensure financial accuracy in payment, benefits, and staffing levels/classifications. In addition, the new Data Center is responsible for reporting on staffing and salary levels. Additionally, Payroll was permanently moved the Business & Finance department to implement management controls, resulting in improved efficiency and effectiveness.

Employee Compensation

The district will continue to hire and retain highly qualified staff and fully fund collectively bargained total compensation agreements. Compensation costs represent 84% of the district's General Fund budget. Components of compensation include salary (including base pay, steps, and longevity), teacher salary supplements, health insurance, payroll taxes, retirement (IPERS or DMTRS), dental and vision insurance, and long-term disability. As the chart below demonstrates, the compensation package for DMPS teachers was slightly above the statewide average package in FY 2008, FY 2009, FY 2010, FY 2013, FY 2014, and FY 2015. (Given teachers comprise 50% of the DMPS workforce, that employee group is used for illustration purposes.)

Compensation Package: Teachers (DMEA)		
Year	State Average %	District Package %
2008	4.75%	4.77%
2009	4.50%	5.00%
2010	3.59%	3.65%
2011	2.87%	1.98%
2012	3.33%	3.11%
2013	3.71%	3.95%
2014	3.90%	3.98%
2015	3.70%	4.09%

While adequate compensation is always the minimum standard, it is difficult to sustain when state funding is insufficient and grows at historically low rates. In recent years, negotiated increases in compensation packages have been more than the increases in State Foundation Aid, measured by the rate of growth in Supplemental State Aid, thus creating a growing budget gap from one year to the next.



Des Moines Public Schools is under enormous pressure to improve academic performance, strengthen leadership and operations, and maintain the public's confidence. The district has launched a series of initiatives to address these challenges:

- Implementing a performance measurement and benchmarking program to establish a common set of key performance indicators in a range of operations, including business services, finances, human resources, and technology.
- Comparing the performance of DMPS to the nation's largest urban public school systems on a range of key performance indicators.
- Documenting the most effective management practices common to the top-performing urban school districts.
- Employing automated performance data that will enable the district to improve resource deployment and decision-making over time.
- Developing standards of excellence on each of the primary performance indicators.

Departmental Descriptions, Accomplishments & Goals

OFFICE OF THE SUPERINTENDENT

Public schools used to provide a one-size-fits-all education. Not anymore, and certainly not in Des Moines. DMPS offers more educational opportunities than any other school district in Iowa. The district has the state's top-ranked Advanced Placement program, is home to nationally-recognized career and technical courses, and has the only International Baccalaureate Diploma Programme in Iowa as well as the only public Montessori school. The district is also home to the one of the state's largest one-to-one computer laptop school at North High School, the nationally-renowned Downtown School, traditional curriculum schools, and year-round calendar schools. When choices were limited, the message was simpler. But the more the district has to offer in curricula and campuses, the more important it is that the district helps people understand these options and the opportunities they provide for a great education.

The Superintendent of Schools, as the chief executive officer of the district, is charged with the responsibility of carrying out the policies adopted by the Board of Directors, and has such other powers and duties as may be prescribed by the Board or by law. The office is responsible to the Board for (a) the execution of its policies; (b) the management of the work of the departments, the duties of which, apart from those required by law, the Superintendent assigns; (c) the observance of its policies by all those persons employed by the district; and (d) the enforcement of all provisions of the law relating to the operation of the schools or other educational, social, and recreational agencies or activities under the charge of the Board.

Superintendent | Dr. Thomas M. Ahart

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COMMUNITY RELATIONS

The Communications & Public Affairs department works closely with administration and staff to inform employees and the public about what is happening in the district. The department handles all media requests, publishes the *TheWeek@DMPS* e-newsletter and other district and school publications, maintains the district Web site and social media presence, creates content for the district's cable channel (DMPS-TV), and provides other graphic design and marketing support for the school district.

Accomplishments

- Launched district-wide smartphone app with nearly 12,000 downloads in the first 6 months.
- Launched *TheWeek@DMPS*, a weekly e-newsletter to 23,000 families and staff.
- Developed a district-wide high school athletic web site.

- Surpassed 20,000 Facebook followers and 10,000 Twitter followers.
- Surpassed 8 million views on Flickr page.
- Surpassed 1,000 followers on Instagram.
- Increased web site traffic for 11 out of 12 months.
- Designed new school marquee signage.

FY 2016 Goals

- Upgrade appearance of the DMPS web site.
- Continue digital billboard campaign.
- Surpass 30,000 Facebook followers and 15,000 Twitter followers
- Double the number of Instagram followers.
- Surpass 20,000 downloads of smartphone app.
- Upgrade graphics and video style of DMPS-TV.
- Install graphics/signage at new DMPS offices.
- Complete development of school-specific athletic web sites.

Director of Community Relations & Public Affairs | Phil Roeder

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INTERNAL AUDIT

Internal Audit is an independent and objective assurance and consulting activity that is guided by a philosophy of adding value to improve the operations of the district. The Internal Audit department assists the Superintendent and the Board of Directors in accomplishing their objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of the district's governance, risk management, internal control. Internal Audit conducts activities in compliance with district objectives and policies, as well as adherence to The Institute of Internal Auditors' mandatory guidance—including the *Definition of Internal Auditing*, *Code of Ethics*, and *International Standards for the Professional Practice of Internal Auditing (Standards)*—and the *Government Auditing Standards* issued by the Comptroller General. This mandatory guidance constitutes principles of the fundamental requirements for the professional practice of internal auditing and for evaluating the effectiveness of the internal audit activity's performance.

Accomplishments

- Assisted the Superintendent and the district Audit Committee in the effective discharge of their responsibilities by furnishing them with analyses, appraisals, recommendations, counsel, and information concerning the activities reviewed.
- Increased auditable area coverage through the implementation of a risk-based internal audit plan.

- Promoted effective control and risk management practices.
- Reported on risk exposure relating to achievement of the district’s strategic objectives and significant risk exposures and control issues, including fraud risks, governance issues, and other matters needed or requested.
- Reported on the Internal Audit activity’s purpose, authority, responsibility, and performance relative to its plan.

FY 2016 Goals

- Increase effectiveness and efficiency with which resources are employed by the district.
- Assist in developing a district culture of continuous improvement.
- Evaluate operations and programs to ascertain whether results are consistent with established objectives and goals and whether these operations and programs are being carried out as planned.
- Increase coordination with the district’s external auditors.

Internal Auditor | Brett Zeller

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OFFICE OF SCHOOLS

The Office of Schools is a new structure with the Des Moines Public Schools organization, providing district-wide support to schools throughout the community. The core purpose of the Office of Schools is to increase the collective capacity of all schools by providing support and coaching in several areas, including:

- Instructional leadership
- School improvement
- Culture and climate
- Human capital development

In short, the Office of Schools exists to support the good work of principals and teachers in order to best meet the academic needs of all students in Des Moines.

In June 2014, Des Moines Public Schools was selected by the Wallace Foundation to be one of six participants across the nation to join the Principal Supervisor Initiative, which focuses on urban school districts. The Wallace Foundation is investing approximately \$3 million in a significant, four-year effort to help Des Moines Public Schools strengthen the role principal supervisors—the Elementary, Middle, and High School Directors—so they can focus on instructional leadership support to principals in a transformative effort to improve student achievement. The goals of the grant align seamlessly with the goals DMPS has identified for this initiative:

1. Strengthen central office structures through increased collaboration and a shared vision.
2. Revise the Director (principal supervisor) position description to move from a compliance-based manager to an instructional leadership developer.
3. Expand the capacity of Directors to provide professional development, coaching, and mentoring to principals.
4. Reduce the number of principals supervised by each Director.
5. Develop a system for the identification and training of future new principal supervisors.

In FY 2015, DMPS implemented the new Office of Schools structure in the central office, which was designed, in large part, to provide better and more direct support for principals. The Wallace grant finances training and support for principal supervisors and will help reduce the number of principals these supervisors oversee. In recent past, two elementary Directors have supported 39 elementary buildings, resulting in a director/principal supervisory ratio of 19:1. This year, DMPS has staffed three Directors for Elementary schools with the fourth position to begin July 1, 2015. This has significantly reduced the span of control for each elementary school director to support 10 schools, instead of 19. DMPS has worked extensively with the Learning Sciences Marzano Center and Strategic Leadership Design to implement intensive professional development in furtherance of project goals. Professional development in the first year of the grant for principal supervisors has focused on research-based indicators of effective district leadership. Ultimately, this professional development will enable the district to implement a hierarchical growth system that is aimed solely

on improving instructional leadership to impact student achievement. Support from the Wallace Foundation will also help DMPS develop better central office support systems and establish an internal pipeline for principals and central office leadership. As Directors grow, principals will grow, teachers will grow and—in turn—student achievement will improve.

Chief Schools Officer | Matt Smith (Interim)

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SECONDARY SCHOOLS

The Secondary Schools department offers a wide variety of programming to support the confidence and building needs of adolescent learners in the city. Des Moines serves nearly 16,000 secondary students in 10 middle schools, six high schools, several programs located throughout the city, and at Central Campus designed to support students city-wide.

Academic programs include AVID, STEM, Career and Technical, International Baccalaureate, and Advanced Placement offerings, all bolstered by an increasing array of engaging student activities and community partnerships at every campus.

The talents of students and staff in DMPS middle and high schools is unmatched. Teachers have been recognized for their professional excellence by numerous state and national organizations. And students have succeeded at the highest levels of academic, athletic, and creative arts.

Executive Director – Secondary Schools | Tim Schott

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Director of High Schools | Kathie Danielson

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Director of Middle Schools | Corey Harris

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ELEMENTARY SCHOOLS

Des Moines has great schools and learning opportunities for students in preschool through fifth grade. DMPS serves 15,500 students in 38 elementary schools throughout the city. The elementary schools are comprised of communities of staff and parents committed to working together to support and ensure the academic success of students. Each neighborhood school is unique, and school improvement efforts are designed to meet the needs of students. Several schools feature continuous or adjusted calendars.

The Elementary Schools department provides a wide range of opportunities to meet the academic interests and abilities of each student. A variety of services are offered to students, including Special Education, English Language Learners, Gifted & Talented, and comprehensive support programs. Educational programming offered to students includes International Baccalaureate, Montessori, and Artful Learning. Preschool programming offers an opportunity for children to develop readiness skills for kindergarten.

Executive Director – Elementary Schools | Susan Tallman

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Directors of Elementary Schools | Barry Jones / Mike Lord / Wayne Knutson

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Early Childhood Programs Administrator | Susan Guest

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LEARNING SERVICES

The mission of Learning Services is to provide systemic support for comprehensive strategies that ensure student success, leading to graduation. Learning Services consists of four departments: Student Supports, Dropout Prevention, Student Activities, and Community Schools. Learning Services also manages the district’s Early Indicator System (EIS) to support schools and programs in identifying students who need support and to identify effective programming. Learning Services is comprised of two major program components: Academic Pathways and Social/Emotional Support Services. The focus of Academic Pathways programs is to develop and facilitate multiple educational pathways for students through alternative education settings. The focus of Social/Emotional Support Services is to provide services through district and community partnerships for students who are identified as at-risk.

Learning Services Program Components	
<u>Academic Pathways</u>	<u>Social/Emotional Support Services</u>
Scavo Alternative High School Future Pathways	SUCCESS Case Managers Community Schools Coordinators
Des Moines Alternative Program Academic Support Labs	Volunteer Coordination AmeriCorps Volunteers
Gateway 2 College Academic Interventionists	United Way of Central Iowa Partnerships Community Based Organizations Attendance Officers

Director of School Climate Transformation | Jake Troja

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Student Supports

The Student Supports department addresses College and Career Readiness and Social Emotional Supports for all students by connecting students with appropriate academic pathways and providing a multi-tiered system of support for students’ academic, career, and social-emotional needs. This is largely facilitated through the School Counseling Program but connects with other internal and external resources and stakeholders.

Accomplishments

- Initial launch of Naviance, an online college and career exploration and planning platform in all high schools and pilot middle schools. This platform allows for meeting state requirements for the 8th grade plan legislation, as well as following students through the college application process and alumni tracking.
- Trained multiple user groups who work specifically in college and career planning so they can utilize Naviance in their programs.
- Participated in Year 1 of the state-wide GEAR UP Grant. The cohort is defined as all 7th graders in nine middle schools who will be the high school graduating class of 2020.

- Conducted needs assessment of GEAR UP Cohort as well as identified all existing college and career readiness programs to drive future GEAR UP program plans.
- Begin using alumni tracking data from National Student Clearinghouse.
- Established a College and Career Readiness Status Report, including alumni data to identify multiple indicators for impacting post-secondary access and success.

FY 2016 Goals

- Utilize data points in College and Career Readiness status report to drive Counseling, GEAR UP, and other program decisions K-12.
- Establish Academic Pathways Instructional Coordinator to support the instructional needs of different academic pathways. This will help facilitate the transition to Standards Referenced Grading in these alternative learning environments and work with traditional settings to promote a diversity of credit earning and recovery options for students.
- Develop multi-tiered system of support to address College and Career Readiness needs of students as part of the GEAR UP Iowa grant and facilitated by the establishment of a Secondary Counseling Coordinator position.

Student Supports Coordinator | Meredith Dohmen

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Counseling

The School Counseling program supports the academic, career, and social emotional development of all students. Licensed professional school counselors with a Master’s degree in school counseling deliver the program through direct and indirect student services. Services include delivery of guidance curriculum in collaboration with other educators; responsive services to include small groups, individual, and crisis counseling; and individual student planning to systematically help students set and reach goals. School counselors also work to support the overall school through data analysis, program management, evaluation, and improvement. Counselors collaborate with other stakeholders to close gaps in students’ attendance, behavior, and achievement in order to increase opportunities for success in and out of school.

Curriculum units include, but are not limited to, personal safety; friendship and cooperation; study skills; career exploration and development; bullying prevention; anti-bias and harassment; and transitioning into, through, and out of the Des Moines K-12 system. School counselors provide individual counseling services for students and connect students and families with additional mental health resources when appropriate.

Accomplishments

- Improved efficiency, delivery, and student engagement of College and Career Planning by facilitating the initial implementation of the Naviance platform for students at the five comprehensive high schools, Scavo, and middle schools.
- Established collaboration with Community School Coordinators to support the 8th to 9th grade transition, as well as continued collaboration in finding community resources and supports for students and families.
- Implemented new social emotional curriculum at the eight PLA elementary schools. Data shows strong gains in targeted social emotional learning skills for targeted grade levels.
- Creation of data-driven SMART Goals and actions plans by elementary counselors (in collaboration with principals) to intervene with students needing more support in the areas of behavior, attendance, and/or achievement.
- Collaboration with technology staff establish appropriate counselor access to student information and data points within Infinite Campus and Tableau.
- Continued counselor satisfaction regarding PLC sessions and professional development opportunities that were provided.
- Professional Recognitions:
 - One elementary counselor recognized by the Iowa School Counselor Association as the 2014 Iowa Elementary School Counselor of the Year.
 - One secondary counselor recognized as a national recipient of the Colleges That Change Lives 2015 Counselors That Change Lives award.
- Advanced the profession:
 - Multiple presentations by DMPS School Counselors selected for the Iowa School Counselor Association (ISCA) conference.
 - Counselors asked to serve on various community panels and to present to different community organizations.
 - Two DMPS representatives serve on the ISCA board.

FY 2016 Goals

- Continue with FY 2015 accomplishments, expanding collaboration regarding the 8-9 transition and PLA school pilot implementation.
- Update K-12 core curriculum with consistent standards, aligned with student needs and current best practices for school counseling programs.
- Full implementation of Naviance platform to include parent access, course planning, and college application process.
- Share program results of curriculum and gap-closing action plans, highlighting student outcomes with stakeholders.
- Increase awareness of and appropriate response to student mental health challenges in schools.

- Continue to more clearly define the role of K-12 school counselors within DMPS structures in order to best meet student needs.

Counseling Coordinator | Heather Korte

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Academic Pathways

The primary connections for Academic Pathways through the Student Supports Department are for iJAG, Gateway 2 College (G2C), and the Academic Support Labs (ASLs).

Accomplishments

- Established single point of contact for outside providers (iJAG and G2C) serving DMPS students to improve communication and collaborative relationships.
- Improved referral procedures to ensure connection of the right students with the right services.
- Collaboration with Secondary Teaching & Learning department to identify instructional support needs of Academic Support Labs and establish clear procedures for earning credit in Gateway 2 College.

FY 2016 Goals

- Increase collaboration of services for students served by ASLs and iJAG.
- Evaluate and identify best platform(s) for online and blended learning environments.
- Expand iJAG to include Roosevelt High School.

