

Hills P & H

PO Box 188
310 Douglas Street
Sidney, IA 51652

(712) 374-3253

Disassum

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Invoice

Date	Invoice #
9/30/2016	2739

Bill To

Sidney Community School
PO Box 609
2754 Knox Rd
Sidney, IA. 51652

Terms

Due on receipt

Quantity	Description	Rate	Amount
1	ESTIMATE weight room mini split 1 ton mini split, lineset, wire, wall braket Labor	1,450.00 1,875.00	1,450.00 1,875.00
Total			\$3,325.00

Unspent Authorized Budget Worksheet

(Line 32 = Legal Limit on General Fund Spending)

SIDNEY

6003

Discussion 6

Authority	Data Source	Actual FY13	Actual FY14	Actual FY15	Estimated FY16	Estimated FY17
1 Formula	AidLevy 4.3/5.1	2,070,276	2,006,718	2,057,543	1,947,733	2,534,231
2 Formula	AidLevy 4.8/5.2	28,492	84,261	0	130,385	0
3 Formula	AidLevy 4.11/5.3	210,160	165,505	87,417	176,549	209,335
4 Formula	AidLevy 4.14/5.4	396,978	368,593	438,615	328,648	355,704
5 Formula	AidLevy 4.22/5.5	203,816	202,565	199,941	199,941	245,302
6 Formula	AidLevy 4.30/5.6	21,298	21,199	21,011	21,011	25,841
7 Formula	AidLevy 4.38/5.7	22,585	22,490	22,324	22,324	27,476
8 Formula	AidLevy 4.46/5.8	0	0	0	0	0
9 Formula	AidLevy 4.49/5.9	108,267	104,234	109,537	99,885	126,811
10 Formula	AidLevy 4.54/5.10	6,025	10,058	4,755	14,407	0
11 Formula	AidLevy 4.60/5.11	16,894	16,379	17,138	16,138	20,709
12 Formula	AidLevy 4.63/5.12	18,686	18,116	18,954	17,849	22,902
13 Formula	AidLevy 4.66/5.13	0	0	0	0	0
14 Formula	AidLevy 4.74/5.14	11,148	11,120	11,248	11,248	13,021
15 Formula	AidLevy 4.82/5.15	1,175	1,174	1,194	1,194	1,387
16 Board/SBRC	AidLevy 5.17	0	59,921	77,351	31,011	38,794
17 Board/SBRC	SBRC	0	0	0	0	0
18 Board/SBRC	SBRC	20,295	36,006	24,484	205,752	
19 SBRC	SBRC/DE	268,263	346,499	260,601	324,035	
20 SBRC	SBRC/DE	0	0	0	0	0
21 Board/SBRC	SBRC/DE	0	0	0	0	0
22 Board/SBRC	SBRC	0	0	0	0	0
23 SBRC	SBRC	0	0	0	0	0
24 Auditor	AidLevy 5.18	0	0	0	80,427	0
25 Calculated	AidLevy 5.16	22,257	18,229	18,229	18,229	6,146
26 Calculated	Calculated	3,382,101	3,456,609	3,333,884	3,610,308	3,965,367
27 Board/Note	AidLevy 7.35	69,012	36,726	79,575	61,237	98,865
28 Board/Note	AidLevy 10.27	165,404	165,877	166,784	171,092	207,655
29 Board	AidLevy 11.3	0	0	0	0	0
30 Board	See Note 1	1,089,459	1,150,465	1,132,943	1,318,232	
31 Calculated	Calculated	1,104,968	1,119,948	1,226,313	1,229,701	1,298,210
32 Calculated	Calculated	5,810,944	5,929,625	5,939,499	6,390,570	6,870,097
33 Board	See Note 2	4,690,996	4,703,312	4,709,798	5,092,360	
34 Calculated	Calculated	1,119,948	1,226,313	1,229,701	1,298,210	

Unspent Budget Authority WS Line Item Explanation – GENERAL FUND
Unless otherwise noted funding is a mix of state aid and local property tax.
The mix is about 70% state aid and 30% property tax

Lines

1 and 2	Funding for those students who live in district and attend public school in Iowa. Line 1 is state aid and property tax. Line 2 is property tax. If there is a number in line 2 that indicates declining enrollment.
3	Additional funding for sharing teachers, programs, and operational Sharing
4	Additional funding for Special Education
5	Additional funding for teacher salaries
6	Additional funding for professional development
7	Additional funding for K – 3 teacher salaries to reduce class sizes
9 – 15	Flows directly to the AEA for services they provide the district
16	Supports alternative school program and School Based Interventionist/ Counselor. Funded entirely with property tax.
18	Budget authority for new students who are open enrolled out, and increased resident district student enrollment. Funding follows in the next fiscal year.
19	Budget authority for costs of Special Education that exceed line 4. Funded entirely with property tax.
24	For 2016 this is an adjustment for the state shorting the district 8 students of funding for operational sharing in 2015.
25	State reduction in funding that flows directly to the AEA
27	Funding for the pre-school program. Number of 4 year olds from the previous year X .5.
28	Additional funding to support teacher salaries and instructional supplies. Combination of property tax and income surtax. Heavily weighted towards income surtax at this time. Board approved every 5 years.
30	Income from open enrollment in, billing for shared teachers and staff, gifts and donations, grants – local, state, and federal, and federal aid such as Title 1.
31	Unused budget authority from the previous year.
32	Maximum legally allowable expenditures for the year.
33	Expenditures for the year.
34	Unused budget authority for the year which carries over to next year's line 31.

FY 2016 Miscellaneous Income and Actual Expenditure (GAAP basis)		
		Total
1	Total Revenues and Other Financing Sources	\$4,934,000.14
2	Property Taxes	\$1,534,704.54
3	Income Surtaxes	\$126,875.00
4	Excise taxes(Utility Replacement)	\$51,308.54
State Foundation Aid and State Replacement for Commercial and Industrial Property		
5	Valuations Reduction	\$1,453,026.00
6	Instructional Support	\$0.00
7	Special Education Deficit State Aid	\$2,849.00
Teacher Leadership Supplement, 4 Yr Old State Aid, Teacher Salary Supplement, Early Childhood Intervention and Professional		
8	Dev.	\$304,513.00
9	AEA Flowthrough	\$142,492.00
10	Subtotal (lines 2-9)	\$3,615,768.08
11	Miscellaneous Income (Row 1 minus Row 10)	\$1,318,232.06
12	Total Expenditures and Other Financing Uses	\$5,092,360.21
13	20% of Total Expenditures (Row 12)	\$1,018,472.04
Minus Unexpended Fund Balance(Fund10, Account id 7 and Accounts 740-759)		\$238,544.12
15	= Maximum Cash Reserve Levy Allowed (Row 13-Row14)	\$779,927.92

Line 30 Unspent Budget WS
 Line 33 " " " "

Ending Cash Balance General Fund

FY 2015 - Miscellaneous Income and Actual Expenditure (GAAP basis)

Repeat Column Headings Every Lines Go		Total
1.	Total Revenues and Other Financing Sources	<u>4,852,773.37</u>
2.	Property Taxes	<u>1,519,006.41</u>
3.	Income Surtaxes	<u>173,360.00</u>
4.	Excise taxes(Utility Replacement)	<u>53,507.16</u>
5.	State Foundation Aid and State Replacement for Commercial and Industrial Property Rollback	<u>1,499,392.00</u>
6.	Instructional Support	
7.	Special Education Deficit State Aid	<u>7,117.00</u>
8.	4 Yr Old State Aid, Teacher Salary Supplement, Early Childhood Intervention and Professional Dev.	<u>322,851.00</u>
9.	AEA Flowthrough	<u>144,597.00</u>
	This row intentionally left blank	
10.	Subtotal (lines 2-9)	<u>3,719,830.57</u>
11.	Miscellaneous Income (Row 1 minus Row 10) <i>Line 30 Unspent Budget WS</i>	<u>1,132,942.80</u>
12.	Total Expenditures and Other Financing Uses <i>Line 33 " " "</i>	<u>4,709,798.06</u>
	Maximum Cash Reserve Levy FY 2017	
13.	20% of Total Expenditures (Row 12)	941,959.61
14.	Minus Unexpended Fund Balance(Fund10, Account id 7 and Accounts 740-759)	<u>407,616.46</u>
15.	= Maximum Cash Reserve Levy Allowed (Row 13-Row14)	534,343.15

Ending cash
balance
General Fund

Special Ed Expenditures / Revenue

2014-2015 Screen 11 - Certification

Help

CERTIFIED 10/16/2015 7:44:46 AM

All the records described below are now **BROWSE ONLY**
Please contact person listed at the bottom of the display
if you need to make further adjustments to this information.
Thank you.

A district may request allowable growth and supplemental aid for a negative special education balance for the current school year. The supplemental aid payment will be calculated by the Department of Management after all special education balances have been finalized. If a district has a positive special education balance, they do not have the ability to request allowable growth and supplemental aid. The date listed below indicates when the district's board approved seeking allowable growth and supplemental aid for a negative special education balance.

Our Board approved this action on 10/19/2015

Upload your minutes (PDF or Word):

Upload Minutes



[Download Current Minutes](#)

Previous Year Carryover (Screen 4)

\$0.00

Total Special Education Revenue

\$979,595.53

Total Special Education Expenditures

\$1,240,196.26

Special Education Balance in Current Year

(\$260,600.73)

Weighted Receipts (Screen 4)

\$438,615.00

Carryover Allowed in Current Year (10% of Weighted Receipts)

\$43,861.50

Amount to be Redistributed to Districts with a Negative Balance

\$0.00

Amount of Allowable Growth Request

\$260,600.73

Special Ed Expenditures/Revenue

2015-2016 Screen 11 - Certification

Help

CERTIFIED 9/14/2016 4:33:39 PM

All the records described below are now **BROWSE ONLY**
Please contact person listed at the bottom of the display
if you need to make further adjustments to this information.
Thank you.