Dropout Prevention Programs

Dropout Prevention is a group of programs and strategies that are focused on serving students who are either at-risk of dropping out of school or have dropped out of school. Students who are served are identified through the Early Indicator System. Dropout Prevention services include both academic pathways as well as social emotional support services. The SUCCESS program, Attendance Officers, Behavior Coaches, reengagement program, and Senior Summer School are all examples of programs that are funded through Dropout Prevention funds.

Accomplishments

- During Summer 2014, 261 students participated in Senior Summer School, and 79 students graduated.
- Re-engagement Case Managers focus on locating students who have dropped out of school, bringing them back to school, and providing them with social and emotional support services needed to remain in school. Case Managers looked

for 606 students during the 2014-15 school year, 142 of those students returned to school, and 17 graduated. 64% of the students who returned to school remained in school.

- Partnered with PACE Juvenile Justice Center and Polk County Juvenile Court Services for the Juvenile Court School Liaisons (JCSL). JCSLs provide school based intervention services to students who are involved in the Juvenile Court system. Students are referred to the program thru their Juvenile Court Officer. JCSLs assist the school district with referrals to the truancy court program.

FY 2016 Goals

- Hold Senior Summer School with the goal of increasing the number of graduates each summer by getting more kids to graduate in four years.
- Develop a community awareness campaign regarding chronic attendance and the impact of attendance on achievement and graduation.
- Expand professional development opportunities to alternative programs that serve at-risk youth.

Learning Services Coordinator | Jamie Gilley

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SUCCESS

SUCCESS is a dropout prevention program providing case management services to students and their families from age 5-21 years of age. Thirty-Nine SUCCESS Case Managers are located in 19 elementary schools, 10 middle schools, five high schools, and one alternative high school.

Each SUCCESS Case Manager connects and builds relationships with 25 students and families in order to provide intensive coordination of services in the areas of education, health, and human services. Students are identified and referred to the SUCCESS program based on the DMPS Early Indicator System (EIS), which identifies students who are at risk of dropping out of school due to poor attendance, lack of identification to school/behavior, poor or failing grades, and low achievement scores.

Accomplishments

- Provided Case Management services to nearly 1,000 students and their families.
- Utilized research-based curriculum to teach social skills, self-regulation, and behavior skills to students (e.g., WhyTry, Self-Regulation, ART, Motivational Interviewing).
- Facilitated professional development sessions for Case Managers to increase their skills when implementing research-based curriculum.

- Enhanced how students are identified to receive Case Management services.
- Provided monthly 1:1 supervision to Case Managers to coach them on interventions provided to students and families.
- Collaborated with:
 - Building Support Teams to increase communication related to students receiving case management support.
 - Community-based service providers to provide a continuum of care for students and families.

FY 2016 Goals

- Improve behavior for students receiving Case Management services.
- Improve student attendance for students receiving Case Management services.
- Increase parent engagement for families receiving Case Management services.
- Increase the number of students who are reengaged.
- Improve the “stick rate” for students who have been reengaged.
- Increase the number of reengaged students who graduate.

SUCCESS Coordinators | Jennifer Stalder / Kim Petersen

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Homeless Services

The McKinney-Vento Homeless youth law states that each State educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. All homeless students must be identified by the school district and the school liaison assists families in removing any barriers or delays to school enrollment.

Homeless students are identified at the school level either thru a parent self-reporting or school personnel identifying students. Every school in the district has an identified school liaison that reports identification to the district liaison. All homeless students are tagged in Infinite Campus and are provided free lunch, transportation to their school of origin, and may have their school fees waived.

Accomplishments

- 948 students served.
- Participated in the Polk County Homeless Continuum of Care Board.
- 90% of identified students remained in their school of origin.
- Collaborated with Des Moines area shelters to ensure that families with school age children were identified and received the necessary services.

- Provided professional development explaining the McKinney Vento Act and the rights of students and parents who are homeless to DMPS Social Workers, Counselors, Case Managers, and Office Managers.
- All students identified as homeless received free lunch and transportation, if applicable.
- Homeless students were eligible to receive clothing vouchers, eye glasses, and basic needs.
- Identified students in elementary school, and their families were able to receive intensive Case Management services to make sure needs were being met and to help the family work toward permanent stability.

FY 2016 Goals

- Develop a Public Service Announcement regarding McKinney-Vento Law and post on the district website.
- Expand the number of DMPS employees who receive professional development on McKinney-Vento, to increase awareness of homelessness as well as the rights of parents and students who are homeless.
- Provide professional development to key community stakeholders regarding McKinney-Vento.
- Improve efficiency in identifying unaccompanied youth.

Homeless Students Coordinator | Kim Petersen

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Attendance Officers

Attendance Officers serve the educational process by ensuring students develop and maintain good attendance practices and that parents support the attendance requirements of the school district. Attendance Officers serve students who have been identified as having chronic attendance (missing 10% or more) plus at least one other dropout prevention indicator on EIS. Attendance Officers are located at 10 middle schools and all five comprehensive high schools. Attendance Officers work with students and their families to identify and remove barriers to attendance. Services may be provided at school or thru home visits to assist students in getting to school. Officers refer families to community based providers if further supports are warranted.

Accomplishments

- 217 students were served by an Attendance Officer.
- Attendance Officers complete a social emotional assessment on all students and families.

- Attendance Officers have students and families complete a school refusal survey to identify the root cause of school refusal and develop strategies to reteach behavior.

FY 2015 Goals

- Improve student attendance for students receiving services from an Attendance Officer.
- Reduce the number of students who are dropped due to chronic attendance for students served.
- Increase parent engagement for families receiving services from an Attendance Officer.
- Provide increased professional development to Attendance Officers.

Behavior Coaches

Behavior Coaches work with students identified with behavior concerns and develop individual plans to address the function of the students' behavior and facilitate replacement behavior strategies for students. Interventions will occur in the classroom or on an individual basis. Currently there are 10 coaches at the middle school level and two coaches at Scavo.

Accomplishments

- 372 students served.

FY 2016 Goals

- Expand Behavior Coaches to all five comprehensive high schools.
- Improve professional development opportunities.
- Improve compliance regarding students who are identified and served.

Student Activities

Student Activities works to provide all K-12 students with equity of opportunities and access to engage in meaningful and structured after school programming. Activities include—but are not limited to—drama, choir, band, cheerleading, dance, athletics, and intramurals. Student Activities works to create and develop community partnerships to enhance the after school programming and connect students with resources and leaders within and around Des Moines. It is the goal of Activities to increase the hope, engagement, well-being, and strengths of all students.

Accomplishments

- Developed an online registration process for middle and high school athletics and activities.
- Expanded camps/clinics being offered district-wide:
 - 2013-14: 25; 2014-15: 60.

- Negotiated partnership with Big Athletics to make DMPS an Adidas District.
- Consolidated Athletic Training services district-wide to one provider: Physiotherapy Associates.
- Hired an Activity Specialist to help support middle school athletics and activities.
- Established a professional development framework for coaches of athletics.
- Provided activity buses for all middle schools.

FY 2016 Goals

- Create a systematic process for capturing and monitoring all secondary student clubs.
- Develop support structures for activities at the elementary school, while expanding opportunities.
- Establish a comprehensive secondary strength and conditioning program.
- Develop a youth activities brochure in partnership with Community Education (Summer 2016).
- Strengthen support structures, partnerships, expectations, and outcomes for secondary activities.

Student Activities Coordinator | Jason Allen

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Community Schools

Community Schools serve the whole child and work to remove barriers to student achievement. A Community School is a set of strategic partnerships among a school and other community resources that promote student achievement, positive conditions for learning and well-being of families and communities. Strong community partnerships help to support positive school climate and culture. Building strong community partnerships helps to ensure student success for all students and families.

Accomplishments

- Implemented the Community Partner Guide and a creation of a data system utilizing Infinite Campus to track student involvement in community partner activities.
- Strengthened community partner relationships through structured process and shared data reporting systems.
- Increased feeling of shared accountability and trust with community partners in order to build quality programming for our students.
- Implemented of a structured 8-9 transition program.

- More than 500 participated in the district-wide Silver Cord program, resulting in more 33,000 volunteer hours, which is equivalent to a \$750,000 financial contribution to the community.
- Developed Parent University, which is a community collaboration involving DMPS and community partners from across the metro area. Parent University offers families a variety of free classes and workshops.
- Implemented a Full-Service School model at Scavo, added a food pantry and will be adding full service dental and medical service.
- Added a Community Partnership Liaison to help increase communication and relationship with community partners.

FY 2016 Goals

- Continue to build strong community partnerships to impact student success.
- Increase business partnerships for schools.
- Grow parent engagement strategies district wide.
- Increase percent of students involved in activities through school and community programs.
- Expand Community School program throughout district through increased branding, public awareness, and capacity building.

Community Partnership Coordinator | Allyson Vukovich

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RunDSM

The RunDSM initiative is an innovative performance literacy program that inspires and empowers students to learn literacy skills while fostering artistic expression, personal growth, and civic engagement. RunDSM provides access to different urban art forms and provides a safe outlet for students to process through their thoughts, feelings, and experiences. RunDSM empowers students to create a better future for themselves by being involved in extracurricular programming all while becoming more community involved.

Accomplishments

- Hosted two Share the Mic: Community Voices Creating Change events, raising nearly \$1,000 for local non-profit organizations (EMBARC and Pearls for Girls).
- Piloted a weekly street art workshop at the Des Moines Social Club.
- Worked with 100+ middle and high school aged youth poets at bi-weekly workshops meeting at the 5 five comprehensive high schools and the Des Moines Social Club.

- Partnered with Drake University to bring in national spoken word artist, Jasmine Mans, to workshop with students in Urban Leadership and Movement 515.
- Held two school-vs-school poetry slams at the Des Moines Social Club.
- Headlined the Wonder of Words Festival put on by the City of Des Moines and Des Moines Public Library.
- Performed at numerous conferences, collegiate events, corporations, elementary and middle schools, and rallies in and around the city of Des Moines.
- Facilitated bi-weekly workshops for 20 youth via Children and Families of Iowa.
- Brought in HIV/AIDS activist Brandon Griewank to workshop with Urban Leadership students and partnered with several local organizations to produce a World AIDS Day Event.

FY 2016 Goals

- Develop ways to increase involvement for middle school students to be involved in RunDSM programs.
- Continue growth of Half Pint Poetry program collaboration with 21st Century programs.
- Create a breakdancing and writers block programs for students.
- Addition of Artists in Residence at all high schools utilizing graduated poet mentors.

Urban Arts Coordinators | Kristopher Rollins / Emily Lang

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21st Century Community Learning Centers Program

The 21st Century Community Learning Centers (21CCLC) program provides academic enrichment to help students become successful, independent learners. Students in 21CCLC programs receive tailored, individualized support through coordination and communication between their daytime teachers and their after-school teachers. Various activities are offered to help students develop 21st century workforce skills, including STEM, healthy cooking, financial literacy, jewelry making, movie making, gardening, physical fitness, and personal development. DMPS recently added Cohort IX, enabling the district to provide a six-week summer learning program in the middle schools. The summer program will be offered five days a week, eight hours daily for 125 students per site, totaling 1,000 students served. Additionally, Cohort X has been added for 2015-2019, serving students at Stowe elementary.

21CCLC Sites			
<u>Cohort VII</u> Brody Capitol View Monroe McKinley King	<u>Cohort VIII</u> River Woods Willard Morris Samuelson Garton Hillis	<u>Cohort IX</u> Callanan Goodrell Harding Hiatt Hoyt McCombs Meredith Weeks	<u>Cohort X</u> Stowe

Accomplishments

- Served more than 700 middle school students in the first year of middle school summer program.
- Added Stowe elementary as a new 21CCLC site for 2015-16.
- Cohort VII was approved through a state site visit for two additional years of 21CCLC funding, with “exceeds expectations” in every category.
- Served 2,309 students regularly.
- Implemented the Starfish Academy at King elementary and will expand this summer to include Monroe and McKinley.
- Offered support for families by referring students to agencies offering assistance, as well as providing a variety of family night events in the schools and throughout the community.
- Reported an increase above the state and national data in student behavior based on teacher survey results.

FY 2016 Goals

- Continue to foster community relationships in an effort to promote sustainability of the program.
- Continue to grow the number of students served in 21CCLC programs.
- Explore avenues of collaboration with other district out-of-school time and afterschool programs to most effectively meet the needs of our students.

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OFFICE OF ACADEMICS

The Office of Academics is comprised of two departments: Curriculum, Instruction & Assessment and Student & Family Services. This structure and alignment provides for more efficient and natural collaboration and helps ensure the departments are working in concert with one another. These departments are committed to providing students of all abilities with access to the best educational, extra-curricular, and co-curricular opportunities in the state.

Chief Academic Officer | Holly Crandell (Interim)

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CURRICULUM, INSTRUCTION & ASSESSMENT

The Curriculum, Instruction & Assessment department oversees a wide variety of educational programs throughout the school district, including Curriculum, Assessment, Gifted & Talented, English Language Learners, Library Services, and more.

Curriculum

Curriculum consists of the following curricular areas:

- Career & Technology Education
- English/Language Arts/Literacy
- Fine Arts
- Mathematics
- Physical Education
- Science
- Social Studies
- World Languages

To learn more about the various curriculum areas within the district, please visit the district Web site at <http://www.dmschools.org/departments/teaching-learning/academic-curriculum/>.

Curriculum also supports a wide range of additional educational opportunities for students in Des Moines, including Advanced Placement and International Baccalaureate. Please visit the district Web site at <http://www.dmschools.org/academics/programs/> for more information on the various academic programs in the district.

Accomplishments

- Implemented the Go Math materials to support the Iowa Common Core Standards.
 - Implementation of the Go Math instructional materials began in the fall of 2014. Go Math is a comprehensive mathematics program that supports the Common Core by emphasizing explicit, systematic

instruction in the areas of conceptual understanding, application, and procedural skill and fluency. These materials assist the development of a framework upon which an effective and sustainable mathematics program can be built.

- In Summer 2014, approximately 930 teachers attended training to support the implementation of Go Math.
- Increased access and use of technology in K-5 classrooms.
 - In March 2014, the planning process to equip more than 700 elementary core classrooms with an Epson interactive projector and 7 HP Revolves student devices began. The initial timeline for implementation included a completion date of January 15th, 2015. On October 9th, 2014, 100% of elementary classrooms were equipped with this technology.
 - In addition to equipping classrooms with this technology, a heavy focus was placed on supporting teacher use during instruction. Various platforms were used for professional development, including district PLCs, small group scaffolded support sessions, and online training modules.
 - In an effort to learn more about how technology is used to increase personalized student learning, the DMPS Trailblazers cohort was organized in January 2015. This team of 16 teachers from across the district is working to study and experiment with innovative classroom solutions using technology and blended learning.
- Refined early literacy assessment practices in accordance with state Early Literacy Initiative (ELI) in order to support student success.
 - In Summer 2014, training was provided to 87 DMPS teachers and school leaders by the Area Education Association (AEA) in conjunction with the Iowa Department of Education. This training focused on the purpose and use of universal screening assessments and the Formative Assessment System for Teachers (FAST).
 - In addition to this external training session, DMPS early literacy teachers received support for this process during their pre-service professional development time.
 - This universal screening data was used to support the identification of students who are on track for reading success and those who may need additional support.
- Developed and implemented a student learning monitoring system via Standards Referenced Grading.
 - Full implementation of the new grading practices took place in all middle schools during the 2014-15 school year. Partial implementation of the new grading practices took place in high schools. More than 165 teacher leaders and administrators from every high school attended monthly

professional development, implemented the new practices in their classrooms, and provided feedback to district leaders. Standards Referenced Grading has positively impacted consistency of grading, communication, and rigor in secondary classrooms.

- Implemented multi-tiered systems of supports.
 - All middle schools implemented a common literacy intervention across the district utilizing the Achieve3000 adaptive software. Intervention teachers received additional technology devices and training in the program throughout the year. The intervention has a strong emphasis on vocabulary acquisition, writing, and comprehension of non-fiction text.
- Developed online training modules to support differentiated professional development around grading practices and the use of Infinite Campus to track student learning.
 - Online training modules were developed to provide targeted support. Modules were flexibly designed to support facilitation during whole group professional development, small group grade-level PLCs, or on a teacher-led individualized basis.
- Implemented a Mentoring and New Teacher Induction Program.
 - DMPS partnered with the New Teacher Center (NTC) to implement a mentoring program to provide beginning teachers with the support necessary to ensure high student achievement and improved teacher retention. The new program includes a carefully sequenced 3-year training series for Induction Coaches (i.e., mentors) designed to introduce and build mentoring skills over time and support the Induction Coaches' professional growth in service to the program and profession.
- Implemented a new School Improvement Plan template and planning process.
 - The SIP template is designed to be a working document for schools and includes information needed to plan, act, and monitor for school improvement. Elements of the SIP include Priority Performance Challenges, SMART (Specific, Measurable, Achievable, Relevant, Time-bound) Goals, Logic Models, Action Plans, and Progress Monitoring Data. School teams were supported in the development of their plans through a planning workshop and peer review process.