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Our Board approved this action on 10/17/2016

Upload your minutes (PDF or Word):

Upload Minutes

Previous Year Carryover (Screen 4)

\$0.00

Total Special Education Revenue

\$864,064.99

Total Special Education Expenditures

\$1,188,099.97

Special Education Balance in Current Year

(\$324,034.98)

Weighted Receipts (Screen 4)

\$328,648.00

Carryover Allowed in Current Year (10% of Weighted Receipts)

\$32,864.80

Amount to be Redistributed to Districts with a Negative Balance

\$0.00

Amount of Allowable Growth Request

\$324,034.98

DISTRICT LEVEL FORMS

STATUS

DATE



Discussion

C

To: Sidney CSD School Board President

Hello Heidi,

The Rural School Advocates of Iowa is a growing and becoming an increasingly important advocacy organization representing the students, staff and communities in rural Iowa, on a mission to support the state level policy necessary to deliver a quality education to every Iowa student, regardless of where they live.

We have laid some critical groundwork for the state's participation in school transportation funding, striving for a down payment on equity in the next legislative session. RSAI has accomplished several smaller, but important, policies impacting rural districts, such as PPEL authority for transportation (bus) repair, management fund authority to pay for early retirement costs for retirees over 65 and management fund authority to pay for the costs of mediation and arbitration, any one of which would pay your districts cost of RSAI annual dues for decades. At the Oct. 12 annual meeting, the Leadership and Legislative Groups have recommended, based on discussions at the summer's regional meetings, a new legislative priority to address the shortage of qualified individuals to teach many subjects in rural schools. We've attached the draft position statement, one of many tools to help local leaders advocate with their legislators and communities.

An invoice has been sent to your district to renew your membership in RSAI and we hope you do. If you have questions, please don't hesitate to contact me or your RSAI region representative (contact information is found in the enclosed brochure.) As an additional benefit of membership, RSAI is now the affiliate member of the National Rural Education Association, which includes regular information from Washington, updates regarding research of best practices in rural education, and the opportunity to network with and learn from rural schools across the nation. Check out NREA's web site here: www.nrea.net

Thank you for everything you do to educate the children in your district. Although individually small, RSAI districts are collectively mighty, providing a necessary focus on issues that impact your staff, students and school every day.

With gratitude,

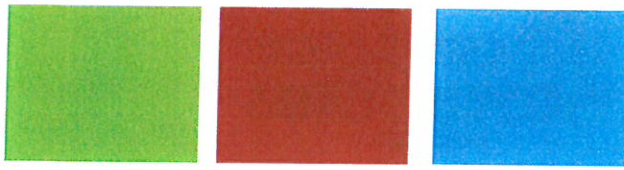
Margaret Buckton
Professional Advocate, RSAI
Margaret.buckton@rsaia.org
(515)201-3755 cell



Background: The following themes provide a concise 30,000-foot view to help define the organization and drive lobbying responses to proposals outside the boundaries of defined RSAI legislative priorities.

RSAI Essential Values: (Considerations when formulating positions on Legislative Issues):

- **Students First:** State policies and resources should be designed to support schools in providing equal opportunities and success for students in **all districts of all sizes and locations**.
- **State Mandates:** Any new mandates ought to be founded on a principal of state public purpose. If the state compels school district action, the costs of that action must be initially funded and continually supported with a long term sustainability plan.
- **Flexibility:** In education policy, one size does not fit all school districts, classrooms or students. District leaders need maximum flexibility to provide a great education to all students. The state role is to define what outcomes are necessary for all students, leaving flexibility to schools in expenditures and policy to best determine how to deliver those intended outcomes.
- **Recognize Need and Capacity:** Formulas for funding should be based on student needs rather than exclusively defined based on enrollment. Per pupil funding alone does not recognize the challenge of maintaining capacity for supporting and improving education during continuous enrollment decline.
- **School General Fund Revenues Drive Instruction:** General Fund dollars pay for education. Any inequities on the expenditure side of the General Fund deprive districts of resources to pay for education. School transportation costs are a prime example.
- **Local Control:** Local leaders will typically make the best decisions for students, especially when they have adequate flexibility and resources to make those decisions. The state should exhaust other tools to correct local district mistakes when they believe those happen, rather than legislating for all districts (such tools may include but are not limited to DE review, set accreditation expectations, AEA support, SBRC request for a conversation, etc.)
- **State Program Sustainability:** Funding for state initiatives should be defined and planned, including providing a plan for adequately funding the basic cost of education along the way, while defining sustainable sources of revenue for new state reforms and initiatives.
- **School Sustainability:** Decisions about school sustainability should be based on the inability to deliver student success, rather than assumptions about the size of a school district. Sharing, reorganization, consolidation and dissolution decisions are best made locally. The state provides support through the provision of incentives to help eliminate barriers to those conversations.



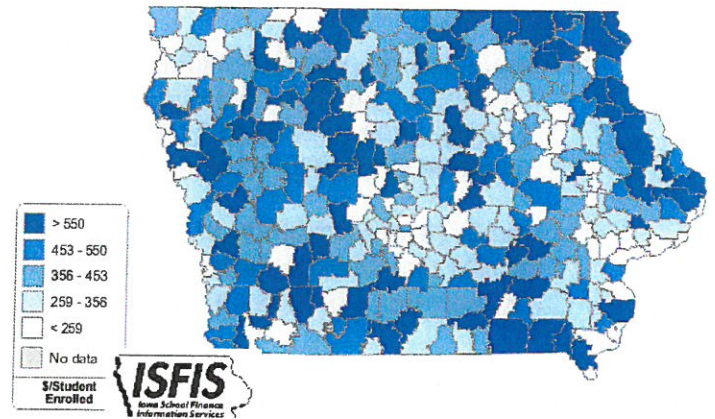
RSAI Position Paper

Transportation Equity: A 2017 Legislative Priority *DRAFT*

Background: In the 1950s, Iowa had over 4,000 school districts. Students could walk to their neighborhood school and transportation costs were nonexistent for Iowa school districts. As budgets have tightened and enrollments continue to decline, Iowa now has 333 districts (FY 2017) with varying square miles per pupil and hugely varying transportation costs.

Iowa's foundation formula does not recognize the sparseness of population, square mileage or route miles for school districts, the number of students transported, or variance in road or geographic conditions. As a result, districts with large transportation costs cover those costs out of the school general fund.

Current Reality: the following statistics describe current transportation inequities today from the DE FY 2015 Transportation Report:



- FY 2015 State cost per pupil was \$6,366. There were an estimated 41 Iowa school districts that required at least 10% of that general fund cost per pupil for transportation.
- The range in transportation expenditures varies from a low of \$57.82 to a high of \$980.87 per student enrolled. Square miles per district range from a low of 2 to a high of 555 square miles, and route miles range from a low of 4,771 to a high of 1,264,105 miles.
- Property tax characteristics, including low valuation per pupil and corresponding higher tax rates, create challenges for districts with low tax capacity to pay for buses out of PPEL or Sales Tax funds, further stressing the general fund budget. When districts have larger transportation costs, both taxpayer and student inequities worsen.
- General fund dollars spent on busing would otherwise be available for staff and teachers (salary, benefits, training, and support), curriculum, programs, technology, and energy. Lack of resources in all of these areas creates an unequal educational opportunity for students in rural districts.

RSAI calls on the Iowa Legislature to address the issue of **Transportation Equity**: Supports a mechanism that covers school transportation costs that does not unreasonably disadvantage property tax payers in property poor districts or compete with general funds otherwise spent on providing education to students.



RSAI Position Paper Extend State Penny for School Infrastructure Sunset:

A 2017 Legislative Priority *DRAFT*

Background: The State Penny for School Infrastructure, established in 2008, expires on Dec. 31, 2029. The original 20-year timeframe matched the typical bonding period for property-tax backed construction projects. State penny has helped schools address the age-old problem of equity and adequacy for school facilities. Use of the local option tax from 1998-2008 and the state penny sales tax for school infrastructure since have together:

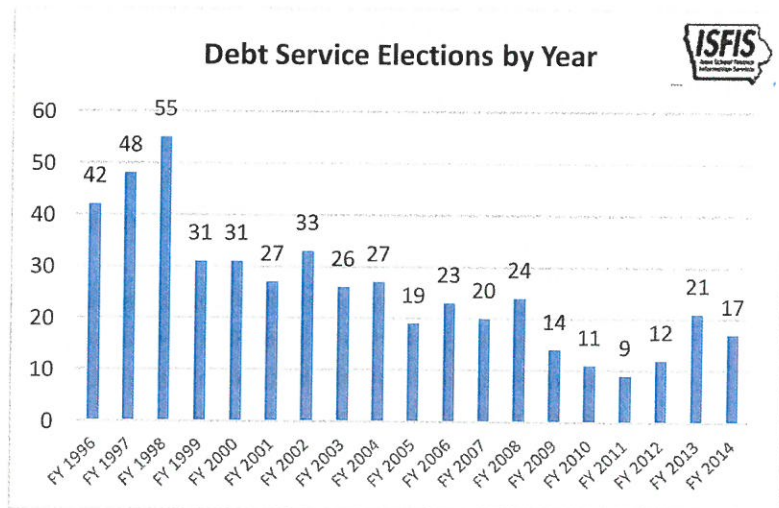
- Funded technology expansions in districts (such as 1:1 initiatives)
- Elevated student learning (science labs, STEM, CTE and the arts, to name a few)
- Upgraded fields and facilities to encourage student and community participation and connection to school
- Resulted in fewer days lost due to extreme temps
- Returned saved energy dollars to the educational program
- Purchased items otherwise requiring PPEL levy increases or new Bond Issues
- Improved condition of otherwise aging bus fleet
- Reduced property taxes
- Provided additional property tax equity through dedication of use tax to property tax relief.