FY 2016 Goals

- Increase blended learning opportunities for students.
 - Blended learning involves an instructional shift in some portion of the day to an online environment. This shift is intended to make learning more productive by giving teachers better tools, more time, and informative data. The goals for this work include:

- Begin development of a DMPS Blended Learning Portfolio of digital content and tools that will support instruction in a blended approach.
 - Continue work with the DMPS Trailblazers in order to identify effective, innovative classroom practices.
 - Utilize Teacher Leadership and Compensation (TLC) Instructional Coaches to engage teams of teachers in reflective study and experimentation of blended solutions in the classroom.
- Initial implementation of a student learning monitoring system via Standards Referenced Grading (SRG) in elementary.
 - District curriculum scales for grades 4 and 5 will support instruction of the Iowa Common Core Standards in the areas of literacy and math. These scales will work to define the rigor level of instruction necessary for student success.
 - Training and on-site support will be provided to school leaders and classroom teachers regarding our SRG guiding practices and our communication with all stakeholders regarding student learning. Additionally, support will be provided to classroom teachers regarding interpretation of curriculum scales, assessment creation, and reporting practices within Infinite Campus.
- Continue implementation of student learning monitoring system via Standards Referenced Grading (SRG) in all high schools.
 - In addition to implementation in 9th grade courses, most 10th grade courses will make the transition to SRG. Monthly professional development and support will be provided to teacher leaders. Aligned feeder patterns will allow for vertical teaming opportunities in all middle and high schools.
- Support teacher growth and development through collaborative learning cycles focused on our common language for Instruction
 - During FY 2015, training was provided to all DMPS school leaders and 120 DMPS teacher leaders on the Marzano Instructional Framework and its use in reflective practice. In Summer 2015, capacity will continue to be build and a deeper understanding of this common language for instruction will be developed with teacher leaders and instructional coaches.
 - Teacher Leadership and Compensation (TLC) Instructional Coaches will engage teams of teachers in reflective study of instructional practice in an effort to support teacher growth and development.
- Continue to implement and refine multi-tiered systems of support.
 - Increase the opportunities for students to recover topics and courses of study via an online platform to reduce the number of students with credit deficiencies in their junior and senior years.
 - Support schools who are implementing a school-wide MTSS system. Showcase successes and begin to duplicate the model in all schools.

- Increase the guidance and support to Academic Support Labs in every comprehensive high schools. Implement a blended learning model to support personalized instruction for re-engaged and at-risk students.
- Increase alignment of special education and ELL programming in grades 6-9.
 - Curriculum Coordinators will collaborate with special education and ELL consultants to align courses with Iowa Core Standards.
 - Courses are being developed to allow teachers to teach the standards at a variety of levels through modified curriculum guides. The guides are set up to support acceleration to shrink the achievement gap. Clear articulation of standards will support goal setting and progress monitoring.

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Assessment

The purpose of assessment is to inform decision-making through data analysis and interpretation. Assessment staff analyzes data for trends and consequences and assists schools in interpretation of assessment results and use of assessment information to improve student learning. This is accomplished by:

- Supporting school improvement by providing accurate and timely data to school and district staff.
- Coordinating district assessments, including district-wide, state accountability, and NAEP assessments.
- Assisting in analyzing assessment data to provide insight to stakeholders on student learning.
- Providing support through a systematic evaluation process of key district programs.
- Actively promoting best practice in the area of classroom assessment.
- Assisting in planning and presenting professional development on assessment practices, data analysis, and interpretation at both the district and school levels.
- Assisting Curriculum Coordinators in developing and revising summative and formative assessments.

Assessment staff also completes several district, state, and federal reports throughout the year, including the Annual Progress Report (APR), Comprehensive School Improvement

Plan (C-SIP), Annual Yearly Progress (AYP) certification, and No Child Left Behind (NCLB).

Accomplishments

- Continued to increase collaboration with the Technology department to improve district data systems.
- Created a real-time principal dashboard in collaboration with the Technology department to inform administrators on current student achievement, behavior, and attendance.
- Streamlined Iowa Assessment administration communications, providing clear guidance to school administrators and teachers via online modules.
- Created the district's first teacher dashboard, monitoring standard-referenced grading topic scores and grades.
- Conducted a program evaluation of the district's English Language Learner program.
- Enhanced data support for Learning Services department through real-time dashboards and the standardization of data elements.
- Expanded the use of growth metrics when measuring student academic achievement.
- Increased communication on current data/assessment events through "Assessment Brief" publications.
- Assisted in the administration of the Gallup Student Poll and Employee Engagement Survey to measure student and employee engagement metrics.

FY 2016 Goals

- Align shared vision of Assessment and Technology through continued collaboration.
- Increase accessibility of data analysis and progress monitoring reports via online dashboards:
 - Expand teacher-level dashboards within Infinite Campus.
 - Create principal dashboards specialized by level (elementary, middle school, and high school).
- Increase staff utilization of Infinite Campus as a communication tool regarding assessments and Standards Referenced Grading.
- Systematically evaluate at least two district programs.
- Assist district administrators in telling the district's story by providing proficiency, growth, and student engagement metrics.
- Move the Early Indicators System (EIS) to a real-time data monitoring system.
- Continue to standardize assessment data organization and storage.
- Prepare administrators and staff for a new state accountability assessment in the 2016-17 school year.
- Reorganize assessment data within Infinite Campus to increase functionality.

- Assist district programs with progress monitoring tools and reporting.

Assessment Supervisor | Mary Grinstead

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English Language Learner Program

The English Language Learner (ELL) program continues to experience rapid growth in terms of numbers served and the diversity of cultures and languages in the district. The district serves more than 6,100 ELL students with 142 dedicated teachers and staff—including bilingual community outreach workers who speak various languages and dialects—at 43 sites throughout the community. The program will be expanded to Goodrell and Brody middle schools in the 2015-15 school year. More than 100 languages are spoken in the households that comprise Des Moines Public Schools.

The DMPS ELL program provides effective instruction in language development so every ELL student has the opportunity to experience academic success and graduate with the ability to be productive in society. The ELL program goals are:

- Educate English Language Learners to the same rigorous curriculum standards as all students in the district while achieving English language objectives in the areas of listening, speaking, reading, and writing.
- Promote pride in students' cultural and linguistic identities, maintain students' cultural heritage, and prepare students to actively participate in American society.
- Ensure the educational process is a cooperative effort between home and school and create opportunities that involve families, communities, and DMPS staff.

Accomplishments

- Sustained and expanded sheltered classes to support ELL students.
 - Sheltered classes in areas such as English, math, and science were created and sustained at many different sites so English Language Learners have access to a quality program in content subject areas, experience academic success, and graduate with sufficient skills to be productive in society.
- Maintained cultural heritage of students.
 - The English Language Learner program worked to instill pride in the cultural heritage of each student. Many ELL staff, students, and families participated in cultural and diversity celebrations at schools. Cultural sessions and panels were also provided to staff across the district, as an appreciation of cultural similarities and differences bridges the gaps among all people.
- Sustained and continued to improve ELL family involvement and supported ELL parents to acclimate to a new environment.

- The English Language Learner program worked to ensure parents were comfortable as participants in their children’s educational process. ELL parents had great turn-outs for conferences and meetings, and bilingual community outreach workers were available to support parents and students.
- Numerous opportunities were provided for ELL parents to participate in English language classes and learn about American culture to help them acclimate into the community. The Saturday literacy program is a primary example of how the program is helping parents to learn English and integrate into a new society.
- The program implemented a parent contact log so Bilingual Community Outreach workers are able to log and report services provided to ELL families and the community.
- Provided ongoing professional development to ELL staff, pilot schools, and as requested.
 - All ELL staff was provided monthly professional development, covering ELL issues and best practices for teachers.
 - All teachers at pilot schools (including Edmunds, Callanan, Hiatt, and Weeks) received additional training on increasing interactions and sheltered instruction.
 - Professional development was provided to new teachers in the district.
 - The department developed summer PD sessions on various ELL topics; these sessions will be available to any secondary content teacher.
- Began work to align English Language Proficiency standards with Language Arts standards and district Standards Referenced Grading.
 - Beginning to create alignment of English Language Proficiency standards and Iowa Core in Language Arts and resources.
 - Beginning to work on Standards Based Grading with topics and clusters from the selected ELPs (English Language Proficiency standards).
- Conducted an ELL survey to evaluate the needs of the ELL program in the district.

FY 2016 Goals

- Add ELL staff to strengthen ELL services.
- Continue to work with ELL staff to enhance their knowledge on newly adopted standards and guidance.
- Continue to create more opportunities for mainstream classroom teachers to acquire skills and strategies to facilitate all students’ learning. Expand support service to content subject areas and classroom teachers.
- Continue to enhance district outreach services to ELL families and parents by creating more opportunities for parents to be involved in school activities.

- Pilot and train the newly adopted English Language Proficiency standards from the state of Iowa to all ELL teaching staff and classroom teachers.
- Create more opportunities for building administrative team members to learn more about the ELL population.
- Improve the language development growth and proficiency as measured by the Iowa English Language Development Assessment (I-ELDA) from the State of Iowa.
- Improve the number of ELL students who attain proficiency in math and reading as measured by the Iowa Assessment.

ELL Supervisor | Vinh Nguyen

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Gifted & Talented Program

The district systematically identifies and supports students with exceptional abilities or potential in the areas of advanced intellectual skills, specific ability aptitude, creative endeavors, and/or the arts, in accordance with Iowa Code. To meet the needs of identified Gifted & Talented (GT) students, services are offered throughout the district that reflect the multiple talents, challenges, and cultural diversity of the district's population. In addition, the district supports research-based professional development opportunities so the program can provide consultation and training for district staff in an effort to ensure all identified students continue to learn and achieve at levels commensurate with their exceptional abilities.

Accomplishments

- Created and distributed a bi-monthly GT newsletter for elementary & secondary administrators, teachers, and parents.
- Improved communication with stakeholders through a building-based model.
- Increased participation of students by 30% in GT summer school (second year).
- Increased the number of students identified in creativity, leadership, and the visual/performing arts throughout the district.
- Established a GT advisory committee of 25 parents, students, teachers, and administrators.

FY 2016 Goals

- Continue to broaden and refine our identification system to reflect the intent of high quality GT programming, as defined by Iowa Code.
- Align GT services with current district initiatives i.e., Standards-Referenced Grading, Response to Intervention, and increasing rigor throughout the curriculum.

- Develop a gifted core pathway that prepares elementary students (grades 3-6) for success at Central Academy and beyond.
- Continue to increase the number of elementary schools that apply cognitive abilities testing (Cogat) for identification and programming purposes.
- Establish protocols for identifying ELL and twice exceptional students for GT services.
- Develop and implement Personalized Education Plans (PEP) for direct services students.
- Hire additional staff to best accommodate a building-based model.
- Establish a professional development schedule for district consultants, teachers, and administrators on meeting the needs of advanced learners.
- Forge new relationships with classroom teachers to assist in the development of advanced learners.
- Continue to expand GT summer learning opportunities and year round learning opportunities with community resources.

G/T Supervisor | Ed Pilkington (Interim)

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Library & Information Services

DMPS Libraries & Information Services assists students and faculty in the district to find success in these endeavors. The DMPS library system is the largest in Iowa. The main goal of Library Services is to support the district curriculum and the CCSS, with a particular focus on teaching and reinforcing information literacy skills as they pertain to the various grade level and course requirements in the various curriculum areas of the Core.

Library Services supports all district library staff (96.3% paraprofessional) with ongoing professional development and collection management to enhance the embedded information literacy curriculum and promote increased student achievement. Accordingly, Library Services assists in the inventory process of the 57 library collections, maintains the collections by weeding out worn and outdated materials, and constantly adds new titles in both digital (eBook) and print formats. Library Services provides web-based software with 24/7 access to building, district, and online resources—including the district and Heartland AEA 11 digital collections—to all DMPS faculty, students, and staff. Finally, Library Services also manages the district's archives and maintains COLLAGE, which provides DMPS faculty, staff, and school-related groups opportunities to design and create original visual and presentation materials to enhance district curricula.

Accomplishments

- Weeded the 57 library collections and added new titles which support the curriculum.

- Provided professional development to both the professional teacher-librarians and the paraprofessional library associates employed in all of the libraries to bring department members up-to-date information on changes in the following: Follett Destiny library catalog and information searching software; Heartland AEA 11 new databases; Iowa AEA Online databases; and Follett Destiny Assessment Management software for textbook inventories, circulation, and tracking of materials.
- Successfully trained and supported new department members – 9 new associates and one new teacher-librarian.
- Added more eBook titles to both individual school collections and the district shelf feature in Follett Destiny for total district-access by both students and faculty in all of the buildings.
- Continued working with the DMPS Library Support Group, a foundation established in 2000 to raise money to purchase elementary library books; this year more than \$35,000 was spent on new printed materials for all elementary libraries.
- Provided necessary library supplies for each library.
- Created and provided non-licensed department members with lists of new book titles to order, as required in the Iowa Code.
- Added for Hoover-Meredith students \$5,500 worth of eBook titles to support the International Baccalaureate program.
- Compiled monthly reports to measure services provided throughout the school year to students and faculty, per requirements of the Iowa Department of Education and the State Library of Iowa.

FY 2016 Goals

- Advocate for an increase in the district funding for purchases of printed and digital library materials from an average of \$2.00 per student to the Des Moines Metro Area average of \$8.50 per student.
- Increase the addition of new materials to each library throughout the district to better serve students and teachers as they work toward meeting and exceeding CCSS in all curriculum areas.
- Continue to add more eBook titles to the district's eBook Shelf for 24/7/365 access, and work with buildings as they add eReaders for students/faculty to meet CCSS 21st century technology skills requirements.

- Continue weeding the collections to ensure up-to-date materials.

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STUDENT & FAMILY SERVICES

Des Moines Public Schools is committed to providing students of all abilities with access to quality education. The Student & Family Services department provides a range of services for students with diverse learning, social/emotional/behavioral and health needs from birth to age 21. In addition to individualized services provided to identified students through Special Education, the Student & Family Services department is responsible for Nursing Services, Crisis Prevention and Intervention Training, Social Work and Psychological Services, School-wide Positive Behavior Intervention and Supports, Suicide Prevention, and Grief Response Teams.

- Special Education
 - Specially designed instruction, accommodations, and support/related services are provided to students found to be eligible under Early ACCESS, Special Education, or Section 504.
 - Approximately 16% of DMPS students receive Special Education services.
- Nursing Services
 - A fully licensed nurse is on site in every building at least part-time every day.
 - Health assessments, and the treatment of chronic and acute illnesses and injuries, are provided daily.
- Crisis Prevention and Intervention
 - Provide Trauma Informed Care, Youth Mental Health First Aid, and CPI training and conduct suicide prevention activities.
- Social Work and Psychological Services
 - Twenty-seven licensed social workers and 12 school psychologists are provided to assist students and families with barriers to learning.
 - Support is provided one-on-one, in small groups, and to total classrooms.
- School-wide Positive Behavior Intervention and Supports
 - Twenty-seven schools are currently receiving services—training and coaching—in this system.

Executive Director – Student & Family Services | Shelly Bosovich

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Special Education

Student & Family Services implements a comprehensive Child Find system to ensure that all children (birth to age 21) who are in need of early intervention, Section 504 accommodations, or special education supports and services are located, identified, and offered services.

Special education teachers, Early ACCESS teachers, school psychologists, school social workers, special education consultants, speech and language pathologists, occupational therapists, and physical therapists are provided through Student & Family Services to meet the unique and individual needs of students. Early ACCESS staff is on duty year-round to meet the needs of infants and toddlers. Instructional support services are provided in every comprehensive school in the district as well as in other settings determined to be appropriate to meet the individual needs of a student, including hospitals, special schools, and locations in the community. More than 6,000 students (including infants and toddlers) were provided individualized services during the FY 2014 school year.