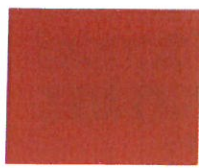
Current Reality: Nine years later, schools are feeling the pinch of a shortened bonding period:

- With only 12 years, a shortened bonding stream has left approximately \$700 million of borrowing capacity on the table, compared to a full 20-year period.
- With low interest rates and unmet needs, this is the wrong time to turn to property taxes rather than sales taxes to continue facilities repair and construction.
- The replacement cost of Iowa schools is estimated to be \$16.4 billion (July 1, 2014). The state penny provides an annual investment of 2.55%, a reasonable amount to maintain and update Iowa schools, including funding for technology, equipment, buses and additional property tax relief.
- Fallback will always be property taxes. Inequity in valuations means that some districts will utilize PPEL/Debt Service property taxes bearing no relationship to enrollment or need. Iowa will return to the infrastructure mess we were in with inadequate school facilities and unequal student resources.

History of the number of bond issues approved by voters annually proves the point: fewer bond issues have been passed every year since the start of the state penny. That track record will continue if the penny can be bonded against for the full 20 years. Absent that action, as the time frame shortens, the number of bond issues backed by property taxes will escalate.

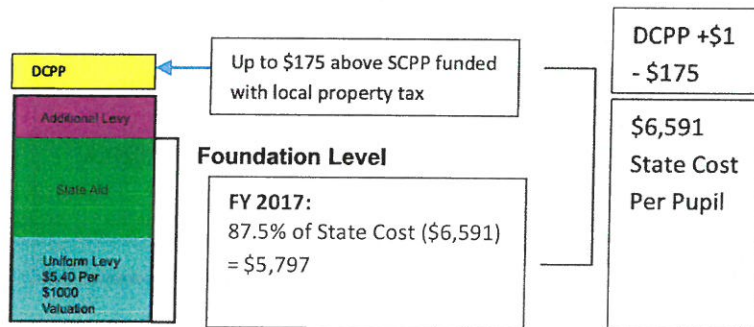
RSAI calls on the Iowa Legislature to **extend or repeal the sunset of the state penny** for school infrastructure. Since voters in Iowa's 99 counties approved the sales tax for public schools, any change in use of the revenue in the extension should be dedicated to educational purposes.





**RSAI Position Paper Student Equality - State and District Cost Per Pupil
A 2017 Legislative Priority *DRAFT***

History: when the Iowa school foundation formula was created, school districts had previously funded schools almost entirely with local property taxes. The level of support varied due to many factors, including community support for the priority of education and local property tax capacity. The formula defined a State Cost per Pupil (SCPP) and brought all districts spending less than that amount up to the minimum, paid for with a combination of local property tax and state foundation aid. Only those districts previously spending more than the newly defined SCPP were allowed to continue to spend more, paid for with local property tax. Although the formula was created in the mid-1970s, a significant difference between the SCPP and a higher District Cost Per Pupil (DCPP) remains. This graphic shows the property tax and state aid components of the SCPP and the DCPP above the \$6,591 (FY 2016-17 SCPP).



Current reality: In FY 2017, the State Cost per Pupil (SCPP) is \$6,591. 164 districts (48.8%) are limited to this amount as their District Cost per Pupil (DCPP). The other 172 districts (51.2%) have a DCPP ranging from \$6,591 to \$6,766, or \$1 to \$175 more. This extra amount is funded with property taxes. Under current law, this \$175 difference continues into the future, accessible to some district but not others.

When the Legislature determines the increase in the SCPP, that dollar amount is added to the DCPP, so the gap continues at the same dollar amount. On a percentage basis, the \$175 is much less today than it was in 1975. However, when school budgets are tight and every dollar matters, additional attention is focused on any inequity. This table shows the count of districts based on the range of authority in the formula to exceed the SCPP.

FY 2017 Count of Districts	Amount DCPP is Greater than SCPP
162	\$0
65	\$1 to \$35
48	\$36 to \$70
25	\$71 to \$105
19	\$106 to \$140
14	\$141 to \$175
Total = 333	

Inequity impacting students:

The amount of funding generated per pupil for regular education is not the same for all districts. Thus, a student, based solely on the historical practice of the district of residence, generates more funding or less funding. After nearly 40 years of the current formula, the question is, "Should ALL Iowa public school students generate the same amount of funding, on a per student basis, for their regular education costs?" Another critical question for policy makers, is should the state allow some districts to exceed the SCPP without granting the same permission to others?



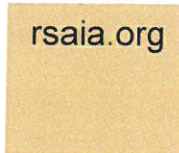
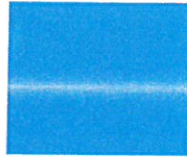
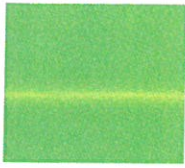
The following graphic explains the revenue sources of the funding for the state and district cost per pupil:

Source of Funding for DCPP	Notes	Cumulative Amount
DCPP above SCPP property tax	\$1 - \$175	\$6,592 - \$6,766
Additional Levy property tax (rate as necessary to generate last 12.5%)	\$824 which is 12.5% of SCPP	\$6,591
State foundation aid	87.5% of SCPP	\$5,767
Uniform Levy \$5.40 per \$1,000 property tax	Varies based on property value per pupil	

Solutions: Short of state appropriation of an estimated \$84.5 million, the amount required for the state to assume the entire amount of DCPP already paid with property taxes in those districts that have authority (just over \$11 million) plus the supplement for those districts that don't have it, there are other possible solutions that would promote equity without lowering the per pupil amount available for any school district:

- Give all local districts spending authority for the difference and allow school boards to decide locally whether to fund it.
- Set the state cost per pupil at the highest amount but lower the foundation percentage threshold from 87.5% to an amount that balances the impact on the state and on property taxes. Since many districts have sufficient cash, it's likely there will be little cash reserve levy impact for several years in many districts.
- Allow local district authority to use cash reserve to fund the difference under certain circumstances. SSB 1254 and HSB 240, both introduced in the 2015 Legislative Session, include a parameter that the cash reserve levy in the base year may not be exceeded in a future year if providing funds for this purpose. HF 2182, introduced in the 2016 Session, was a short-term limited authority to use cash reserve, giving the legislature time to come up with a more permanent solution. SF 2104 creates both a transportation and formula equality phase in, beginning with \$5 per pupil July 2017, \$10 per pupil July 2018, \$20 per pupil annually thereafter until the \$175 gap is eliminated (by 2027).
- A combination of two of the above would also be possible – authority in the meantime, close the gap over the long haul.
- The entire difference could be paid with state funds (\$85 million) or maintain the current property tax contribution of \$11 million with a state contribution of \$74 million.

RSAl supports raising the state cost per pupil to the maximum district cost per pupil in the formula.



RSAI Position Paper *DRAFT*

Operational Sharing Incentives: A 2017 Legislative Priority

Background: Operational sharing incentives were extended during the 2014 legislative session in [HF 2271](#). Changes were made to both the positions covered and the amount of funding received by districts beginning with the 2013-14 school year and through the 2018-19 school year. School Counselors and Curriculum Directors were added to the positions covered. Funding was changed from a per student amount to a fixed amount per position. The funding is a level amount for five years. The fixed amount per position is as follows: Superintendent - 8 students, Human Resources, Business Manager, Operations and Maintenance, and Transportation - 5 students, and Counselors and Curriculum Directors – 3 students. Total additional students generated per district cannot exceed 21 (total of \$138,411 per district in FY 2017 dollars). The Fiscal Note estimated a maximum of \$46.5 million in FY 2016, of which \$40.8 million would be state aid and \$5.7 million funded through local property tax. The FY 2017 actual supplementary weighting, equal to 2,815 students, is an estimated \$18.6 million, well below the total capacity estimated. 160 school districts utilize these sharing incentives.

Current Reality:

- Sharing incentives create the capacity for districts to discuss efficiencies that may not otherwise be politically viable. The incentives promote good working relationships with neighboring districts and help smaller districts continue to meet accreditation demands with limited general fund resources. Sharing also allows expertise to be concentrated in positions and provides more oversight and capacity for complying with Iowa laws.
- The amount of weighting, especially for those positions generating 3 students, may not be sufficient to justify sharing.
- Since the time frame for sharing is only five years, it provides less incentive for a district to engage in sharing in years two through five when the incentive is limited to a shorter time period.
- Although districts may share other positions, there are no incentives available for those positions.
- This program has been a life line for rural school districts, especially those with declining enrollment, during several years of low per pupil funding increases in the formula.

RSAI calls on the Iowa Legislature to maintain a commitment to and extend the timeline for

Operational Sharing: Opportunities to achieve efficiencies, share capacity to operate, and redirect resources to educational programs, should be maintained and expanded to provide additional capacity to school districts to improve educational outcomes for students. Additionally, sharing of school superintendents is economically and educationally advantageous and should be allowed to continue without a time limitation.

EQUIPMENT BREAKDOWN PROGRAM ADVANTAGES

- The policy allows the school to shift funds from PPEL/SILO/or General Fund to Management Funds to pay for repair of electric/electronic equipment
- Reimburses the school district for any covered repairs performed by school staff (parts & labor). The money that is sent to the school is considered miscellaneous income.
- The school chooses its own outside vendors. The insurance company does not leverage the vendors to charge less. They assign the PO numbers and pay the vendors directly, which frees up Business Office personnel time.
- The Policy has no deductible. As such, it can be a cost effective substitute for an equipment lease (i.e. copiers) or existing maintenance contracts (i.e. fire alarm, CCTV system).
- Cash out provisions may apply to older equipment.