Accomplishments

- Implemented a PLC structure to address literacy, math, and behavior.
- Increased the capacity for comprehensive schools to meet the needs of all learners through the use of a tiered system for behavior.
- Provided co-teaching training and developed a train-the-trainer model.
- Developed and introduced an Instructional Strategist Handbook to be used as support for special education teachers.
- Further refined the team contact approach by clearly defining the role of each support staff member.
- Increased billing for Medicaid (Health) by approximately \$1 million.

FY 2016 Goals

- Close the achievement gap in both reading and math.
- Further reduce the number of students suspended 10 or more days by reducing suspendable behaviors.
- Decrease the LRE percentage at each level.
- Further refine the PLC structure to meet the needs of special education teachers during the eight early release days designated as “district days”, which includes mathematics and behavior.
- Fully implement the team contact approach to the provision of support services in schools.
- Maximize Medicaid reimbursement requests with a goal of billing \$5 million.

Special Education Administrators:

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Health Services

The mission of Des Moines Public Schools Health Services is to support student success by providing a safe, healthy learning environment and by addressing health-related barriers to learner. The district employs 60 registered nurses who serve more than 70 schools and programs. Nurses provide care to students and staff that range from triage, emergency first aid, medication management, case management, community referrals, and various screenings. Health Services also provides consultation to the Human Resources Department on physicals, DOT drug and alcohol screens, and maintaining mandatory reporter licensure.

Accomplishments

- Expanded online documentation to include medication administration and procedures, allowing for more detailed and enhanced data collection.
- Continued to work with social workers and special education staff in modifying and creating IEPs and IHPs to meet student needs.
- Provided Reasonable Suspicion training to all building administrators and supervisors in the Operations department during Summer 2014. This training assists supervisors in identifying employees that may be under the influence of a substance and guiding staff to assistance as needed.
- Worked with Wellness Coordinator to identify Wellness Coaches in each building to provide assistance and information to staff about the HealthyU program.
- Coordinated training of a nurse to become a Youth Mental Health First Aid (YMHFA) trainer. Provided YMHFA training to 10 nurses with plans to have all nurses trained within 5 years.
- Implemented a new growth and development curriculum with input from the health curriculum supervisor for 4th and 5th grade students.
- Piloted a Food Rescue program in 5 elementary schools in coordination with district Central Nutrition Department. The program helps cut down on food waste and will provide snacks for students when needed for medication or health conditions, e.g., diabetes.

FY 2016 Goals

- Continue to collaborate with the district's Wellness Coordinator on programs and initiatives encouraging healthy lifestyle choices for staff and students by partnering with HealthyU programs, providing educational offerings, and identifying new programming opportunities.
- Work with counseling and social worker staff to provide Mental Health First Aid training to district nurses, social workers, and special education staff. These trainings can be offered on inservice days and summer break days. There is a growing need in the school community to provide triage, assessment, and referral for students regarding mental health issues.
- Collaborate with special education and social worker staff to develop and modify IEPs and IHPs to support learning for students with a variety of increasingly complex healthcare needs and conditions.
- Explore feasibility of utilizing Infinite Campus for electronic Medicaid billing.
- Hire and train 10 new employees; filling vacancies left by retirements.

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Crisis Prevention and Intervention

Student & Family Services coordinates several programs and trainings related to the identification of students who may be experiencing mental health struggles, crisis situations, and other risk factors.

Suicide Prevention Screening and Response

Student & Family Services has been screening students for risk factors related to suicide since 2004. Addressing identified risk factors can result in increased student achievement and graduation rates. Efforts began with the use of the Teen Screen program in collaboration with Columbia University and transitioned to the internationally recognized Strengths and Difficulties Questionnaire (SDQ) in 2013.

Accomplishments

- During the 2013-14 school year, Student Services Social Workers screened students at four comprehensive high schools.
- Data from the screening is as follows:
 - Lincoln H.S.: 136 screened (23 positive)
 - Roosevelt H.S.: 42 screened (9 positive)
 - North H.S.: 93 screened (7 positive)
 - East H.S.: 43 screened (9 positive)

FY 2016 Goals

- Continue to provide the SDQ at the four existing comprehensive high schools and expand to include Hoover High School in 2014-15.
- Increase the number of consents obtained with the goal of screening 100 students at each site.
- Explore offering the SDQ at alternative programs within DMPS.

Crisis Prevention Institute (CPI) Training

Student & Family Services trains DMPS employees in the area of crisis prevention and crisis management on a yearly basis. The philosophy of the CPI training is to provide the best care, welfare, safety and security for all. CPI teaches:

- How to identify behaviors that could lead to a crisis.
- How to most effectively respond to each behavior to prevent the situation from escalating.
- How to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent.
- How to cope with one's own fear and anxiety.
- How to use CPI's Principles of Personal Safety to avoid injury, if behavior becomes physical.

DMPS has 25 certified CPI trainers who come from a variety of backgrounds but share a commitment to support administrators and instructional staff in addressing challenging behaviors and crisis situations. Moving forward, training will focus on secondary staff, as nearly every elementary building has trained all staff and has a crisis team in place. Monthly district-wide trainings are scheduled, and administrators can arrange for individual staff members to attend training as needed. As part of CPI training, all staff receives information regarding Iowa Chapter 103 and are instructed on laws regarding seclusion and restraint and their responsibility, should such an event occur. After buildings receive CPI training, Student & Family Services provides a CPI trainer to support buildings in monthly review sessions to continue developing building capacity to support disruptive student behavior. Staff problem-solve situations with the certified trainer and practice personal safety techniques.

In addition to the general CPI training, DMPS has five staff members who have received advanced training. Two staff members are trained in Applied Physical Training, and three staff members are trained to provide CPI's Trauma Informed Care. Trauma Informed Care teaches participants about the effects of trauma on student functioning. The content focuses on trauma's influence on behavior and offers strategies to promote a trauma informed and person centered culture of care.

Accomplishments

- Provided Crisis Prevention training to 871 staff in FY 2014.

- CPI trainers provided ongoing support to trained buildings in the form of monthly reviews.
- Continued to provide follow up support and training to DMPS security staff.
- Provided Trauma Informed Care training to 17 DMPS staff.
- Trainers provided professional development in the area of Iowa Code Chapter 103 to all staff trained in CPI.
- Offered both six- hour and three-hour refresher training on a monthly basis. This training was available to all district staff.

FY 2016 Goals

- Continue to develop the skills of current CPI trainers by providing opportunities for advanced training in the area of Autism Spectrum Disorders for select staff.
- Continue to build capacity for crisis response at the secondary level with the goal of having all DMPS middle school staff trained in crisis prevention and verbal de-escalation.
- Continue to support all DMPS building crisis teams through monthly reviews/consultation with CPI trainers.
- Continue to make training opportunities available on a monthly basis to all district staff.

Youth Mental Health First Aid (YMHFA) Training

Students experiencing a mental health challenge are at increased risk for low academic achievement and not completing high school. Students who display disruptive behaviors are frequently suffering from a mental health challenge that has not been identified. School staff responses can play a key role in assisting a student and his/her family in accessing needed supports that can improve the young person's functioning. The main purpose of offering YMHFA training to DMPS staff is to increase mental health literacy, decrease stigma, and to improve staff skills in intervening in situations where a student may be struggling.

YMHFA is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human service workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. The YMHFA course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.

The program is listed in the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices.

Accomplishments

- During the 2013-14 school year, the number of certified Youth Mental Health First Aid trainers increased from one to seven. The additional six trainers include Learning Supports Staff (3), a nurse, counselor, and a school psychologist.
- YMHFA was provided to 15 administrative staff and 63 Student and Family Services Support Staff in FY 2014.
- DMPS trainers partnered with Grandview University to provide YMHFA to 23 community members in June 2014.
- DMPS was awarded a \$100,000 Project AWARE (Advancing Wellness And Resiliency in Education) grant through the Substance Abuse and Mental Health Services Administration (SAMHSA). This grant will allow DMPS to add six additional trainers and partner with community agencies to train both District staff and professionals serving DMPS students and families.

FY 2016 Goals

- Increase the number of YMHFA trainers from seven to thirteen.
- Partner with Orchard Place, Juvenile Court Services, NAMI (National Alliance on Mental Illness), and the Des Moines Police Department to provide YMHFA training to their staff.
- Provide YMHFA training to DMPS employees, in particular, those employees who work with students at the secondary level (middle school teachers, counselors, behavior coaches, nurses, SUCCESS case managers, attendance officers, and Reengagement Case Managers).
- Year One training target (FY 2015): 210 education/youth serving professionals

Social Work Services Coordinator | Laura Fefchak

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HUMAN RESOURCES

The Office of Human Resources is responsible for the development and implementation of Board policies; implementation of union contract requirements; and the recruitment, selection, and assignment employees to schools and departments. Human Resources also administers job descriptions, personnel records, leave policies, disciplinary procedures, and applicable state and federal employment statutory requirements.

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HUMAN RESOURCES

Accomplishments

- Developed a formal hiring process for all staff referenced to research based best practice:
 - Hiring rubrics, forms, protocol, and procedures were developed based on research best practice and input from national leaders in higher education, AASPA, and Batelle for Kids consultants.
 - Job descriptions were reviewed and revised district-wide in a collaborative effort between Human Resources and supervisory staff.
 - Job descriptions, job postings, interviewing screening criteria, and questions were brought into alignment.
 - Training on the research rationale and the new formal hiring process was facilitated for all administrative and supervisory staff.
 - Ad hoc principal committees informed recruiting and formal hiring process work of Human Resources leadership.
 - HR leadership team members facilitated the hiring process with district administrators.
 - The timeline for advertising, interviewing, and hiring all administrative and teaching staff was moved to a November start date.
 - Restructured the DMPS Educator Fair to include in depth interviews for hard-to-fill positions and shortage areas. More than 700 potential teaching candidates visited with administrators. Top candidates were identified as potential DMPS teaching staff.
 - Collaborated with DMEA and the Greater Des Moines Partnership to implement the Educator Fair.
- The teacher transfer process was restructured to improve timing and efficiency of application, notification, and placement. DMPS administration and DMEA entered into a Letter of Understanding, which was jointly developed.
- HR IT leadership reviewed stakeholder survey feedback to revise the teacher orientation process.
- Developed a system to monitor staff course completion of those teachers hired on a conditional license or administrative decision.

- An evaluation rubric was developed and a new evaluation process was implemented for support staff and some leadership staff.
- Held retreats with Human Resources leadership and support staff to set goals; communicate among team members; and delineate individual roles in the goals of the department, superintendent, and school board.
- Created two new Human Resources Generalist positions with a focus on professional development and human resources operations; created a new position of Administrative Coordinator to oversee office operations.
- Continued refining and implementing new compensation and classification for all new hires; System for job description and compensation review prior to posting open positions.
- Continued development and training on progressive discipline system; Developing sample templates and examples for guidance and consistency.
- Contracts and Letters of Assignment for returning staff were all distributed electronically beginning Spring 2014.
- The regular school calendar was developed to begin counting student contact time in days vs. hours, which is supportive of the district's professional development plan for certified staff.
- The HR Volunteer Program Coordinator began oversight of all volunteer coaches, including background checks and hiring parameters.
- Developed and wrote the hiring portion of the Teacher Leadership Compensation grant that was awarded to DMPS.
- Human resources leadership team was trained in investigations/data gathering, licensure, and ethics laws.
- Developed a formal on-boarding process for certified staff to include early professional training for new hires before May.
- Collaborated with Curriculum & Instruction on six new hire teacher orientations and created a new teacher application eliminating the need for paper at orientation.
- Created an Athletics and Instruction wiki page on Sharepoint to streamline the stipend process.
- All HR documents moved to online repository.
- Safe Schools: A broad spectrum of on-line training modules through SafeSchools will be available to DMPS employees starting January 5, 2015. Plans will be phased in through Spring of 2015 for all employee groups. The training is designed to enhance and maintain effective practices in supporting a safe environment for our staff, students, and community.
- Reasonable suspicion training was conducted for all supervisory staff in the Summer 2014.
- Standard operating procedures were developed for employee background checks, disciplinary procedures, comp time procedure, and interviewing for classified staff.
- Human resources has consistently met the deadlines for all grievances and Labor Management Meetings as required by the comprehensive agreements.
- E-mail training was provided for various classified/operational staff members.
- Standardized procedures for NovaTime were developed and sent out in December 2014.

FY 2016 Goals

- The HR leadership team will collaborate with Battelle for Kids and Pairin, two national educational consulting groups, to develop the “gold standard” for hiring teaching and administrative staff.
- The employee orientation will provide a great focus and more support for employee benefits enrollment.
- Review and revise district affirmative action/equity plan.
- Develop a formal recruiting plan with a focus on underrepresented groups.
- Revise recruiting materials including media and print literature.
- Review and restructure HR website for clarity and content; Review content with all administrative/supervisory staff.
- Review and develop contract language for negotiated agreements for all bargaining groups.
- Review and revise employee handbook for all groups.
- Supervisory staff will receive training on human resources administrative responsibilities and review procedures, comprehensive agreements, and board policy.
- Administrative and supervisory staff will receive training on interview protocol and best practice.
- Prepare for 2015-2016 Iowa Department of Education Accreditation visit.

BENEFITS/RISK MANAGEMENT

Benefits/Risk Management focuses on employee benefits, wellness, and insurance. Benefits/Risk Management coordinates the provision of comprehensive benefits and insurance on a district-wide level and strives to provide competitive benefits and customer service to employees during all stages of their careers. Additionally, Benefits/Risk Management administers the newly energized comprehensive district wellness program. Finally, Benefits/Risk Management manages the district’s property and casualty insurance plans and workers’ compensation.

Benefits/Risk Management Department Duties:		
<u>Benefits</u>	<u>Insurance</u>	<u>Wellness</u>
Health, Dental, Vision, Life, and Disability Insurance 403b DMTRS IPERS Medical/Dependent §125 FMLA Affordable Care Act HBAC	Property Insurance Liability Insurance Auto Insurance Workers’ Compensation Unemployment Insurance	Biometric Screenings Health Risk Assessments Monthly Newsletter Wellness Programming Wellness Committee

Accomplishments

- Researched and recommend early retirement incentive strategies for the 2015-16 school year:
 - Worked with Board Study Group to develop revisions while maintaining management fund budgetary guidelines, thus requiring no tax increase.
 - Developed a communication plan to support the revisions and inform employees of changes and deadlines.
 - Revised application process to include an online process.
 - Held employee meetings to explain changes and the new process.
 - Facilitated meetings for those individuals approved under the plan to explain next steps including the application process for DMTRS and IPERS.
- Researched alternate care delivery systems for the health plan as well as workers' compensation program:
 - Participated in focus groups through Wellmark to explore the opportunities available under an Accountable Care Organization (ACO).
 - Met with providers and other employers to gain further information surrounding participation in ACO.
 - Began pilot program under workers' compensation program to assess effectiveness of alternate care options.
- Offered employees multiple educational opportunities through district-wide meetings directed toward general understanding of current employee benefits.
- Implemented online employee enrollment using the Employee Online System.
- Initiated a study to address viability and plan recommendations for DMTRS.
- Completed meetings for DMTRS participants on use of participant portal.
- Completed implementation and refining of DMTRS to an automated platform allowing for real-time reporting, pension calculations, modeling, and compliance enhancements.
- Completed a survey of DMTRS participants to gain insight on plan satisfaction.
- Expanded financial incentive for employees to enroll in single or employee+1 medical coverage, thus reducing district liability.
- Researched and recommended enhancements in employee benefit enrollment system allowing for processing efficiencies.
- Implemented new medical premium structure to include employee contributions and wellness incentives.
- Implemented Affordable Care Act provisions including employer shared responsibility, marketplace notification, PCORI fee, transitional reinsurance, and summary of benefits and coverage (SBC).
- Worked with the Health Benefits Advisory Committee (HBAC) to increase visibility and awareness by implementing quarterly reporting to executive management and annual reporting the Board.

- Completed HBAC annual Board report which included update on increased use of generic medications on medical plan, increased communication surrounding emergency room use and potential savings, as well as plan recommendations for upcoming year.
- Decreased the number of liability claims for the 6th consecutive year. Over the six year period, claims decreased by 57%.

FY 2016 Goals

- Research results of DMTRS study conducted by Gallagher Group, develop a communication plan to support recommendations and changes, and begin implementation of recommendations.
- Complete the RFP process to explore options for provider networks and pricing structures under the workers' compensation plan.
- Implement new Employee Online enrollment allowing for ability to transfer data from multiple carriers in coordination with existing HR system.
- Track and report the impact of the ACO pilot program as it relates to employee well-being and district financial reporting.
- Reduce the average medical spent per workers' compensation claim.
- Continue communication with executive management and Board regarding goals and objectives surrounding early retirement.
- Revise the employee orientation process to include increased opportunity for benefit education and enrollment.
- Update benefits communication materials including media and print literature.
- Review and develop contract language for negotiated agreements supporting the objectives of the benefits program.

Benefits/Risk Management Director | Cathy McKay

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Healthy U Wellness

Healthy U is the district's wellness program. Through the program DMPS staff are provided opportunities to participate in wellness challenges and take control of their health. By participating in established Healthy U wellness activities staff has the opportunity to earn wellness dollars toward insurance premiums for the following year. In fact, staff can earn the entire amount by being active, completing, and self-reporting the activity in all required categories. 2014-15 marked the second year of the DMPS Healthy U wellness initiative. Data from year one (FY 2013-14) showed a Biometric screening rate and Wellness assessment completion rate at approximately 75%. Final data for the 2014-15 year will be gathered at the end of FY 2015.

Accomplishments

- FY 2014 Final Results: Based on Incented Employees. (Incented Employees, are those who are the primary on the DMPS health insurance):
 - 75% of incented employees completed biometric screening.
 - 3,350 total employee biometric screenings were performed, this includes both incented and non-incented employees.
 - 75% of incented employees completed wellness assessment.
 - 52% of incented employees completed all six activities in Step 2.
 - 49% of incented employees completed all steps earning \$200 incentive.
- FY 2015 Activities and Preliminary Results:
 - Approximately 3,832 total employee biometrics screenings were performed. This includes both incented and non-incented employees.
 - Fitbit distribution to all employees (incented and non-incented) for participation in the Healthy U onsite biometric screening.
 - Offered 61 Biometric Screenings days/opportunities.
 - Organizational Assessment was completed with Wellmark.
 - DMPS Wellness Champion network created and initial meetings held.
 - Health Chat/Soundbite education sessions offered to date include: Financial Health/Retirement Planning, Movement Seminar Live and available as recorded Webinar, Fitbit Training sessions, and Open Computer Lab help sessions.
 - Director of Benefits/Risk Management and Wellness Coordinator met with Waterloo Public Schools-Health and Wellness Committee, Heartland AEA, Drake University, and Bixby Public Schools to discuss wellness programs, plans, incentives, etc.
 - Wellness Coordinator spoke at Wellmark HR Conference.
 - New and updated rewards page through the Wellmark Wellness Center, Powered by WebMD, completed and launched January 1, 2015.

FY 2016 Goals

- Implementation of Organization Assessment.
- Integrate Fitbits with wellness programming incentives and technology.

- Evaluate and revise wellness incentive structure dependent on Union Negotiations and aggregate results from wellness assessment, claims data, and screening information.
- Increase participation to 90% in Healthy U wellness incentive program.
- Creation of wellness plan to cover the next period of union negotiations.

Wellness Coordinator | Tammy Steinwandt

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EQUITY & DIVERSITY

The position of Equity Coordinator was added Spring 2014. The role of the Equity Coordinator is to provide the following:

- Possess knowledge of federal and state laws and oversee compliance.
- Ensure equity policies and procedures are in place.
- Disseminate information on equity policies and procedures.
- Provide professional development in area of equity.
- Facilitate the equity complaint process.
- Monitor the district's compliance with equity the legislation.

Accomplishments

- The HR staff facilitated a demographic survey for all work groups to determine accurate demographic data of the DMPS work force.
 - Data from the demographic survey was used to determine hiring goals for underrepresented groups.
- The Affirmative Action and Equal Opportunity Plan was rewritten and revised to acknowledge underrepresented groups in our employ.
 - Quantitative and qualitative goals were set for improvement in our efforts to increase the diversity of our work force (persons of color, gender, disability). This was approved by the board in December 2014.
- Focus groups were conducted for persons of color (teachers and administrators) currently employed at DMPS in late November.
 - The purpose was to collect data on why these employees chose DMPS, why they like working at DMPS and choose to stay, and what ideas they have about how we could do a better job of recruiting and hiring persons of color in DMPS. Data was collected and presented to the board of education January 2015. In addition, a review of research of the barriers to hiring minority candidates and state/national data was presented to the board.

- The Human Resources team facilitated phone conferences with two national leaders on the topic of minority candidate recruitment and retention:
 - Michelle Means Walker, HR Director, Cincinnati Public Schools, Ohio
 - Dr. Addy Swinney, HR Director, Horry County Schools, North Carolina
- The Human Resources Chief and Directors met with the Portland School District in Oregon to discuss and learn more about their efforts to recruit, retain, and increase the numbers of minority teachers and administrators.
- Human Resources staff members attended a state workshop on diversity recruiting with other Iowa Urban Education Network (UEN) schools.
- Dr. Addy Swinney, Human Resources Director and American Association of School Personnel Administrators (AASPA) board member, met with a Human Resources director in December 2014.
 - Dr. Swinney reviewed process and procedures used by Horry County Schools in North Carolina to recruit diverse candidates.
- Increased recruiting efforts at the national level by utilizing ProAct to conduct a national search for 10 different administrative positions for the 2015-16 school year.
- The district utilized services of the following newspapers and websites:
 - DM Iowa Bystander/The EI Communicador
 - NABSE (National Alliance of Black School Educators)
 - NAFEO (National Association For Equal Opportunity in Higher Education)
 - Career Builder
 - Education Week
 - Council of Great City Schools
- The administrative team received Cultural Proficiency training throughout the 2014-15 school year lead by the DMPS Equity Coordinator.
 - Operations employees participated in a cultural proficiency workshop.
 - Teaching and building staffs will receive training during the 2015-16 school year.
- The district provided additional support for two in-house initiatives geared at increasing the number of minority candidates in DMPS. The Equity Coordinator facilitated support for the Dream to Teach program and the 3D Partnership.
 - Dream to Teach is a long term initiative that mentors current DMPS students into the teaching profession with the promise of financial assistance and further mentoring for a college education in exchange for teaching in the district. Human Resources provided structural support for this program as well as assistance in creating partnerships with higher education institutions.
 - The 3D Partnership is a revised re-launch of the highly successful TQP program in partnership with DMACC and Drake University. The program provides an opportunity for classified staff to work towards a teaching degree. Human Resources provided support for training and logistical issues.

FY 2016 Goals

- Review of board policies and admin procedures around non-discrimination, harassment, bullying, and hostile work-environment (ongoing).
- Organizing forms (harassment, complaint, bullying) on website.
- Bullying process/protocol/forms.
- Equity Coordinator information and updated non-discrimination statement published to provide wider knowledge.
- Continue to provide Cultural Competency training for classified Office Staff and Teachers.
- Prep for 2015-16 site visit, including visits to other UEN districts receiving Site Visits.
- Launch Equity Advisory Committee.

Equity & Diversity Coordinator | Isaiah McGee

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VOLUNTEERS & AMERICORPS

Volunteers/AmeriCorps focus on the different services provided by school volunteers, volunteer coaches, and national service members. The role of this office is to process all volunteer applications in the district and create procedures and best practices that allow schools to confidently use these services. This office is also responsible for coordinating a federally-funded Governor and Mayor Initiative AmeriCorps Program. This program utilizes community members and community partners to help support district initiatives for increasing graduating rates by tutoring in the elementary schools, mentoring in the middle schools, and providing service-learning opportunities in the International Baccalaureate schools.

Accomplishments

Volunteers:

- Processed almost 3,500 volunteer applications. This included specific volunteer services from district partners such as the City of Des Moines Park and Recreation Department, United Way of Central Iowa, Principal, and several Rotary and Kiwanis groups.
- Created a volunteer coach application and process specifically for the Activities and Athletics Department.
- Enhanced online volunteer application through the Applitrack system to allow for better communication with schools and applicants during the entire application process.

- Was a member of the state of Iowa’s volunteer background check stakeholder group that was charged with developing recommendations for making improvements to volunteer background checks in the State.

AmeriCorps:

- Hired 94 AmeriCorps members for the 2013-14 school year and summer of 2014.
- AmeriCorps members were placed in 44 schools (34 elementary, nine middle, and one high school).
- AmeriCorps members served more than 5,000 students last year.
- Partnered with the district’s 21st Century Community Learning Centers to provide summer programming to more than 700 middle school students.
- Completed national service criminal history check audit with the state of Iowa.

FY 2016 Goals

- Continue developing the district-wide implementation of the volunteer application process. This will include regular contact with principals, office managers, and volunteer coordinators on updated policies and procedures.
- Stay connected with Division of Criminal Investigation and Department of Human Resources to increase proficiencies concerning background checks.
- Increase the recruitment and retention of quality AmeriCorps members by building on partnerships with post-secondary education institutions, community organizations, and various departments within the district.
- Work with Heartland AEA to perform a grant-required external evaluation of AmeriCorps program during 2015-16 program year.
- Successfully manage the transition of funding opportunities through AmeriCorps for which the district will be competing 2016.
- Continue to work with the district’s assessment team to ensure best possible performance measures for grant reporting.

District Volunteer & Americorps Coordinator | Eric Whitney

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BUSINESS & FINANCE

The Office of Business & Finance develops and administers a multi-million dollar budget, which is the largest school district budget in Iowa and the second largest local government budget in the state. Business & Finance incorporates both the Treasurer and Board Secretary roles within its function, as well as managing millions of dollars in revenue, investments, and debt on a daily, weekly, monthly, and quarterly basis. The Des Moines Teachers Retirement System (DMTRS) is also managed by the Business & Finance department, in conjunction with Risk Management. Business & Finance has been nationally recognized for excellence in financial management by the Association of School Business Officials (ASBO) and by the Government Finance Officers Association (GFOA) as a leader in its accounting and reporting of public finances and by the GFOA for its budget presentation.

In addition to managing the district's budget, Business & Finance also coordinates the development of the budget and recommendations to the Board of Directors. An important component in that process is public input, including both Citizens' and Employees' Budget Advisory Committees that share ideas about how the district can best use public funds. Beyond the district's finances, Business & Finance oversees other departments, including Metro Kids, Community Education, and Grants.

Chief Financial Officer | Thomas Harper

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FINANCIAL ACCOUNTING

The mission of the Business & Finance Financial Accounting department is to provide analysis, insight, internal control, objectivity, and transparency to multiple constituents pertaining to district-related financial resources. Business & Finance made great strides in FY 2015 to provide greater insight and analysis while strengthening the internal control environment by implementing more effective and efficient solutions for all users.

Accomplishments

- Received national recognition for excellence in financial management and reporting for the eighth consecutive year and for the budget presentation for the second consecutive year.
- Continued to strengthen the district's solvency ratio and other key financial metrics.
- Continued to engage the Citizens' Budget Advisory Committee and the Employees' Budget Advisory Committee in the budget development process.
- Successfully completed the transfer of responsibilities for the Des Moines Teacher's Retirement System (DMTRS) from an outside administrator to district management.
- Made several systematic improvements to improve efficiency and effectiveness while reducing manual touch-points:

- Phase two of the Time and Attendance implementation district-wide.
- Consolidated six payroll groups to four payroll groups.
- Transitioned hourly employees to a true pay for time worked solution.
- Consolidated the paid time off solution, as well as moved to an “accrue as you go” solution for various employee groups.
- Expanded use of the district’s Enterprise Resource Planning platform.
- Improved internal reporting for district users.
- More robust cost analysis to better understand the Return on Investment.
- Improved the district’s control environment through:
 - Further centralization of the procurement process.
 - Used E-commerce & Credit/Debit Card solutions, reducing cash transactions.
 - Refinement of the purchasing and payroll processes.
- Established the Employee Information Data Center to serve as a central hub for all employee related functions pertaining to the district’s Enterprise Resource Planning platform.

FY 2016 Goals

- Continue to be nationally recognized for excellence in financial management and reporting and for the district’s budget process, including financial literature.
- Implement a district-wide dashboard, reducing the number of needed data sources.
- Continue to build upon the strength of the district’s key financial metrics.
- Implement greater electronic functionality of the district’s ERP system by:
 - Refining the Position Budgeting and Control process.
 - Implement the grants management module including the front end research, as well as the eCivis solution.
 - Implement the Contract Management system for project/cost accounting.
 - Implement the Student Activities module.
 - Implement the Vendor Online module.
- Provide further introduction and execution of cost analysis and return on investment components to district decision making.
- Provide ongoing training on the impact of the control environment district-wide:
 - Hold regularly scheduled workshops to answer any questions or concerns.
 - Continually work to improve the user experience/customer service.
- Fully implement a district-wide E-commerce solution to further reduce cash transactions.
- Further refine and expand the scope of the Employee Information Data Center structure to improve KPIs and SLAs throughout the district.
- Further consolidate the payroll groups from four to three

PAYROLL

The Payroll department works closely with buildings and departments within the district to facilitate the accurate and timely calculation and disbursement of paychecks to employees of the sixth largest employer in central Iowa. Payroll utilizes Sungard Business Plus, Nova Time, and the Smart Find system for the culmination of information on contracts, salaries, hours worked, and leaves taken and earned. Payroll emphasizes customer service, accountability, and accuracy in each of the functions associated with this office.

Accomplishments

- Implemented multiple bank direct deposit capability.
- Implemented direct deposit changes into Employee Online, eliminating key entry.
- Group 4 non-exempt employees successfully transitioned from salaried (paid up to date) to paid off time clock punches (two weeks in arrears).
 - Researched 40 years of payroll records to confirm Group 4 employees have always been paid up-to-date.
- Automated annual DMEA dues, eliminating key entry.
- Scanned multiple years of payroll documents to Docuware, saving storage space and enhancing ability to retrieve information.

FY 2016 Goals

- Implement W-4 entry to Employee Online for current employees.
- Implement W-2 election for 2015 W-2s for choice of electronic or paper. Currently doing both due to lack of election.
- Sungard 2015-16 upgrade will enhance payroll online record storage capabilities in documents online and will enhance timecard online.
- Eliminate one pay cycle group by merging Group 3 into Group 2 eliminating payroll processing of Group 3.
 - Part of the merge will occur January 2015 and the remainder August 2015.
 - Merge will leave 2 semi-monthly payrolls and 1 bi-weekly.
- Research feasibility of transitioning Group 1 non-exempt employees from salary to paid off time clock punches two weeks in arrears.
- Enhancements to webflow to accommodate and automate additional types of payments to employees, in addition to workshops.
- Facilitate enhancements to NovaTime to accommodate and automate additional extra pay to non-exempt employees.

Payroll Supervisor | Denise Roorda

901 Walnut Street, Des Moines, IA 50309

P: 515-242-7392 | F: 515-242-7749 |E: denise.roorda@dmschools.org

EMPLOYEE INFORMATION DATA CENTER

The Employee Information Data Center (EIDC) works closely with the Human Resources, Financial Accounting, and Payroll departments within the district to facilitate budgeting authorized positions; recording employee data (e.g., demographics, contracted pay, education and certifications, scheduled work day, leave balances, etc.); reporting on employee demographic, position, and salary data; and processing updates to employee data (e.g., position/pay changes, updated personal information, evaluations, education/certification updates, etc.). The EIDC utilizes Sungard BusinessPLUS and NOVAtime systems for tracking employee information and recording/tracking schedules and leave. The EIDC emphasizes customer service, accountability, and accuracy in each of the functions associated with this office.

Accomplishments

- Transitioned employee information data entry from the HR department to the new team within a short window of time directly before the large hiring season began.
 - Removing data entry from HR to allow for the HR department to focus on more traditional HR roles and responsibilities.
- Automated several manual data entry points within BusinessPLUS.
- Developed reports for buildings and departments to pull frequently-requested employee information.
- Developing an automated (paperless) process for communication of new positions, transfers, retires, and resigns.

FY 2016 Goals

- Complete the development of and implement automated (paperless) process for communication of new positions, transfers, retires, and resigns.
- Work with the Office of Schools and Human Resources to automate/stream-line the evaluation process within the district.
- Condense processes of data input into the BusinessPLUS system to allow for more accuracy and less manual input.
- Develop additional employee-related reports for supervisors and administrators within the BusinessPLUS and NOVAtime systems.
- Implement additional controls within our department to reduce errors.
- Implement ongoing process improvements to increase efficiencies and provide better customer service.

EDIC Supervisor | Emily Truitt

901 Walnut Street, Des Moines, IA 50309

P: 515-242-8120 | F: 515-242-7576 | E: emily.truitt@dmschools.org

GRANTS

Supplemental funding is a critical element of school finance, especially during times of austere budgets. Des Moines Public Schools maintains a staff of grant writers who identify a wide range of potential funding sources and ensure that the district competes effectively for those funds.