TELESERVE™

QUOTE/INITIATIVE NO: TW29217

Property Damage Insurance

25-Feb-2016

SIDNEY COMMUNITY SCHOOL DISTRICT
2754 KNOX ROAD
SIDNEY, IA 51652

Item	Mfg	Model	Description	Serial #	SU Base Cost	+	* Additional Services (Consumables)	=	SU Annual Total Cost
010	VARIOUS	PER ATTACHED EQUIPMENT CHECKLIST			\$34,022	+	\$0	=	\$34,022
020	MCQUAY	EP771	WALKIN FREEZER 9X6 FT	W2024	\$738	+	\$0	=	\$738
030	VARIOUS	WALKIN	WALKIN COOLER 9X6 FT	1UNKNOWN	\$738	+	\$0	=	\$738
040	GENIE	AW-30S	MANLIFT 30FT, MODEL YEAR 2004	AWP-4-205	\$613	+	\$0	=	\$613
<u>Additional Terms / Comments</u> LIMITED TO (1) ANNUAL PREVENTIVE MAINTENANCE / CERTIFICATION INCLUDED. TIRES, BATTERIES, AVOIDABLE DAMAGE, END USER ROUTINE INSPECTIONS EXCLUDED.									
SUBTOTAL :					\$36,111	+	\$0	=	\$36,111
Site Name: ELEMENTARY									
060	KONICA	BIZHUB554E	COPIER	A61B011007272	\$1,584	+	\$571	=	\$2,155
<u>Additional Terms / Comments</u> ALL CONSUMABLES EXCEPT PAPER, STAPLES AND COLOR SUPPLIES INCLUDED. CLEANING WEBS, DRUM (BLACK), PM KIT, WASTE TONER BOTTLE INCLUDED. 0.006 SURCHARGE > 138972 BLACK COPIES									
SUBTOTAL :					\$1,584	+	\$571	=	\$2,155
Site Name: JUNIOR HIGH/HIGH SCHOOL									
050	KONICA	BIZHUB554E	COPIER	A61D011006458	\$2,209	+	\$869	=	\$3,078
<u>Additional Terms / Comments</u> ALL CONSUMABLES EXCEPT PAPER, STAPLES AND COLOR SUPPLIES INCLUDED. CLEANING WEBS, DRUM (BLACK), PM KIT, WASTE TONER BOTTLE INCLUDED. 0.006 SURCHARGE > 211380 BLACK COPIES									
SUBTOTAL :					\$2,209	+	\$869	=	\$3,078
(0) TOTAL DOCUMENTS					\$39,904	+	\$1,440	=	\$41,344

* Consumable Coverage Selected-Not discounted. Amount Shown is Maximum Reimbursement Limit Provided

SU INSURANCE COMPANY

SIDNEY CSD

TW29217

EQUIPMENT CHECKLIST

STUDENTS SERVED 390

As indicated by the quote application, the checked boxes correspond to the equipment types found within your school district, for which the district is responsible for the maintenance cost. Coverage will be automatically provided for any checked equipment or system of the following equipment types in which the piece of equipment or system has a replacement value of \$15,000 or less. Any other piece of equipment or system must be itemized. Equipment not checked on this form will not be covered.

QTY

Classroom / Shop Equipment

- Driving Simulators
- Electrical & Electronic Auto Shop Equipment
- Electrical & Electronic Fitness Equipment
- Electrical & Electronic Laboratory Equipment
- Electrical & Electronic Sewing Equipment
- Electrical & Electronic Shop Equipment
- Electrical & Electronic Wood Shop Equipment
- Electronic Audio Visual Equipment
(i.e., VCRs, disc players, projection devices)
- Electronic Whiteboards
- Electronic Band Equipment
- Electronic Photo Shop Equipment
- ICN including Satellite Dishes
- Student Response Systems

Communications Equipment

- Audio / Visual Systems
- Overhead Paging / Intercom Systems / Clock Systems
- Radios
- *Telephone Systems# of Ports
- *Telephones, VMS # of Users

Computer Equipment

- *Controllers # of
- *Computer Communications
(i.e., modems, switches, routers, wireless access points)
- *Desktop Computers # of
- *File Servers # of
- *Laptops (must be detailed on Attachment A) # of
- *Laptops 1:1 mobile (must be detailed on Attachment A) # of
- *Tablets (must be detailed on Attachment A) # of
- *Tablets 1:1 mobile (must be detailed on Attachment A) # of
- *Printers # of
- *Scanners # of

Security Equipment

- Card Access Systems
- *CCTV Systems # of Cameras
- Electronic Gates / Doors
- Electronic Library Security System
- Fire Alarms
- Metal Detectors
- Police Alarms
- Safes, Chests, Vault Doors

Mail Equipment

- Inserters, Labelers, Openers, Stackers
- Mail Machines / Scales (not system)