Accomplishments

- Secured grant funding from various federal resources, including YMHFA (SAMSA).
- Secured grant funding from various state resources, including Innovative Early Elementary Grants (Iowa Department of Education).
- Secured grant funding from various local resources, including Community Betterment (Prairie Meadows), United Way of Central Iowa, and Polk County Decategorization.
- Began implementation of the eCivis Grants Management solution.

FY 2016 Goals

- Continue to research funding opportunities and write successful grant proposals.
- Continually work to improve customer service.
- Provide assistance to district programs as needed.
- Fully implement the eCivis Grants Management Software System to provide streamlined infrastructure for grant management and support.

Grants Team | Lori Brenno / Casaundra Christensen

901 Walnut Street, Des Moines, IA 50309

P: 515-242-8215 (Lori) / 515-242-7398 (Casaundra) | F: 515-242-7576

E: lori.brenno@dmschools.org / casaundra.christensen@dmschools.org

COMMUNITY EDUCATION

The Community Education department serves as an outreach arm of the Des Moines Public Schools. The mission is to provide educational, cultural, and recreational opportunities responsive to the needs of the community and promote the concepts of lifelong learning and personal growth. A catalogue of classes is offered four times a year: fall, winter, spring, and summer. Hundreds of classes are offered annually on a wide range of topics such as: arts and crafts, computers, dance, exercise and fitness, family and personal development, finance and investment, food and nutrition, health and well-being, home and garden, journalism and writing, languages and cultures, music and theater arts, photography and video, special interest, sports and games, swimming, canoeing and sailing, and trade.

Community Education partners with numerous local organizations, businesses, and community resources to offer classes. A small selection of partners includes: Canoe Sport Outfitters, Corinthian Baptist Church, Des Moines Obedience Training Club, Des Moines Parks and Recreation, Iowa Architectural Foundation, Merle Hay Mall, Pleasant Hill City Library, Deaf Action Center, Living History Farms, Iowa State University Extension, and Aging Resources of Central Iowa. Saylorville Yacht Club and Sailing School, Des Moines University, and Ice Ridge at Southridge Mall.

In addition, Community Education handles arrangements for usage of all district school buildings by the public. To accomplish this responsibility, staff collects details for each request, seeks building administration approval, generates facility usage permits, and issues invoices for payment as necessary. Coordination of facility usage requires communication with multiple district departments and data entry into district-wide scheduling and fiscal software.

Accomplishments

- Reviewed and expanded the instructor candidate pool to better facilitate the expansion and development of Community Education Department course offerings.
- Continued to provide services and support to Facility Management department, community members, and organizations in the scheduling and rental of district Facilities.
 - Simplified the facility rental process for high schools by realigning responsibility from the high school Athletic Directors to Community Education Coordinators.
 - Worked with SES tutoring providers in the scheduling and usage of elementary and middle schools for federally-funded after school tutoring programs at 19 different sites.
 - Worked with the City Parks and Recreation Department to schedule facility usage for the DMPS Youth Basketball Program.
 - Assisted the Fine Arts department in scheduling building usage and transportation for the annual Summer Middle School Band Camp, in which over 200 students participated.
- Transitioned catalog printing to higher-quality printer and switched to glossy paper to improve catalog's visual appeal, while maintaining overall catalog production expenditure at or near previous level.
 - Improved catalog distribution by utilizing direct mail to better target recipients matching the core demographic.
- Integrated magnetic credit card readers in the department office to better facilitate walk-in registration processing.
- Worked with District Athletic Directors to centralize publicity and registration for 21 High School Sports Camp in Summer 2014.
- Expanded the Metro Volleyball Program to include 4th, 5th, and 6th grade girls. The program served 173 students, a 26% increase from 2013.

- Created DMPS Youth Futsal (Indoor Soccer) Program for boys and girls in grades 3, 4, and 5. Emphasis was placed on reaching out to ELL students in collaboration with the Director of ELL Programs.
- Increased the Scholarship Fund for Community Education Youth Programs. This fund helps students who need financial assistance to participate. Through a can and bottle drive, this fund has provided more than \$3,000 in assistance to students over the past three years.
- Collaborated with the district Wellness Coordinator to offer Community Education fitness classes that support district employee wellness goals.
- Offered seven school-based CPR/AED training classes with 73 district participants.
- Continued to collaborate with interested elementary buildings to offer after school language programs on site.

FY 2016 Goals

- Continue to provide high-quality educational, cultural, and recreational classes for the citizens of the Des Moines Community.
- Continue collaborations with the Curriculum Department to enhance the summer catalog and provide information on district summer school and enrichment offerings for students as well as adults.
- Expand collaboration and marketing efforts with the high schools to provide a comprehensive menu of Summer Sports Camps that are offered to students in their respective feeder patterns.
- Coordinate the student registration and fee collection process for the High School Summer Sports Camps.
- Streamline and improve the scheduling and facility usage process for SES tutoring providers requesting district buildings.
- Improve the development and marketing of Community Education fitness classes to support the district employee wellness goals.

Community Education Coordinator | Mike Zelenovich

1915 Prospect Road, Des Moines, IA 50310

P: 515-242-8521 | F: 515-242-8528 | E: michael.zelenovich@dmschools.org

METRO KIDS

Metro Kids, a fee-based child-care program for elementary students, provides enrichment activities that encourage children to further their educational and social development by participating in creative, technical, recreational, and interactive opportunities while attending before- and after-school programming. Metro Kids offers multiple options to meet families' needs: before-school, after-school, before- and after-school, Wednesday early out, and before-school and Wednesday early out care at 29 elementary schools. Metro Kids also offers non-

school day and summer full-day care at 10 regional sites throughout the city. Metro Kids utilizes the following curricula: Character Counts, CATCH (Fighting Childhood Obesity), National Afterschool Child Care Standards, and School Age Environmental Rating Scale.

Accomplishments

- Expanded integrated literacy and technology activities at several sites through United Way funding and support.
- Began process of all Metro Kids sites being individually licensed through Department of Human Services.
- Retained seven children's enrollment during the family's application process for childcare assistance funding due to Metro Kids EM funding policy.
- A Metro Kids Team Leader was chosen by a national committee and presented at the National Afterschool Association conference in Washington DC.
- Increased enrollment by 1%.

FY 2016 Goals

- Completion of licensing all Metro Kids sites through DHS.
- Implement online registration process for families.
- Open new Metro Kids site at Moore Elementary.
- Provide free lunch programs at several summer Metro Kids sites.
- Continue process of paperless file documents.
- Continue to increase student enrollment.

Metro Kids Supervisor | Jane Bishop

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P: 515-242-7951 | F: 515-242-7576 | E: jane.bishop@dmschools.org



SECTION 6

APPENDIX

FY 2016 Certified Budget

ADOPTION OF BUDGET AND TAXES JULY 1, 2015-JUNE 30, 2016

Department of Management - Form S-TX

DES MOINES

District Number 1737

Total Special Program Funding

Instructional Support (A&L line 10.5)	097	21,102,820
Educational Improvement (A&L line 11.3)	099	0
Voted Physical Plant & Equipment (A&L line 19.3)	105	4,520,552

Special Program Income Surtax Rates

Instructional Support (A&L line 10.15)	096	0
Educational Improvement (A&L line 11.4)	098	0
Voted Physical Plant & Equipment (A&L line 19.4)	104	0

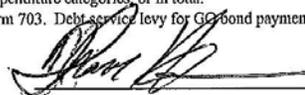
Utility Replacement and Property Taxes Adopted

	Utility Replacement AND Property Tax Dollars	Levy Rate	Property Taxes Levied	Estimated Utility Replacement Dollars
Levy to Fund Combined District Cost (A&L line 15.3)	1	72,251,256		
+Educational Improvement Levy (A&L line 15.5)	2	0		
+Cash Reserve Levy - SBRC (A&L line 15.9)	3	19,224,870		
+Cash Reserve Levy - Other (A&L line 15.10)	4	0		
-Use of Fund Balance to Reduce Levy (A&L line 15.11)	5	0		
=Subtotal General Fund Levy (A&L line 15.14)	6	91,476,126	14.11043	88,168,080
+Instructional Support Levy (A&L line 15.13)	7	13,035,212	1.81663	12,609,298
=Total General Fund Levy (A&L line 15.12)	8	104,511,338	15.92706	100,777,378
Management	10	8,103,600	1.25000	7,810,542
Amana Library	11	0	.00000	0
Voted Physical Plant & Equipment (Loan Agreement)	12	0		
+Voted Physical Plant & Equipment (Capital Project)	13	4,520,552		
=Subtotal Voted Physical Plant & Equipment	14	4,520,552	.63000	4,372,854
+Regular Physical Plant & Equipment	15	2,367,908	.33000	2,290,543
=Total Physical Plant & Equipment	16	6,888,460		
Reorganization Equalization Levy	18	0	.00000	0
Emergency Levy (for Disaster Recovery)	19	0	.00000	0
Public Education/Recreation (Playground)	20	875,188	.13500	843,538
Debt Service	21	0	.00000	0
GRAND TOTAL	22	120,378,586	18.27206	116,094,855

1-1-14 Taxable Valuation	WITH Gas & Electric Utilities	6,482,874,286	WITHOUT Gas&Elec	6,248,433,225
1-1-14 Tax Increment Valuation	WITH Gas & Electric Utilities	692,605,126	WITHOUT Gas&Elec	692,605,126
1-1-14 Debt Service, PPEL, ISL Valuation	WITH Gas & Electric Utilities	7,175,479,412	WITHOUT Gas&Elec	6,941,038,351

I certify this budget is in compliance with the following statements:

- The prescribed Notice of Public Hearing and Proposed Budget Summary (Form S-PB) was lawfully published, with said publication being evidenced by verified and filed proof of publication.
- The budget hearing notice was published not less than 10 days, nor more than 20 days, prior to the budget hearing.
- Adopted property taxes do not exceed published amounts.
- Adopted expenditures do not exceed published amounts for any of the four individual expenditure categories, or in total.
- Adopted property taxes meet the debt service and loan agreement needs identified on Form 703. Debt service levy for GO bond payments only.
- This budget was certified on or before April 15, 2015.

 District Secretary

County Auditor

RECEIVED
 2015 APR 10 PM 3:07
 PALK CO. AUDITOR

ADOPTED DES MOINES SCHOOL BUDGET SUMMARY

District No. 1737

Department of Management - Form S-AB

		Budget 2016	Re-est. 2015	Actual 2014
Taxes Levied on Property	1	116,094,855	114,439,059	117,619,316
Utility Replacement Excise Tax	2	4,283,731	3,915,583	3,801,573
Income Surtaxes	3	0	0	0
Tuition/Transportation Received	4	5,832,000	6,160,004	6,701,227
Earnings on Investments	5	342,559	342,504	533,405
Nutrition Program Sales	6	2,154,252	2,154,135	2,760,569
Student Activities and Sales	7	3,302,511	3,146,201	2,221,608
Other Revenues from Local Sources	8	18,308,744	18,143,036	20,664,937
Revenue from Intermediary Sources	9	545,000	543,000	17,043
State Foundation Aid	10	241,074,332	239,120,592	232,217,376
Instructional Support State Aid	11	1,371,493	0	0
Other State Sources	12	39,696,540	28,720,975	25,486,655
Commercial & Industrial State Replacement	13	4,699,497	2,833,392	0
Title I Grants	14	11,000,000	11,000,000	10,559,742
IDBA and Other Federal Sources	15	35,850,270	38,086,845	33,843,699
Total Revenues	16	484,555,784	468,605,326	456,427,150
General Long-Term Debt Proceeds	17	0	0	75,855,507
Transfers In	18	18,067,757	18,062,619	13,512,452
Proceeds of Fixed Asset Dispositions	19	15,000	15,000	214,140
Total Revenues & Other Sources	20	502,638,541	486,682,945	546,009,249
Beginning Fund Balance	21	202,350,723	232,228,941	173,583,330
Total Resources	22	704,989,264	718,911,886	719,592,579
*Instruction	23	267,676,460	265,311,383	257,763,002
Student Support Services	24	22,557,343	22,122,758	21,558,224
Instructional Staff Support Services	25	24,168,224	13,762,965	13,307,069
General Administration	26	6,821,084	6,708,480	6,250,264
School/Building Administration	27	20,171,667	19,782,158	19,489,251
Business & Central Administration	28	12,585,783	12,339,003	15,252,844
Plant Operation and Maintenance	29	40,664,289	40,865,876	37,569,269
Student Transportation	30	12,871,616	12,652,902	12,370,022
This row is intentionally left blank	31	0	0	0
*Total Support Services (lines 24-31)	31A	139,840,006	128,234,142	125,796,943
*Noninstructional Programs	32	25,958,293	25,396,393	21,258,793
Facilities Acquisition and Construction	33	47,404,000	47,664,944	42,704,053
Debt Service	34	18,067,757	18,062,619	13,448,494
AEA Support - Direct to AEA	35	14,982,635	13,829,063	13,086,762
*Total Other Expenditures (lines 33-35)	35A	80,454,392	79,556,626	69,239,309
Total Expenditures	36	513,929,151	498,498,544	474,058,047
Transfers Out	37	18,067,757	18,062,619	13,305,591
Total Expenditures & Other Uses	38	531,996,908	516,561,163	487,363,638
Ending Fund Balance	39	172,992,356	202,350,723	232,228,941
Total Requirements	40	704,989,264	718,911,886	719,592,579

FY 2016 BUDGET YEAR WORKSHEET - Page 1

Department of Management - Form S-W1
DES MOINES

Dist Number:

1737

	Special Revenue					Eng Levy (26) / Disaster R. (28)	This Column is Blank
	General (10)	Activity (21)	Management (22)	PERL (24)	Enrp(23)Equal(25) Ltk(29)SpecRev(27)		
Resources:							
1 Taxes Levied on Property	100,777,378		7,810,542	843,538	0	0	1
2 Utility Replacement Excise Tax	3,733,960		293,058	31,650	0	0	2
3 Income Surtaxes							3
4 Tuition/Transportation Received	5,832,000						4
5 Earnings on Investments	220,000				41,659		5
6 Nutrition Program Sales							6
7 Student Activities and Sales	20,000	3,282,511					7
8 Other Revenues from Local Sources	12,840,000			473,781	610,000		8
9 Revenue from Intermediary Sources	545,000						9
10 State Foundation Aid	241,074,332						10
11 Instructional Support State Aid	1,371,493						11
12 Other State Sources	9,494,026		22,423	923			12
13 Commercial & Industrial State Replacement	4,053,414		307,977	33,262	0	0	13
14 Title I Grants	11,000,000						14
15 IDEA and Other Federal Sources	18,597,967						15
16 Total Revenues	409,559,570	3,282,511	8,434,000	1,383,154	651,659	0	16
17 General Long-Term Debt Proceeds							17
18 Transfers In/Special Items/Upward Adj							18
19 Proceeds of Fixed Asset Dispositions	15,000						19
20 Total Revenues & Other Sources	409,574,570	3,282,511	8,434,000	1,383,154	651,659	0	20
21 Beginning Fund Balance	77,481,934	1,760,517	7,023,732	221,539	4,153,123	0	21
22 Total Resources	487,056,504	5,043,028	15,457,732	1,604,693	4,804,782	0	22
Requirements:							
23 Instruction	259,442,525	3,225,000	4,460,000	358,935	90,000		23
24 Student Support Services	22,192,343		365,000				24
25 Instructional Staff Support Services	24,168,224						25
26 General Administration	5,835,084		986,000				26
27 School/Building Administration	19,881,667		290,000				27
28 Business & Central Administration	12,585,783						28
29 Plant Operation and Maintenance	36,399,289		2,315,000				29
30 Student Transportation	10,464,616		1,607,000				30
31 This row is intentionally left blank							31
32 Noninstructional Programs	653,400		534,000	869,421	750,000		32
33 Facilities Acquisition and Construction				200,000			33
34 Debt Service (Principal, interest, fiscal charges)							34
35 AEA Support - Direct to AEA	14,982,635						35
36 Total Expenditures	406,605,566	3,225,000	10,557,000	1,428,356	840,000	0	36
37 Transfers Out/Special Items/Down Adj							37
38 Total Expenditures & Other Uses	406,605,566	3,225,000	10,557,000	1,428,356	840,000	0	38
39 Ending Fund Balance	80,450,938	1,818,028	4,900,732	1,763,337	3,964,782	0	39
40 Total Requirements	487,056,504	5,043,028	15,457,732	1,604,693	4,804,782	0	40