Facilities Equipment

- Auditorium
(i.e., stage motors, lighting/audio boards, microphones, speakers)
- Auto Light Sensors
- Clothes Washers and Dryers
- Concession Stand Equipment & Vending Machines
- Electrical & Electronic Food Preparation Equipment
- Electrical & Electronic Housekeeping Equipment
- Electrical & Electronic Pool Equipment / Whirlpool
- Indoor Electronic Sign / Scoreboard
- Kilns
- Lawn Mowers (non-riding)
- Leaf Blowers / Weed Wackers
- Manlifts (See Itemized)
- Motors for Bleachers, Basketball Hoops
- Outdoor Electronic Sign / Scoreboard
- Pitching Machines
- Sports Time / Measure / Record System
- Water Drinking Fountains**
*** (refrigerant & connected plumbing excluded)*

Office Equipment

- Binders
- Bursters
- CAD / CAM Systems
- Calculators
- Card Readers
- Cash Registers
- Check Signers
- Coin Sorters / Packagers
- Copiers (See Itemized)
- Currency Counters
- Dictation Equipment
- Electrical & Electronic Office Equipment
(i.e., staplers, hole punchers)
- Electrical & Electronic Print / Press Equipment
(non-production)
- Electric Rotary Files
- Electronic Typewriters
- Embossers
- Facsimile Machines
- Folders
- ID Card Systems
- Laminators
- Microfilm Reader / Printers
- Microfilmers
- Retail Scanners
- Shredders
- Time & Attendance Systems
- Uninterrupted Power Supply / Transient Voltage Protection Systems (up to 40 KVA)

65

15

60

400

150

20

3

**SU Insurance Company's Policy Exclusions include,
but are not limited to, the following:**

- Building Wiring and Cabling
- Calibrations Including Tuning
- Certifications
- Color Supplies and Color Drums (*unless otherwise noted*)
- Consumables (i.e.: Supplies, PM Kits, Bulbs, Ink Cartridges, Batteries) - unless noted otherwise
- Cosmetic Restoration (including, but not limited to scratches, dents and broken or cracked parts that do not otherwise affect the functionality or materially impair the intended use of the equipment)
- Equipment Which is not Electrical or Electronic in Nature (except lawn mowers, leaf blowers & weed whackers)
- Exterior Overhead Doors
- Furniture and Fixtures
- Gas Powered Motorized Equipment
- In-House Employee Labor on High Voltage Equipment
- Obsolescence
- Physical Plant Equipment (i.e.: Elevators, HVAC etc.)
- Production Print/Press Equipment
- Recommended User Maintenance (i.e., clearing paper jams, toner installation, etc.)
- Refurbishments
- Replacement of Missing Parts/Components
- Software
- Upgrades
- Vehicles / Tractors / Heavy Equipment

Note:

- *All coverage is subject to the actual SUIC policy provisions*
- *Repairs which exceed \$5,000 must be reported to SUIC at 800-833-7050 for authorization prior to commencing any repair.*



Discussion
action
c

Contract for purchased services for the Home School Assistance
Program Supervisory Teacher with Sidney Community School District

This contract is entered into between Luke Buttry and the Board of
Directors of the Sidney Community School District, Fremont County,
State of Iowa.

Witnesseth: That in consideration of \$19.50 per hour for the 2015-2016
school year, said Supervisory Teacher agrees to perform faithfully the
duties of Supervisory Teacher to the Superintendent and Board of
Education. The salary is to be paid on a quarterly or semi-annual basis
(discretion of said board) and will be based on 55 hours of service per
student, per year and will be considered as reimbursement for any
expenses incurred by the Supervisory Teacher. Said Supervisory
Teacher agrees to well and faithfully perform the duties and
responsibilities of Supervisory Teacher.

Either the Supervisory Teacher or the Board of Directors may terminate
this contract by giving 30 days notice if contract is breached.

Name of Students Supervised:

Moses Buttry
Savannah Buttry
Shanya Buttry

Date: August 19, 2016

_____ Supervisory Teacher

_____ Board President
Sidney Community School District

Discussion
action d

Gregg Cruickshank <gcruckshank@sidney.k12.ia.us>



Activity Accounts per the Auditor

1 message

Jennifer Maher <jmaher@sidney.k12.ia.us>

Fri, Oct 14, 2016 at 9:28 AM

To: Gregg Cruickshank <gcruckshank@sidney.k12.ia.us>

Please put on the agenda for Discussion/Action. Class funds with a balance as requested by the Auditor.

The following class funds need redistributed:

Class of 2014 - \$1406.28
Class of 2015 - \$1527.80
Class of 2016 - \$1612.55
Total : \$4546.63

This money is raised for the purpose of prom, Sr. trip and graduation caps/gowns. When the class graduates, any leftover funds become the district's money and requires board decision on what to do with it. It is required to stay in the Activity fund.

My recommendation, based on information from other districts and guidance from the Auditor, is to divide that balance out by the 4 current classes. This keeps it clean, fair and keeps the money used for the purpose it was raised.

Jennifer Maher
Sidney Community School District
Business Manager
712-374-2141