Department of Management - Form S-W2
 DES MOINES
 FY 2016 BUDGET YEAR WORKSHEET - Page 2

Dist: Number: 1737

Resources:	Capital Projects (30-39)			Debt Service (40)	Proprietary		Re-estimated FY15	Actual FY14
	Sales Tax (33)	PPEL (36)	Other Cap Proj		Nutrition (61)	OTH Empr (62-69)		
1 Taxes Levied on Property		6,663,397		0			114,439,059	117,619,316
2 Utility Replacement Excise Tax		225,063		0			3,915,383	3,801,573
3 Income Surtaxes							0	0
4 Tuition/Transportation Received							6,160,004	6,701,227
5 Earnings on Investments	76,500	4,400					342,504	553,405
6 Nutrition Program Sales					2,154,252		2,154,135	2,760,569
7 Student Activities and Sales							3,146,201	2,221,608
8 Other Revenues from Local Sources		344,963			4,040,000		18,143,056	20,664,957
9 Revenue from Intermediary Sources							543,000	17,043
10 State Foundation Aid							239,120,592	232,217,376
11 Instructional Support State Aid							0	0
12 Other State Sources	29,997,792	7,236			174,140		28,720,975	25,486,655
13 Commercial & Industrial State Replacement		304,844					2,833,392	0
14 Title I Grants							11,000,000	10,559,742
15 IDEA and Other Federal Sources							38,086,845	33,843,699
16 Total Revenues	30,074,292	7,549,903	0	0	17,252,303	4,040,000	468,605,326	456,427,150
17 General Long-Term Debt Proceeds				18,067,757			18,062,619	13,512,452
18 Transfers In/Special Items/Upward Adj							15,000	214,140
19 Proceeds of Fixed Asset Dispositions							486,682,945	546,009,249
20 Total Revenues & Other Sources	30,074,292	7,549,903	0	18,067,757	19,380,695	4,040,000	966,032	173,583,330
21 Beginning Fund Balance	101,122,481	6,484,240	0	0	4,007,125		232,228,941	173,583,330
22 Total Resources	131,196,773	14,034,143	0	18,067,757	23,387,820	4,136,032	718,911,886	719,592,579
Requirements:								
23 Instruction		100,000					265,311,385	257,763,002
24 Student Support Services							22,172,758	21,558,224
25 Instructional Staff Support Services							13,762,965	13,307,069
26 General Administration							6,708,480	6,250,264
27 School/Building Administration							19,782,158	19,489,251
28 Business & Central Administration							12,339,003	15,252,844
29 Plant Operation and Maintenance		1,950,000					40,865,876	37,569,269
30 Student Transportation		800,000					12,652,902	12,370,022
31 This row is intentionally left blank							0	0
32 Noninstructional Programs		1,000					25,396,393	21,258,793
33 Facilities Acquisition and Construction		42,000,000			19,438,750	3,711,722	47,664,944	42,704,053
34 Debt Service (Principal, Interest, Fiscal charges)				18,067,757			18,062,619	13,448,494
35 AEA Support - Direct to AEA							13,829,063	13,086,762
Total Expenditures							498,498,544	474,058,047
36 Transfers Out/Special Items/Down Adj							18,062,619	13,305,591
37 Total Expenditures & Other Uses							516,561,163	487,363,638
38 Total Expenditures & Other Uses							202,350,723	232,228,941
39 Ending Fund Balance							718,911,886	719,592,579
40 Total Requirements							4,136,032	4,136,032

AFFIDAVIT OF PUBLICATION

COPY OF ADVERTISEMENT

STATE OF IOWA

Exhibit "A"

SS

COUNTY OF POLK

President of Management - Form 6-PD-6

**NOTICE OF PUBLIC HEARING
PROPOSED DES MOINES SCHOOL BUDGET SUMMARY
FISCAL YEAR 2015-2016**

Location of Public Hearing:
2nd Floor-Central Campus,
100 Grand Avenue, Des Moines, Iowa

Date of Hearing: Time of Hearing:
4/7/2015 6:00 PM

The Board of Directors will conduct a public hearing on the proposed 2015/16 school budget at the above-noted location and time. At the hearing, any resident or taxpayer may present objections or arguments in favor of, any part of the proposed budget. This notice represents a summary of a supporting detail of revenues and expenditures on file with the district secretary. A copy of the details will be furnished upon request.

ed, being first duly sworn

that The Des Moines Register

Company, a corporation duly

existing under the laws of the

which its principal place of

Des Moines, Iowa, the publisher of

the Register newspaper of general

interest and published in the City of

Polk County, Iowa, and that an

original printed copy of which is

attached as Exhibit "A" and made a part of this

affidavit and published in The Des

Moines Register on the following dates

3-26-15

\$ 143.11

	Budget 2016	Re-estimated 2015	Actual 2014	April 14-16	
Asses Levied on Property	1	116,054,855	114,439,659	117,619,316	-6.71
Utility Replacement Excise Tax	2	4,283,731	3,915,583	3,801,573	6.24
Income Surtaxes	3				
Utility Repatriation Received	4	5,832,000	6,100,000	6,701,223	
Settlements on Investments	5	742,559	342,504	532,405	
Utility Program Sales	6	2,154,252	2,154,135	2,750,069	
Student Activities and Sales	7	3,302,511	3,146,701	2,221,609	
Other Revenues from Local Sources	8	18,300,744	18,143,706	20,664,937	
Revenue from Intergovernmental Sources	9	545,000	543,000	17,543	
State Foundation Aid	10	241,074,332	239,170,592	232,217,376	
Instructional Support State Aid	11	1,371,493			
Other State Sources	12	38,526,510	28,720,975	25,486,655	
Commercial & Industrial State Equipment	13	4,659,497	2,823,392		
Federal Grants	14	11,000,000	11,000,000	10,559,742	
GR & Other Federal Sources	15	35,850,210	39,031,615	33,842,559	
Local Revenues	16	484,555,784	488,695,326	486,427,150	
General Long-Term Debt Proceeds	17			75,855,507	
Transfers in	18	18,067,757	18,062,619	13,512,452	
Proceeds of Fixed Asset Dispositions	19	15,000	15,000	214,140	
Local Revenues & Other Sources	20	502,638,511	486,692,945	546,009,249	
Equity Fund Balance	21	202,350,722	232,228,541	174,543,330	
Total Resources	22	704,989,264	718,911,886	715,592,573	
Instruction	23	267,676,660	265,311,383	257,783,002	1.94
Student Support Services	24	22,557,343	22,127,758	21,558,224	
Instructional Staff Support Services	25	24,160,224	19,764,985	19,207,909	
General Administration	26	6,821,084	6,708,480	6,250,244	
School/Bulding Administration	27	20,171,667	19,782,158	19,499,251	
Business & Central Administration	28	12,985,783	12,339,003	15,252,444	
Plant Operation and Maintenance	29	40,664,289	40,662,619	37,569,269	
Student Transportation	30	12,871,616	12,652,902	14,370,622	
This row is intentionally left blank	31				
Total Support Services (lines 24-31)	31A	139,846,606	128,234,142	125,796,943	5.44
Noninstructional Programs	32	25,958,293	25,396,393	21,258,793	10.51
Utilities Acquisition and Construction	33	47,404,000	47,664,944	42,704,053	
Debt Service	34	18,067,757	18,062,619	13,449,496	
EA Support - Direct to EA	35	14,382,435	13,825,063	13,086,782	
Total Other Expenditures (lines 32-35)	35A	80,154,392	79,556,626	69,239,309	7.65
Total Expenditures	36	513,829,151	498,486,544	474,058,047	
Transfers Out	37	18,067,757	18,062,619	13,305,591	
Total Expenditures & Other Uses	38	531,896,908	516,549,163	487,363,638	
Fund Balance	39	172,992,356	202,350,722	232,228,541	
Total Requirements	40	704,889,264	718,911,886	719,592,179	
Proposed Property Tax Rate (per \$1,000 taxable valuation)		18.27206			

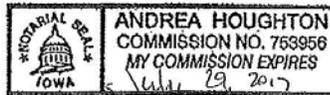
I swear to before me by said

affiant this

27th day of March, 2015.

[Signature]

Notary Public in and for the State of Iowa



**LONG TERM DEBT SCHEDULE
GENERAL OBLIGATION BONDS, REVENUE BONDS, LOANS, LEASE-PURCHASE PAYMENTS
DES MOINES**

Form includes ALL long term debt. Row 1 FINAL COLUMN is only Loans paid by VPPEL Tax. Rows 3-25 FINAL COLUMN is only G.O. Debt paid by Debt Service Tax.

Project Name (A)	Amount of Issue (B)	Date Certified to County Auditor (C)	Principal Due FY16 (D)	Interest Due FY16 +(E)	Bond Registration Due FY16 +(F)	Total Obligation Due FY16 =(G)	Amount Paid from Other Sources & Fund Balance in Appropriate Fund -(H)	VPPEL Loan Paid by VPPEL Taxes or GO Bond Amount Paid by Budget Year Debt Service Taxes =(I)
(1) All Voted PPEL Loan agreements on this line						0		0
(2) All Other Long Term Debt Below this line								
(3) 2010 School Sales (SWP) Tax Bonds	70,000,000		2,985,000	2,871,000		5,856,000	5,856,000	0
(4) 2012 School Sales (SWP) Tax Bonds	71,900,000		3,530,000	2,480,600		6,010,600	6,010,600	0
(5) 2013 School Sales (SWP) Tax Bonds	8,780,000		440,000	285,295		725,295	725,295	0
(6) 2014 School Sales (SWP) Tax Bonds	61,940,000		3,400,000	2,075,862		5,475,862	5,475,862	0
(7)						0		0
(8)						0		0
(9)						0		0
(10)						0		0
(11)						0		0
(12)						0		0
(13)						0		0
(14)						0		0
(15)						0		0
(16)						0		0
(17)						0		0
(18)						0		0
(19)						0		0
(20)						0		0
(21)						0		0
(22)						0		0
(23)						0		0
(24)						0		0
(25)						0		0
(26) Totals (Lines 3-25)			10,355,000	7,712,757	0	18,067,757	18,067,757	0

Citizens' Budget Advisory Committee

Citizens' Budget Advisory Committee Recommendations to the Des Moines School Board February 17, 2015

Background

The CBAC (Citizens' Budget Advisory Committee) had the dubious task of evaluating and looking at what the school system (including the school board) did right, what we felt it did wrong, and what we felt could be improved. During our meetings, we were privileged to hear from school personnel on a variety of issues that (in one way or another) had a direct and indirect relationship with the budget set forth by the DMPS board.

Some of these speakers and attendees at our meetings were:

Thomas Harper - CFO
Holly Crandell - Chief of Academics
Shelly Bosovich - Executive Director, Student & Family Services
Susan Tallman - Executive Director, Elementary Schools
Nick Lenhardt - Controller
Vinh Nguyen - English Language Learners
Wilma Gajdel - Director of Grants and Special Programs
Carolyn Cox - Director of Teaching and Learning, Elementary

This is the 5th year of the CBAC. In the first year, we had to address a budget shortfall. In the subsequent years we have been lucky to discuss budget recommendations relating to a budget surplus.

Of note: CBAC has remained constant in its mantra of **ALL KIDS-ALL THE TIME**.

This something that has been echoed throughout this committee's tenure.

Our recommendations are based on a stable financial environment - considering current cash reserves and state funding levels.

It is significant to note that the strategic intent of the CBAC has remained consistent - regardless of the budget situation. Those strategic priorities have been (and are):

1. PK-3 education
2. Sustainable staffing
3. Technology improvements
4. Communication

1. PK-3 education

DMPS serves more than 2,500 Preschoolers.

DMPS has over 18.5% of its students that are ELL.

DMPS has over 15% of its students who are classified SPED.

DMPS has over 72% of its students in the Free/Reduced Lunch program.

It is our opinion and recommendation that areas such as full (all) day programming, transportation of children whose families may be laden in poverty, extra-curricular activities before and after school, and that all students are nourished properly - continue to be a priority for DMPS.

With the ELL population at DMPS rapidly approaching 20%, it is time to expand opportunities for ELL students, which could include expanding weighted ELL funding. Some classes are over 28%, and projections place the ELL population in Des Moines schools at 7,000 students by 2016.

With the SPED population at DMPS over 15% of its total population, additional resources need to be given to this demographic.

DMPS students who are eligible for Free and Reduced lunches continues to expand (especially in the inner city schools). This number will most likely continue to increase due to the fact that our minority population continues to rise, as well as the fact that the economy has not turned the corner yet.

But it is a proven fact that children who have a full stomach perform better in class and we need to do whatever it takes to ensure our students are nourished and fed before school, during school, and even after school (if possible).

2. Staffing

The committee is happy that most of the 150 positions that were eliminated in 2011 have been restored but...we recommend that the board add funding to provide for more opportunities for Pre-Kindergarten students and to continue to pursue alternative funding streams/grants and legislative remedies that will eliminate funding inadequacies/inequities in Pre-Kindergarten, SPED, and ELL.

We would also recommend taking a look at additional funding for at-risk students. Whilst the DMPS dropout rate has decreased incrementally, we need to take a look at our programming, our diversity, and our funding sources attributed to this demographic.

Our committee believes that the addition of blended learning / flip classrooms etc. is a start but more needs to be done. With blended learning and flip classrooms, students learn by doing and asking questions. Students can also help each other, a process that benefits both the advanced and less advanced learners.

But...blended learning (as the combination of digital content and activity with face-to-face content and activity) has its advantages; it should not be considered a one size fits all approach.

It looks very different in each class at the school. When a teacher has an activity that works well face-to-face, there isn't any reason to look for a digital replacement. If they can find something digital that is more effective or efficient, then that should be implemented.

Technology supports effective teaching and learning but does not replace it.

Along the same lines, DMPS has recently implemented the TLC program. Whilst this is an important step to ensure DMPS has the best trained and properly compensated teachers, it also must not be seen as a cure-all.

Most importantly, if the funding for this initiative is "backed out" of our overall legislative funding (allowable growth), it becomes a detriment or deterrent as it does not figure in the inflation and associated cost involved with DMPS budget. It is time now since the State of Iowa has a budget surplus to completely fund this initiative WHILE still adequately funding our continued growth. Iowa is currently 35th in the nation for per pupil education spending (more than \$1,600 below national average) while at the same time is in the top 10 in terms of cash reserves. The legislature has proposed a modest 1.25% increase. With this increase, Iowa would fall to 40th in the nation. This is totally unacceptable. Iowa boasts that it once was number 1 in the nation in terms of education...let's get that moniker back! The "roller coaster" of teacher staffing serves no one well, neither our teachers NOR our students. We need sustainable staffing! DMPS needs to maintain adequate staffing at competitive wages in order to retain quality teachers and administrators, which have a direct correlation to student outcomes.

3. Technology Improvements

Our committee is proud of the recent technology improvements that DMPS has implemented and the board has approved. This includes everything from improvements of bandwidth/wireless capabilities to VOIP to improved security systems all the way to classroom upgrades (including the new "white boards" etc.

We suggest the board improve communication to shareholders throughout the community and show the ROI that is taking place. We realize improved technology is also not a cure-all but it directly relates to student achievement. Without the upgrades/improvements, DMPS falls further behind and that cannot happen.

4. Communications (Engagement)

The district has made many advances in this area from smartphone apps and website enhancements to doing a much better job of reaching out and educating the community. The CBAC would like to acknowledge the work done by Superintendent Ahart and the communication staff (Phil Roeder, Amanda Lewis, and others). But...we can't rest on our laurels and must continue to reach out to our community and engage them the best we can.

Synopsis

- All kids. All the time.
- Moving in the right direction. Move forward. Stay the path.
- Value of investment. Toot our own horns!
- Instruction first. Always.
- Encourage Board and DMPS Administration - primary focus on student achievement, when success is proven with quantitative and qualitative data.
- TLC Grant
- Principal Supervisor Grant
- Other best practice implementation throughout the district

Remain focused on:

- Sustainability of technology initiative
- Sustainability of current staffing levels
- Student before and after school engagement
- Sustain high level of legislative advocacy
- Sustain communication and engagement with all district stakeholders

Respectfully submitted for your consideration,
The Citizens' Budget Advisory Committee

Employees' Budget Advisory Committee

Employees' Budget Advisory Committee Recommendations to the Des Moines School Board February 17, 2015

Our recommendations for FY 2015-2016 will be to build upon our recommendations that were implemented FY 2014-2015.

Two areas of focus:

Health and Wellness

Technology Systems and Processes

Health and Wellness

The EBAC committee met with Cathy McKay and Tammy Steinwandt January 22, 2015 and reviewed current data and recommendations for improvement in regards to health and wellness. Cathy shared the recommendations made and adopted November 10, 2014 by the HBAC team. The EBAC committee agreed with 5 of the 6 recommendations. Because no information has been gathered regarding recommendation 6 about changes to vision and dental insurance, we cannot support any changes at this time.

A health and wellness coordinator was hired and has implemented many new tools to assist our staff as they work towards improving their physical and mental health. These changes have, met and in many cases exceeded, our recommendations. The participation by staff has been tremendous in both the biometric screening, jumping from 15% in 2012-2013 to 80% this school year and wellness assessments from 17% to 67% last year. We hope to continue the success we have had regarding participation and work hard in other areas for continued growth. We would like to see:

- Increased training on using the Healthy U site; possibly a video showing how to get around the site
- Professional development opportunities for staff to learn key components of their health care such as the costs of using the emergency room and the options available for choosing generic drugs
- Provide opportunities to complete participation forms for monthly activities online and provide the wellness coordinator some assistance in order to validate wellness assessment participation. This could come in the form of the building wellness champions collecting data or even better an electronic form that can be placed in a drop box
- Spouses/partners who are covered by our insurance should also be required to complete a biometric screening and provide opportunities for family activities around the district
- Seek out more discounts through local businesses and national chains for our staff

Technology Systems

The EBAC team agrees with the district's information technology blueprint recommendations. We have a few ideas we would like considered for continued improvement of the district's technology systems:

- We still need to see improved processes/software for SPED so that they can increase their efficiency in completing IEP's. This will improve their mental health, quality of life, as well as, increase their efficiency allowing them more time to focus on lesson planning
- We would like to see a replacement plan, specifically computers for student use, in place for all building's computers as many have outdated computers that are no longer being supported by our technology department.
- The inequities between buildings are evident in the area of technology and should be addressed as well. Going one-to-one in all our schools would solve these inequities
- Continued professional development for staff in technology is needed, not just how to use new technology but how to effectively implement technology into lessons

Respectfully submitted for your consideration,
The Employees' Budget Advisory Committee

Glossary

ACADEMIC SUPPORT LAB (ASL) – A non-traditional classroom environment designed to support students who need alternative programming for credit recovery and/or academic intervention. ASL teachers collaborate with student support staff to determine if additional support services are necessary for students to be successful.

ALLOWABLE GROWTH – The amount by which state cost per pupil and district cost per pupil will increase from one budget year to the next, as of FY 2015 also known as Supplemental State Aid.

AREA EDUCATION AGENCY (AEA) – A service bureau that provides a variety of programs, services, and other resources including special education to local education agencies located in a certain geographical area.

AREA EDUCATION AGENCY (AEA) SUPPORT – State funding for AEAs that passes through local a school district’s budget.

AT-RISK FUNDING – Funding generated by the supplementary weighting plan for at-risk students used to develop or maintain at-risk programs.

AT-RISK STUDENT – Any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts.

BOARD BELIEFS – Board-defined goals regarding the governance of school operations that focus the district’s work on behalf of the education of students in Des Moines. Together, Board Beliefs and Student Expectations serve as the overarching goals for the district. The Board Beliefs and Student Expectations were developed in part as the result of public input at a series of Community Conversations.

BOARD OF DIRECTORS (BOARD, SCHOOL BOARD) – The elected or appointed body that has been created according to state law and is vested with responsibilities for the educational mission of the district.

BOND – A written promise to pay a specific sum of money — called the face value — at a fixed time in the future — called the maturity date — and carrying interest at a fixed rate, usually payable periodically.

BUDGET – A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

BUDGET GUARANTEE – The minimum amount of budget authority given to the district by the State, regardless of enrollment declines and changes to the State-calculated cost per pupil. The guarantee is a calculation based on the previous year’s budget wherein the new budget cannot be less than 101% of the previous year’s budget authority.

BUILDING ADMINISTRATION – Activities concerned with overall administrative responsibility for a school.

BUSINESS AND CENTRAL ADMINISTRATION – Activities concerned with paying, transporting, exchanging, and maintaining goods and services for the district. Included are fiscal, human resources, and internal services necessary for operating the district. Also included are activities, other than general administration, which support each of the other instructional and supporting services programs. These activities include planning, research, development, evaluation, information, staff, and data processing services.

CABINET – Superintendent and senior district administrators.

CITIZEN’S BUDGET ADVISORY COMMITTEE (CBAC) – A group of community citizens tasked to provide recommendations to the Superintendent and Board for revenue enhancements and expenditure reductions in balancing the budget. Committee members are not to be former or current district employees or Board members.

COMMUNITY EDUCATION – Activities that develop knowledge and skills that meet the immediate and long-range educational objectives of adults who, having completed or interrupted formal schooling, have accepted adult roles and responsibilities. Programs include activities to foster the development of fundamental tools of learning, prepare students for a post-secondary career, prepare students for post-secondary education programs, upgrade occupational competence, prepare students for a new or different career, develop skills and appreciation for special interests, or to enrich the aesthetic qualities of life.

DEBT – An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants, and notes.

DEBT SERVICE FUND – A fund established to account for the accumulation of resources used to pay long-term debt, including principal and interest.

DISTRICT COST PER PUPIL – A calculated amount of dollars set by the State Foundation Aid Formula that represents the maximum amount of expenditures per student available to the district.

DROPOUT PREVENTION – Dropout Prevention interventions are school- and community-based initiatives that aim to keep students in school and encourage them to complete their high school education. Interventions and services, such as counseling, monitoring, school restructuring, curriculum redesign, financial incentives, and community services are provided to eliminate barriers so students may be successful academically, personally and in a career or vocation. Resources are

focused on outcomes in the following three domains: 1) Staying in school, 2) Progressing in school, and 3) completing school.

EARLY INDICATOR SYSTEM (EIS) – A system used to identify students who may be at risk of dropping out of school or who may need social or emotional interventions to improve academic performance.

EMPLOYEE’S BUDGET ADVISORY COMMITTEE (EBAC) – A group comprised of delegates from the district’s various employee groups and collective bargaining stakeholders tasked to provide recommendations to the Superintendent and Board for revenue enhancements and expenditure reductions in balancing the budget.

ENGLISH LANGUAGE LEARNERS (ELL) – Educational programming to assist students whose language background is in a language other than English in transitioning to the English language.

EXPENDITURES – Obligations incurred for services rendered and/or goods received that result in decreases in net financial resources.

FIDUCIARY FUNDS – Funds held in a custodial capacity such as Trust Funds.

FISCAL YEAR – An accounting period equal to twelve months. For the district, the fiscal year begins July 1 and ends June 30.

FULL-TIME EQUIVALENT POSITION (FTE) – A measuring unit equal to one full-time position; not necessarily one person (e.g. two 0.5 FTE positions equal 1.0 FTE).

FUND – A self-balancing set of accounts. The accounts of a fund constitute a complete entity, and all of the financial transactions for the particular fund are recorded in them.

FUND BALANCE – A balance that is equal to the excess of a fund’s assets over its liabilities and reserves. A fund balance may be either negative or positive depending on the current activities of the fund.

GENERAL ADMINISTRATION – Activities concerned with establishing and administering policy for operating the district.

GENERAL FUND – The chief operating fund of the district, which accounts for all financial resources of the district except for those required to be accounted for in a different fund.

INSTRUCTION – Teaching activities dealing with direct interaction between teachers and students provided for in or outside of the classroom or any other approved medium, such as a computer.

INSTRUCTIONAL STAFF SUPPORT – Activities associated with assisting instructional staff with the content and process of providing learning experiences for students and staff.

INSTRUCTIONAL SUPPORT LEVY – A levy placed on property values that provides additional funding for district instructional programs including elementary counseling; class-size reduction; and reading, writing, and math recovery.

INTERNAL SERVICE FUNDS – Funds that account for the financing of goods or services provided by one department to other departments on a cost reimbursement basis.

INVESTMENT INCOME – Revenue earned on the investment of idle school district funds. Investments are statutorily limited to money markets and government backed securities.

LEVY – (Verb) To impose taxes or special assessments. (Noun) The total of taxes or special assessments imposed by a governmental unit.

MISSION STATEMENT – The Des Moines Public Schools Exist So That Graduates Possess the Knowledge, Skills and Abilities to Be Successful at the Next Stage of Their Lives.

NON-INSTRUCTIONAL EXPENDITURES – Activities concerned with providing non-instructional services — such as food services — to students, staff, or the community.

OPERATIONS – Activities concerned with keeping the physical plant clean and ready for daily use. Activities include operating heating, cooling, lighting, and ventilating systems; repairing and replacing facilities and equipment; and the costs of building rental and property insurance.

OTHER FINANCING SOURCES – Other financing sources encompassing all other revenues received from the local level such as refund of prior year expenditures, transfers, etc.

PERSISTENTLY LOW ACHIEVING SCHOOL (PLAS) – The lowest achieving 5% of schools in the state, based on low overall student achievement.

PLANT OPERATION AND MAINTENANCE – Activities concerned with keeping the physical plant open, comfortable, and safe for use; keeping the grounds, buildings, and equipment in effective working condition and state of repair; and maintaining safety in buildings, on the grounds, and in the vicinity of schools.

PROPERTY RICH/POOR – A term used to describe the property tax base of a school district based on taxable valuation per student in that district. The higher the valuation per student the more “property rich” the district is, as it can generate more tax dollars than a “property poor” district given the same tax rate.

PROPERTY TAXES – The second largest source of revenue for the district. Property taxes are based on the taxable valuation of all taxable property within the school district. They are certified (independently) by the district, levied by the County Board of Supervisors, and collected and remitted by the County Treasurer.

QUALIFIED ZONE ACADEMY BONDS (QZAB) – A U.S. government debt instrument that allows qualified schools to borrow at nominal interest rates (as low as zero percent) for costs

incurred in connection with the establishment of special programs in partnership with the private sector.

REGULAR PROGRAM BUDGET– The district cost per pupil times the certified enrollment.

SOLVENCY RATIO – Calculated ratio equal to the Unreserved/Undesignated fund balance divided by total revenues.

SPECIAL EDUCATION – Education primarily for students with special needs. The programs include pre-kindergarten, kindergarten, elementary, and secondary services for the mentally challenged, physically challenged, emotionally disturbed, and students with learning disabilities.

SPECIAL PROGRAMS – Activities primarily for students with special needs. Special Programs include pre-kindergarten, kindergarten, elementary, and secondary services for talented and gifted, the mentally and physically handicapped, emotionally disturbed, at-risk, students with learning disabilities, limited English speaking students, and special programs for other types of students.

SPENDING AUTHORITY – The maximum amount of spending allowed under law based on the combination of district cost per pupil, miscellaneous income, and unspent authority from the previous fiscal year.

STATE (FOUNDATION) AID – Funding provided by the State as part of the state foundation aid formula.

STUDENT EXPECTATIONS – Board-defined deliverables that address educational goals and specific desired outcomes for students. Together, Student Expectations and Board Beliefs serve as the overarching goals for the district. The Student Expectations and Board Beliefs were developed in part as the result of public input at a series of Community Conversations.

STUDENT SUPPORT SERVICES – Activities designed to assess and improve the well-being of students and to supplement the teaching process.

STUDENT TRANSPORTATION – Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school and trips to school activities.

SUPPLEMENTAL STATE AID – Formerly known as Allowable Growth, Supplemental State Aid is the amount by which state cost per pupil and district cost per pupil will increase from one budget year to the next.

SUPPLEMENTAL WEIGHTING – This additional weighting is designed to encourage a particular type of activity by school districts. Supplemental weighting is currently available for shared classes, at-risk students, and for non-English speaking students.

TAXES – Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit, such as schools.

TITLE PROGRAMS – Provides federal funding to schools that have high poverty levels. The funding is meant to help students who are at risk of falling behind academically. The funding provides supplemental instruction for students who economically disadvantaged or at risk for failing to meet state standards

UNSPENT SPENDING AUTHORITY – The remaining amount of spending authority at the end of a fiscal year that is carried over into the following fiscal year to determine that year's maximum amount of spending authority.

Acronyms

The following is a list of the commonly used acronyms used in Des Moines Public Schools.

~A~

ACT	American College Testing
ADA	Americans with Disabilities Act
ADA	Average Daily Attendance
ADM	Average Daily Membership
AEA	Area Education Agency
AP	Advanced Placement
ARRA	American Recovery and Reinvestment Act
ASBO	Association of School Business Officials
AVID	Advanced Via Individual Determination
AYP	Adequate Yearly Progress

~B~

BCOW	Bilingual Community Outreach Worker
BEDS	Basic Educational Data Survey
BF	Business & Finance
BRI	Basic Reading Inventory

~C~

CAO	Chief Academic Officer
CARF	Comprehensive Annual Financial Report
CBAC	Citizens' Budget Advisory Committee
CFA	Common Formative Assessment
CFO	Chief Financial Officer
CGI	Cognitively Guided Instruction
CHRO	Chief Human Resources Officer
CIA	Curriculum, Instruction & Assessment
COO	Chief Operating Officer
CSIP	Comprehensive School Improvement Plan
CSO	Chief Schools Officer
CTE	Career & Technology Education

~D~

DE	Department of Education
DHS	Department of Human Services
DINA	District in Need of Assistance
DM	Des Moines
DMACC	Des Moines Area Community College
DMICSD	Des Moines Independent Community School District
DMPS	Des Moines Public Schools
DMTRS	Des Moines Teacher Retirement System
DSM	Des Moines

~E~

EBAC	Employees' Budget Advisory Committee
EC	Education Center
ECE	Early Childhood Education
ECSE	Early Childhood Special Education
ED	Executive Director
EEO	Equal Employment Opportunity
ELA	English Language Arts
ELDA	English Language Development Assessment
ELL	English Language Learner
ES	Elementary School
ESEA	Elementary & Secondary Education Act

~F~

FAA	Federal Aviation Administration
FAY	Full Academic Year
FERPA	Family Educational Rights and Privacy Act
FMLA	Family & Medical Leave Act
FRPL	Free & Reduced Price Lunch
FTE	Full-Time Equivalency
FY	Fiscal Year

~G~

GAAP	Generally Accepted Accounting Principals
GFOA	Governmental Finance Officers Association
GPA	Grade Point Average
GT	Gifted & Talented

~H~

HBAC	Health Benefits Advisory Committee
HF	House File
HR	Human Resources
HS	High School
HVAC	Heating, Ventilation & Air Conditioning

~I~

IASBO	Iowa Association of School Business Officials
IB	International Baccalaureate
IC	Infinite Campus
IDE	Iowa Department of Education
IDEA	Individuals with Disabilities Education Act
IDHS	Iowa Department of Human Services
IDPH	Iowa Department of Public Health
IELC	Intensive English Language Center
IEP	Individualized Education Plan
IEP	Individualized Education Program
IHE	Institute of Higher Education

IPDM Iowa Professional Development Model
 IPERS Iowa Public Employees Retirement System
 ISD Independent Community School District
 ISEA Iowa Science Teachers Association
 ISU Iowa State University

~K~

K Kindergarten

~L~

LEA Local Education Agency
 LEP Limited English Proficiency
 LOST Local Option Sales Tax
 LRE Least Restrictive Environment

~M~

ML Management Limitation

~N~

NCES National Center for Education Statistics
 NCLB No Child Left Behind
 NPR National Percentile Rank
 NSS National Standard Score

~P~

PBIS Positive Behavior Intervention & Support
 PD Professional Development
 PERL Public Education & Recreation Levy
 PK Pre-Kindergarten, Preschool
 PLAS Persistently Low Achieving School
 PLC Professional Learning Community
 PLTW Project Lead the Way
 PMIC Psychiatric Medical Institute for Children
 PPEL Physical, Plant & Equipment Levy
 PTA Parent Teacher Association
 PTO Parent Teacher Organization

~Q~

QZAB Qualified Zone Academy Bond

~R~

RFP Request for Proposal
 RTI Response to Intervention

~S~

SAT Scholastic Aptitude Test
 SE Special Education
 SEA State Education Association

SINA	School in Need of Assistance
SIP	School Improvement Plan
SIS	Student Information System
SLC	Smaller Learning Communities
SPED	Special Education
SRI	Scholastic Reading Inventory
SRG	Standards Referenced Grading
SSA	Supplemental State Aid
STEM	Science, Technology, Engineering & Mathematics
SWP	Statewide Penny

~T~

TLC	Teacher Leadership & Compensation
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~U~

UEN	Urban Education Network
USDA	U.S. Department of Agriculture

~Y~

YTD	Year to Date
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